

~~CONFIDENTIAL~~

A STUDY OF CERTAIN FACTORS THAT INFLUENCE THE
CLOTHING PURCHASES OF COLLEGE SENIORS

by

IDA ANDERSON

Department of
Clothing and Textiles
Division of Home Economics
Kansas State Agricultural College

B. S., Iowa State College, 1927

A THESIS

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE AGRICULTURAL COLLEGE

1930

LD
2668
T4
1930
A45
C.2

A11202 486790

2

TABLE OF CONTENTS

	Page
INTRODUCTION	3
REVIEW OF LITERATURE	4
INVESTIGATION	35
Questionnaire	39
Table I	49
Table II	51
Table III	54
Table IV	59
Table V	60
Table VI	67
Table VII	71
Table VIII	76
Table IX	82
Table X	85
Summary	89
CONCLUSION	92
ACKNOWLEDGMENT	94
LITERATURE CITED	95

INTRODUCTION

This investigation is an endeavor to ascertain the different factors that influenced a group of seniors who have taken organized courses in Home Economics throughout their college training. Aware of the lack of authentic information in regard to the motives that influence people in the selection and purchase of clothing, and in accordance with some of the suggestions made by Miss Ethel Phelps, (1) this survey of a group of people with similar interests and education was attempted.

Since there is a lack of organized information on the selection and purchase of clothing and the various motives that influence the purchases of the consumer, it is hoped that by this investigation, a few helpful facts and suggestions may be discovered and made available for the consumer's use.

At this time, there seem to be five major reasons for such a study;

1. For the writer herself to become acquainted with the possibilities of the problem and to secure sufficient information to carry on the investigation successfully.

2. To acquire some information as to what extent Kansas State Agricultural College Seniors have applied their training in home economics.

3. To furnish authentic information from an organized group in regard to the factors that affect the purchase of clothing.

4. To aid in an understanding of the motives that influence the individual in the purchase of clothing.

5. To contribute authentic data to the existing information regarding clothing purchasing habits of the consumer.

REVIEW OF LITERATURE

As a basis for this study of the factors that influence the clothing purchasing habits of the individual consumer, it seems necessary to define and discuss a few terms that will occur throughout the study. Since this survey is concerned with some of the factors that influence the purchase of clothing it seems expedient that goods, utility, economic goods, desires, wants, demand, motives, habits, customs, value, purchasing and consumption, should be carefully defined and those not included in later discussions will be explained at this time in the order used above.

According to Ely, (2) goods are anything capable of satisfying a human want, and possessing utility; utility is

the power to satisfy wants which may be serious, frivolous, or even positively pernicious; their object is that which gives them utility in the economic sense.

Economic goods are those (2) which exist in quantities less than sufficient to satisfy all wants for them; characterized by (3) scarcity, cost and exchangeability. Men's desires are the primary motives of his activity. They are the dynamic forces which, in order to satisfy his wants, motivate his behavior (4). They rise in consciousness either instinctively or from external stimuli. Wants are really tastes (5) which have been repeated so often that they occupy the conscious attention of the individual as he attempts to satisfy his wants. According to Ely, demand is desire which is intense enough to lead to purchase. Motives for purchase are (6) selective or emotional, primary or rational. Habit is repeated selection (7) of the same thing. Customs are habits followed by masses of people. A habit is a factor in limiting the choice and consumption of the individual, so custom limits the choice and consumption of societies and nations.

Johnson says, "Value expressed in terms of money (8) is known in economics as price." Purchasing then is (9) to obtain or secure as one's own by paying or promising to pay a price. Consumption includes all the processes (10) in the

use of goods in the satisfaction of human wants. Productive consumption (11) is the use of goods in the producing of other materials; final consumption is the use of goods in the direct satisfaction of wants.

In order to understand the different motives that affect the purchasing habits of individuals, a survey of what some economists say in regard to individual wants and desires, will be helpful. According to Carver there are at least three kinds of desires that supply us with motives for economic action; the desire for action, the desire for esteem, and the desire for material goods. When we inquire why men display what we call economic activity (12) we discover at once that it is because they feel wants which they aim to satisfy. Men in common with the lower animals have certain primary wants for food, clothing, and shelter; there are also bodily wants for material things. Secondary wants are beauty, friends, sociability, health, knowledge, and righteousness. The particular task of any economic order (13) is to secure the best possible adjustment between the wants of society and the means of supplying those wants. Nature aids us in supplying us with some fundamental needs such as air, water, light, etc. There are other needs that can only be satisfied by individual effort, and these are the ones that are continually enlarging and growing. For

example, instead of being satisfied with sufficient food, man wishes a particular dish. Instead of the skins of animals for covering, man desires a suit of clothes. Instead of a tent or a hole in a rock for shelter, man desires a house to live in.

Demand is the satisfaction derived from goods or experiences that bring about a desire for a repetition of that satisfaction. Consumer's demand for clothing has been classified by Outwillig (16) into general demand (demand for clothing as such); class or group demand (varies in degree of radicalness which the consumer seeks in style, model, and price); and individual demand (differs with his tastes and likings). Demand (16) denotes effective desire, that is, desire coupled with the ability to pay the current price for the desired object. The general law of demand is that it varies directly with changes in the intensity of wants, and inversely with changes in the prices that must be paid for the goods. When demand increases or decreases readily in response to price changes, it is said to be elastic. Mere desire for a commodity is not a demand (16) but becomes effective if intense enough to lead to purchase. Demand is the volume of purchases of a commodity that would be made at a given price. The quality and quantity of the individual demands determines, to a great extent, what will be a-

available for the consumer's use and the price that will be necessary to pay for it.

According to Ely, motives such as the endeavor to satisfy one's personal wants for self-maintenance, self-preservation, and the striving for the welfare of others, are actuated by affection for other individuals. Other important motives (16) which he suggests are the desire to gain the esteem of one's fellows, the desire for power, the desire for activity for its own sake, and the desire for religion. Under the pressure of these motives, human beings strive to possess certain things which are called "goods".

In examining these motives it appears that the ones which are concerned with the acquisition of economic goods and influence their consumption, are those that should be considered in a study of individual purchasing habits. The classes of goods or utilities (17) which satisfy human wants are divided into material things and personal services. A consideration of some of the motives that influence the purchase of goods would be included in a summary of the information concerning wants and desires.

Wants are so far from being satisfied that most men must work, not because of the pleasure they may derive from the exercise of their capacities, or to give an outlet to their natural energies of brain or muscle, but because they

9

need or crave the goods their wages will buy. Since the desire for a commodity cannot be satisfied without the ability to pay for it, one can readily see the reason for the economist's definition for it.

Consumption is the phase of life which, to most people has many problems (18); it involves many interrelated processes and these are little understood by the individual himself. Choice is generally influenced by use, while using is merely the final step which choice began. It might be said that the individual as a consumer has three separate problems; choice or budget making, marketing or buying, and the using of concrete commodities. Consumption affects control and guidance of the industrial activity, leads to the problem of choice and of valuation. It is as "choosers" of economic goods that consumers play their part in the organization and direction of industrial affairs. The problem of consumption both as an individual process significant of daily living, and as a collective process significant for its economic results, is fundamentally a problem of choice of selection between values. Hoyt devotes an entire chapter to each of the factors she considers as unconsciously affecting the consumption of the consumer. These factors are; (19) interest, geographic environment, nationality, culture, price income and laws. The state may affect the consumption of

people in several ways (20); it may provide them with certain services, it may prohibit or regulate the consumption of certain articles, or it may modify consumption by affecting the relative prices of goods in the market through its system of taxation. In other words (21), consumption is non-rationalized; the consumer does not know what he wants in such a way that he can select it with exactitude when it is displayed upon the market. A trial and error method is about the best that can be hoped for. Furthermore, the consumer is often unable to select the commodities which will meet his requirements even when their desirable qualities are fairly well known to him. There are three reasons for this: there is a scarcity of objective tests for the quality of the consumer's goods, goods can in some cases be weighed and measured, they will lend themselves to chemical or physical testing. Such objective tests are being developed only slowly and are applicable only in a relatively small field. So many commodities which the consumer uses are "bundles of utilities", they serve not one purpose but several. The consumer's problem is not solved by the mere existence of tests of quality, he must know and be able to apply them. The consumer falls back upon price as a criterion of quality. The final outcome of all these factors is the satisfaction of human desires or needs. Carver considers

consumption (22) as consumption of goods in the production of other goods, and the consumption of goods for the direct satisfactions derived. That these are not constant factors is explained through (23) the variation between individuals or groups, variation between places, and the variation between times.

The factors generally considered important in order to understand consumer demand, and which are being studied in this review of information are the standard of living, the individual income, personal habits, social customs, fashion and style, advertising, and the education and experience of the consumer.

Factors are the causes (24) that produce a result, hence the choice of the above group. The standard of living (25) is a customary or habitual scale of living. Ely and Nicker say the standard of living is the amount of necessities, comforts, and conveniences which people are accustomed to enjoy. According to Tucker (26), a standard of living is a measurement of life expressed in a daily routine which is determined by income and conditions under which it is earned, economic and social environment, and the capacity for distributing the income. The class standard of living is the product of the ideals and resources of its members which, in turn, modify criteria and indicate whether the group has

reached the "ideal" standard of living or whether they are unable to keep pace with the progress of civilization. There is a constant, though irregular rise or change in the standard of living as civilization becomes more complex, indicating that the standard is the result of environment, including time, in addition to income, combined with class individuality. The desire for a higher standard of living decides the minimum pay demanded by industry, and operates to increase earnings. Too many people live according to their social set without consciously defining their own standards (27), counting the cost of maintaining them, or balancing the cost with the return in "durable satisfactions of life".

Hystrom reminds us that while standards appear the same, there are many factors which vary them (28), among which are racial characteristics, personal or individual differences, historic changes, geographic variation, occupational and social variation, differences in education and natural ability, the size of the family, and finally the amount of wealth and income. While the consumer as an individual or class may be led, stimulated, diverted, or otherwise influenced in buying (29), there are certain roughly ascertainable limits to the effects which may be expected to follow attacks on the will of the consumer. There are certain limits beyond which his earning power will not let him go,

there are others less certain which limit his buying unless his savings impulses are stifled, there are social and commercial habit barriers to consumer diversions, and last of all, the appeals to the consumer may partly neutralize each other by their multiplicity. The well-being, moral and economic, of any man or class will be determined for the most part by the standard he accepts. Every man should aim at giving his children at least as high a standard as his own (30), and as good an opportunity of realizing it.

The personal income is an important consideration as an influence in the purchasing habits of the individual. Money which comes to the family regularly or within a specified time (31), whether as compensation for services or for the use of property, is considered income. It is not the size of the income, but the way it is spent, which determines whether the individuals are successful in obtaining those things which are believed to be most worth while in life. The economic organization of society being on a pecuniary basis gives great importance to the money income of the consumer (32), since the possession of this money income gives him power to command goods and services which he wishes to consume. Waite informs us that the real income of people and their consumption are very similar since savings of individuals are generally in the form of money and not of

goods, and thus can be described and measured as physical things and services which he receives or considers. The income concept may be pushed further, and income thought of as a flow of satisfactions received during a stated period of time. This may be called the "psychic income". Von Wieser (33) says, "The higher the income, the more slowly the value of money will be lowered as the income increases." There are sources of incomes as the services of women. Smart tells us that the unpaid services (34) escape both notice and assessment in the calculation of money income. The services of the housewife are as much a source of real income as though they had been purchased in the market, and they amount to let us say, one-fifth of the value of the goods bought and sold in the market. There are differences in the qualities of goods. The comparisons of money incomes over a period of time fail to reflect properly these improvements. The workman now spends his income for commodities quite differently from those for which the workman of 1850 spent his. Comparisons between countries are rendered inexact for similar reasons. The money income fails to account for such things as leisure, more congenial occupation, improved personal relations, the growth of freedom, good movement, and education. Leisure, for example, although not directly purchased is, nevertheless, a quasi-

commodity, and one to which people divert their consumption as their incomes become larger. White informs us (35) that there are inequalities in the use of income which occur through differences in the innate abilities of individuals and differences in inheritance of property and environment.

Habit is repeated selection (36) of the same thing. Man is a creature of instincts and habits (37) and much of the economic activity of the individual has to be interpreted as the working out of instinct and habit. We speak for example of such things as the instinct of workmanship, the habit of industry, and the habit of saving. All of the instincts (38) tend to find habitual forms of outlet. However (39), the progress of society depends in great part upon the willingness of the individuals and groups to give up the habits and customs and to adopt new ones. This willingness in turn depends upon group readiness to admit old habits to revisioning. In the last resort (40), all habits are formed in the services of instincts, and the great majority of human instincts function by being modified through training. The formation of habits (41) by the individuals of each generation is an essential condition for the perpetuation of customs, and custom is the principal condition of all social organization. According to Parker, all human activity (42) is untiringly actuated by the demand for realiza-

tion of the instinctive wants. In organizing men's instinctive nature (43), habit becomes the ally of the status quo and the foe of whatever is new and different. According to James, habit is the enormous fly wheel of society, its most precious conservative agent. For example, the first settlers in this country (44) endeavored at once to reproduce living conditions here as they had been experienced in the mother country. They tried for a time to make their houses of stone like the cottages they had left in England, regardless of the fact that wood was more economical here. How an habitual interest often-times refuses to budge when conditions change is very well illustrated when people move from one locality to another. They cling, for instance, to old diets which may be difficult to obtain, and hesitate to try new foods. Purchasing resolves itself into forms of habit (45) because the consumer comes to expect certain satisfactions from a commodity from previous experience with it.

Social customs are group habits and as such, influence each individual. According to Ely, custom is the result of habit (46) and is continually broken into by our tendency to imitate a leader who proposes a new line of action. Customs and traditions, which are deep seated and based on emotion, sentiment, and affection, change less frequently than con-

vention, which in many cases is superficial or a thin veneer. In our society tradition affects our thoughts on political, social, and religious subjects while custom is more important in church and religion. Custom is one of the factors in our environment that is especially important in determining the standard of living.

The origin of the standard of living (47) is only partially revealed by a study of the individual. It is necessary not only to consider the social inheritance but also the total environment in order to appreciate a particular standard and to understand the strength of habit and custom in the consumption of commodities. Human nature with its fundamental tendencies and its net work of habitual reactions (48) is the inescapable basis for the study of human choices. There is a constant battle waged among classes, nations, and races, on the basis of their level of consumption. The competing power of the level of consumption (49) depends not on whether it is high, but whether it is efficient. If people are proportionally more efficient in their production than they are in the amount of their consumption, then they can hold their own against the lower level groups indefinitely. The habits of individuals and customs of the groups (50), as they affect the consumption of goods, are necessarily important limitations upon the freedom of choice.

As habit is a factor limiting the choice and consumption of the individual so custom limits the choice and consumption of societies and nations.

Fashion is the prevailing style (51) at any given time. That fashion is not a trivial matter may be seen by the amount of money spent annually for clothing and beauty culture. Unlike changes which occur in every progressive nation (52), changes in fashion even though frequent, do not necessarily mean progress. In fact the opposite is often the case. New fashions in dress may lead us forward, but just as often they lead us backward. The distinction between that which constitutes progress and that which is characteristic of fashion is extremely important. In the case of the former, the substitute is almost always better than the old, and better adapted to changed environmental conditions; in the latter case, this is rarely true since fashion can thrive only in a social environment. The larger the social group and the more advanced its organization, the more important will be the place accorded to fashion. In small communities where the population rarely changes except when a new generation is born, fashion is of relatively little importance. Ridicule and scorn are the sanctions which force people to follow fashion, and the dissenter is powerless before them. To defy successfully a fashion which has been accepted by the community at large, one must have

power and prestige back of him. Today there are no laws which make us accept a fashion. No fashion is imposed upon an individual by civil force. Generally, the acceptance or rejection of a fashion is left to the individual and he is free to make his decision as to what his actions will be. The realm of fashion is large and is becoming increasingly so with the rapid advancement in methods of manufacture. As clothing is now becoming cheaper due to the modern method of manufacture, fashion is touching more and more the different articles worn until today there is little that is free from it. The desire for approval did not die out as men passed through the different stages of civilization. One of the chief values of clothing is that it enables people to advertise themselves in a way that will win the attention and admiration of others. As a natural outcome of this, there has been a tendency for one class to distinguish itself from another by the amount and type of clothing worn, hence differences in style and quality. Colors were used from earliest times as a means of distinguishing the members of one social group from those of another. Up to the early part of the seventeenth century, in eastern nations it was possible to locate the social status by the clothing worn. Economic ability is inclined to take the place of family position in many parts of America; what a person seems to be no longer

is as important as what he has. In a very subtle way, it is possible to display to the world through the medium of dress, the financial ability and thus indirectly the social status of the wearer.

According to the Supreme Court, advertising is the mere identification and description apprising of quality and price. It has no other object than to draw attention to the article to be sold. Sales promotion and advertising (53) are wonderful aids when they go with the tide of consumer demand, but they appear helpless when in opposition. Fashion and popular trends in usage are determinants against which many an advertising campaign and well-laid plan has gone to pieces. Duncan in "Marketing, Its Problems and Methods", explains advertising as salesmanship on paper, having the same function as a member of a sales force; it may be suggestive of wants, and desires; it may be educational, but it does not close a sale. Advertising may be said to build up three general classes of demand; (54) expressed conscious demand indicated in what is purchased at the present time; unexpressed conscious demand, whereby plans are made for future purchases; subconscious demand, indicated in what the consumer wants to see on the market with the possibility of buying. Advertising tends to create these desires (55) which become demand and find expression in selecting

consumer's goods to satisfy the following desires; the desire for necessities, the desire for comforts, and the desire for decencies and luxuries. In attempting to reach a decision in regard to the possible selection of some goods designed to satisfy some desire, the consumer is confronted with the multitude of (56) appeals to his fancy. A few years ago the consumer was concerned with the simple task of going to the store and getting the necessary article. Now the consumer is confronted with selection, and often in addition is confused by many different appeals in the form of advertising.

The education and experience of the consumer, is an especially strong force in determining what clothing will be selected and purchased. There is a tendency (57) for consumers to vary the amount of money they spend for consumable goods, in direct proportion to the variation in their money incomes. They rarely increase their expenditures without first having had an increase in their income, because the standard of living of each consumer is more or less definitely fixed, and consumers as a whole have on hand at any time very little reserve money. The broad conclusion that women alone buy forty-eight and four-tenths percent of all merchandise for family use (58) and aid in the selecting of twenty-three percent more, thus buying practically seventy-

one percent of all the products used in the home, indicates that the girl should have definite training concerning the duties of a consumer. Housekeepers can increase their ability by practical experience, and add to their knowledge in clothing purchases, by knowing that efficient buying is based not only on price, but is also concerned with a consideration of value, quality, wear, future investment; by knowing the merits of various kinds of distribution methods; by knowing and cooperating in enforcement of state and national laws governing the standards of handling raw and manufactured products, and knowing how to identify manufactured products through their trademarks, labels, and advertising; by knowing the best methods of manufacture and the desired qualities of various textiles; by personal experiments and tests, keeping definite records of all purchasing and cooperation with organized consumers. The points just made are also emphasized by both Badlerston and Andrews. The efficient buyer of textiles must know the appropriate kind of cloth to be used for the occasion (59), more or less determined by the weave, color and design; know what she can afford to pay for it; know what value she should be able to get for money expended; and know whether the material she receives is what it is represented to be. The problem of purchasing (60) resolves itself into these phases; the quan-

tity of purchasing by women, where to buy, when to buy, how much to buy, and the method of paying for the purchase. The Retail Merchant's Organization found that whether the consumer buys a commodity or not, and the quantity she buys, depends upon the size of the income, the relative expected satisfactions, her habits in buying commodities, and the prices of this and other articles. The technology of consumption is concerned with the protection (61) from misrepresentation and fraud; with supplying information not only in regard to what quality is good but also what is best for our purpose, and what is best not only in itself, but also best in proportion to price. The consumption of every individual (62) includes some items that are physically necessary, some that are desirable but dispensable, some that are enjoyed but non-essential, and some that the individual regards as questionable. As an additional aid in training any act of spending should be tested by its effect on the broader social group, and this test may be applied in two ways: as regards the forward looking results on the spender, those for whom the spender is responsible.

In order to make this investigation as comprehensive as possible, a study has been made of the available data from previous investigations concerning the purchase of clothing. The various studies and surveys are summarized in

the following order; governmental activity, commercial investigations and college research.

According to Miss Ruth O'Brien, one of the most important functions of the Bureau of Home Economics (26) is to carry on research and to disseminate information that will help in the better utilization of agricultural products in the homes and in the country. The Division of Textiles and Clothing is concerned with assisting women in making a more economical and satisfactory selection and utilization of those fibers that are a part of our agricultural program. Projects undertaken are, proper cleaning and care of textiles which considers problems in temperature and pressure; sizing properties; research in durability has been begun in the experiment of testing sheets from a hotel in Washington. Clothing for children has been studied. Thus by studying from various viewpoints the difficulties being encountered by consumers in the retail market, the Bureau has been able to point the way to a more sane and economical utilization of American textile products and in many cases to interpret consumer requirements to the producer effectively.

A study of clothing expenditures of eighty-six farm families of Franklin County, Vermont, reported by the United States Department of Agriculture and Bureau of Extension of the University of Vermont shows that the clothing standards

of Vermont (64) are not so high as are those of Kentucky, Ohio, or Alabama. Moreover, if the clothing expenditures for Vermont are compared with those for ten other states included in the study by Kirkpatrick (U.S.D.A. Preliminary Report 24, Mimeographed) it is found that the Vermont families have spent less in dollars, and in percentages of all family-living on clothing, than have the families of any of the other ten states. There is very little difference in the amount spent for clothing by farm and city families except in families having relatively large incomes. In general, the increase with age in the proportions spent on headdress and outer garments, is accompanied by corresponding decreases in the proportions allotted to undergarments and footwear. The older girls and their mothers bought the most of their clothing ready-made, and there are few home-made garments for sons over nine years of age, and for husbands.

The average quantities and costs of the different articles of clothing purchased by farm families of selected localities of Ohio (65), Kentucky, Missouri, and Kansas are as follows; the average expenditure for clothing for each family ranged from \$200.90 in Kansas to \$257.60 in Missouri. Since, however, the average value of all family living is highest in those states having the highest clothing expend-

iture, the percentage which clothing forms of the value of all family living, is practically the same in all four states.

Among the many business firms in the United States, three have been selected to represent the commercial firms interested in the matter of clothing selection and purchase (66). The Metropolitan Life Extension Service has approached this subject through "Thrift Plans" and Budget-work". Some of the literature available not only for policy holders but also for others interested are "The Sales Budget", "The Significance of the Budget", "Let Budget Help", "Management Methods", and "Bonus and the Budget". The United States Department of Labor Bureau Statistics gives a list, dated January 1925, of fifty-two establishments whose employees buy collectively through informal buying clubs established and through the service of the company purchasing agent. The work of the telephone company, which has different organizations in the different states, is of interest because of what is being done here in Kansas and in Nebraska. The division in Kansas conducts a department which is concerned with the savings and investments of the employees. The employees fill out a card giving their expenditures for each month and return it to the local office. From the Northwestern Bell Division in Nebraska, comes the bulletins

"Thrift" and "Income" and "Expense Record". One interesting illustration of how the company's plan is being carried out among the employees appeared in the company magazine (67) "The Northwestern Bell", January, 1930. Here salary was considered with the idea of suggesting a definite amount for each item of living.

According to the Knight Survey (68) buying by intuition has been displaced by buying to meet the consumer demand. What is of even greater importance (69) is the training of our piece goods salesmen, so that they can come in constant direct contact with our customers, and can give them the kind of constructive advice that these people are looking for, and need.

One of the pioneer investigations was done at the University of Minnesota under the direction of Miss Ethel Phelps. (70) The questionnaire she used asked people to state the materials purchased in the last two years for wool or silk service dresses, and to indicate those purchased by the yard, those ready-made, and those now in use. The facts ascertained through this study were that wool was more widely used than silk for service dresses; materials by the yard were most popular although all other fabrics were not equally popular. Accurate information was not available concerning people's purchasing habits from the point of view of

either wholesale or retail sales. The relation of style to choice of material for service dresses could not be ascertained. The use of trade marked fabrics for dresses was limited. The conclusions were that there is need for knowledge of fabrics; more should be known concerning the purchasing habits of different groups of people as regards clothing, and concerning the basic reasons or causes underlying a variation of habits among such groups. There is still a place for emphasis on fabric study in textiles and clothing classes, especially on standard fabrics, and concerning the relation between properties and uses of fabric.

A study in "Further Data on Purchasing Habits", was carried on in 1921, (71) in addition to some standardization work of an earlier date. Over half of the questionnaires were from homemakers, the remainder were turned in by teachers and college students. Conclusions reached were that more should be known concerning the purchasing habits of different groups of people as regards clothing and concerning the basic reasons or causes underlying a variation of these habits among such groups. The study has given information as to what people buy, none as to why or what they ought to buy; more information is needed. Information from groups having lower incomes is desirable, but some method other than the general questionnaire must be devised in order to obtain such

data. There is a practical necessity for knowing the purchasing habits of different groups because of the many types represented in textiles and clothing classes. For a similar reason definite information might be desirable concerning groups living in different geographical regions. The entire survey of which this study is a part indicates that there is still a place for emphasis on fabric study in textiles and clothing class work, especially on standard fabrics, and relation between their properties and use. The whole hearted response and wide spread interest in this piece of work should prove to be sufficient encouragement for future investigation along similar lines.

The purpose of this study (78) was to determine the size of purchasing centers from which farm families usually buy certain commodities; for what articles they usually depend upon neighboring villages and for what articles they usually go to the larger and more remote cities. Most of the families gave the name of one village or city as the usual buying center for a commodity; but for mentioned two or three centers for certain articles. Almost sixteen per cent of the families reported that they purchased gingham or percales in two centers. Stockings, woman's shoes, and cotton goods for afternoon dresses, were bought in different cities. Rubber goods, and, to a more limited extent, men's

and boy's shoes, socks, shirts, overalls, rubbers, were purchased locally. The cities of over 10,000 population are little patronized for the above articles. They are patronized however for women's and children's clothing, men's and boy's better clothing, and to a less extent, for the major items of house furnishings. Minor articles of men's and children's clothing are bought in centers from six to nine miles away, but in general the more expensive articles of clothing for all members of the family are bought in centers ten or more miles distant. Seventy per cent of the 325 families bought one or more articles from mail order houses. The number of families buying any of the commodities from an agent, a delivery truck, or at auction is inconsiderable. Conclusions reached were that these families tend to buy groceries, supplies for the house, and the more ordinary articles of clothing in the small centers near home, but go to a larger center at a greater distance for their furnishings, and still farther away for items of clothing about which they are particular.

"Motives for Choice in Purchasing of Clothing" were studied (73) among three groups of people; the trained college person; the untrained housewife; the trained housewife or business women. The findings from the study are listed in the order of their importance; becomingness of line, be-

comingness of color, to replace worn out garments, to secure material of good quality, because garments are well made, love of spending, advertising, and to suit men's taste. More than half of the women did not follow a plan of any kind in their purchasing. Housewife and business women followed a plan more than college student. Women were influenced by previous purchases, and very few of them purchased at one time all the garments needed for the season.

The question which this study attempted to answer was, (74) Do consumers show uniformity or action in their purchases, which observed objectively, may be stated as "laws"? The first part of the study is a discussion of the nature of demand. The second part analyzes a series of data on expenditure for clothing with the purpose of establishing uniformities in behavior at various income levels, if such exist. Expenditure for clothing for the various family members displays some marked uniformities. The wife's expenditure is uniformly lower than that of the husband, at each income level. It costs more to clothe female members of the family than male members of the same age or status, though the difference is slight at the lower age. Change in price paid per article with change in income indicates a shift in quality of article bought. The quality and quantity purchased of the various articles is small when the price per unit is

large relative to the family income, and when the period of consumption for the article is long, especially if longer than the year of observation time. Apparently, however, behavior of consumers does follow certain patterns of sufficient uniformity to appear in the study of their expenditures when data for large numbers are analyzed.

A survey was made to determine whether the tariff actually effected textile consumption (75) and if so, in what way and how much, and the effect on each of the various textile fibers. Such information would be helpful in textile manufacturing in forecasting the relative demand for various fabrics. It might also point to the need for an educational campaign to forestall undesirable changes in clothing habits. Correlations suggest that there are other factors influencing textile consumption to a much greater extent than the tariff. These factors may include the economic well-being of the individual, his individual purchasing power, a surplus or shortage in the supply of the fiber, a shifting of preference from one fiber to another, the increased commercial uses of certain fibers, and the shifting of fashions. It will be necessary to determine the effects of these other factors on textile consumption before the exact effect of the tariff can be definitely known.

A study of four State institutions of Kansas (76) was

made in order to discover what the Kansas State Board of Administration considers the minimum annual costs and requirements for clothing of its dependant women and girls. The per capita clothing costs in the four institutions, and the approximate cost of an outfit, were found to be practically the same. The differences found in actual money costs were due to the number of inmates, the age, the type of persons living in the different institutions and the difference due to the larger clothing wardrobe.

The study of the factors influencing the (77) wage earners purchases may be summarized as follows; the average earnings of families studied are not enough to provide for the necessities of life; the majority of children are of school age and require a greater per cent of the income spent on them than they do earlier or later in life; in most cases the families studied did not plan for clothing expenditure; a small percentage of women had training in schools regarding clothing construction and selection; relatively a small per cent of women have usable knowledge in regard to common fabrics; few of the women understood or know how to use a pattern and make over garments; children's clothing was generally made from washable material; in general, installment buying is a common practice. It is the method used in the purchase of more expensive articles of clothing.

hats, and coats; the majority of women are particular about their clothing because it gives them a good appearance; social workers do not appreciate the significance of clothing in social service.

A study of the "Individual Reactions to Well Known Brands of Textiles", showed that (78) there is a growing tendency to purchase trade-marked textiles. More branded fabrics and a greater variety are purchased for dresses than for other garments. Shootings, blankets, and bed spreads, are more frequently bought by brand than other household textiles, sheets leading. Desired brands are more frequently obtained from department stores than from other sources. The principal reason for selecting specific brands is durability. Women rely largely upon their own judgment of quality in choosing unbranded textiles. The majority of women are willing to accept substitutes for a given brand because it is often difficult to secure the desired brand in a small town. About ninety-per cent of the women reporting indicate that they would pay more in order to have a well known brand because of the manufacturer's guarantee, and greater reliability and satisfaction obtained.

According to a survey on "The Purchasing Powers and Buying Habits of the Washington University Student Body" it was found (79) that over half of the total expenditure of

the men and women students was for clothing. The women spend the largest part of their clothing money for dresses. The average price per dress is \$31.50, and the average number of dresses bought per year was nine and seventy-eight hundredths. The price ranges for women's sport apparel, coats and shoes, indicate rather high average purchase prices for these articles.

INVESTIGATION

A review of the different studies pertaining to the selection and purchase of clothing, revealed the need for more exact information on individual motives in buying, and suggested that there might be value in an objective questionnaire. The most important considerations in making the questionnaire were to be able to separate and classify desired data, to save the time of those answering the questions, and to facilitate tabulation and interpretation of the answers. A study of this nature requires group similarity (1) and homogeneity. In order to secure information concerning a group with similar interests this study was made among those students who were registered as seniors at Kansas State Agricultural College, during the first semester of 1929-30. The ninety-five who responded provided the information which constitutes the basis of this thesis.

In order to ascertain whether previous training carried over into college activities, the background section of the questionnaire was devoted to the various factors that might influence college girls in the selection of clothing.

Realizing that people interpret questions differently and often do not understand what the question means, the first copy of the questionnaire was presented to, and filled out by four seniors who kindly consented to answer the questions so that the content and arrangement of its subject matter could be checked. From their suggestions the copy was revised and then presented to and answered by another senior. The final form was prepared and mimeographed for use and is included in the discussion. In order to find out how many answered each question the results were tabulated in tabular form, and a summary of the outstanding motives made.

According to Table I seventy-eight of the ninety-five seniors had some Home Economics training in high school, and seventeen had none. This may be explained in view of the fact that graduation from high school for this group covered a period of thirteen years; fourteen graduated between 1914 and 1922, a period when home economics was not so highly organized as it is now. Of the high school courses taken, seventy-two of this group took beginning clothing, and

and twenty-seven advanced clothing. Six took courses in design, and six in home management, house furnishings and interior decoration. Graduation from high school for this group occurred between 1914 and 1927, forty-three graduating in 1926. The answers for this part of the study indicated that five were home one year and one was home two years following graduation. Sixty-two entered college the year of graduation from high school, and the remainder either taught school or entered commercial activities during the interim. The equivalent of thirty-three summers, in addition to twenty-seven years, have been spent by this group in various business positions. The occupations reported were library work; clerking in bank, office, and store; stenography, and bookkeeping. Twenty-seven taught school between graduation from high school and the senior year in college. Seven taught one year, and one taught seven years, the average for this group being two and one-half years.

Fifty-three of the ninety-five college seniors expected to complete the requirements for the Smith-Hughes Certificate; twelve majored in Foods and Nutrition; majors in other departments ranged from one to six. The total enrollment (Table I) for the different courses offered seems to very much more than it actually does, because some courses are elective, and in others an examination was taken for credit. Courses taken in other colleges are not listed.

Preliminary Information

1. Did you take any Home Economics Courses in high school?
 Yes _____ No _____ Some _____
2. Check which courses you took in high school.
 - a. Beginning clothing _____
 - b. Advanced clothing _____
 - c. Design _____
 - d. Home Management _____
 - e. Other courses not listed here _____
3. When were you graduated from high school? _____ State _____
4. Business or Professional experience
 - a. Type of work; number of years in each?
 1. _____ Years _____
 2. _____ Years _____

College Information

1. Give year you entered College _____
2. What department of Home Economics are you majoring in? _____
3. Check the year when you took these courses, or give others in Clothing and Textile courses not listed here

	Freshmen	Sophomore	Junior	Senior
a. Dress Design _____				
b. Clothing Construction _____				
c. Millinery _____				
d. Textiles _____				
e. Textile Economics _____				
f. Textile Chemistry _____				
g. Costume Design _____				
h. Clothing Economics _____				
i. Other courses _____				

Factors Which Influence Individual Selection

Check the points which describe you, or add others which are needed, and which influence you in planning your clothes.

1. Figure;

a. Tall

1. Slender _____ Stout _____ Graceful _____ Angular _____

b. Short

1. Stout _____ Slender _____ Graceful _____ Angular _____

c. Average or Medium

1. Stout _____ Slender _____ Ungainly _____ Graceful _____

2. Please check the characteristics which describe you.

- | | | |
|---------------------|--------------------|--------------------|
| a. Athletic _____ | Happy _____ | High-strung _____ |
| b. Dignified _____ | Dependable _____ | Other traits _____ |
| c. Aggressive _____ | Graceful _____ | |
| d. Deinty _____ | Sincere _____ | |
| e. Retiring _____ | Precise _____ | |
| f. Care-free _____ | Easy-going _____ | |
| g. Vivacious _____ | Conservative _____ | |

Check each item descriptive of dresses in your wardrobe.

1. a. Broad collars, yokes and frills _____
- b. Full and flaring sleeves _____
- c. Decoration at waist line _____
- d. Stiff materials _____ Soft materials _____
- e. Long lines _____ Short lines _____ Curved lines _____
- f. Bright colors _____ Neutral colors _____ Solid _____
- g. Dull finish material _____ Shiny finish _____
2. a. Long collars _____ Narrow belts _____
- b. Vertical lines _____ One piece dresses _____
- c. Smooth fitting sleeves _____ Dull finish material _____
- d. Neutral colors _____ Figured design _____
3. a. Flat collars _____ No. collars _____ soft rolling _____
- b. One piece dresses _____ Plain fitting sleeves _____
- c. Vertical lines _____ elaborate designed material _____
- d. Soft material _____ moderate stiff _____ High lustre _____
- e. Bright colors _____ Plain colors _____ Plaids _____

Selection of Color

1. What is your favorite color? _____
2. Check the colors you choose for your clothing
 Blue 'Yellow 'Red 'Green 'Purple 'Black 'Brown 'Tan
 a. Evening dress _____
 . Afternoon dress _____
 . Street dress _____
 b. Winter coat _____
 . Summer coat _____
 c. Winter hat _____
 . Summer hat _____
 d. Dress shoes _____
 . Street shoes _____
 e. Underclothing _____
3. How do you feel when wearing these colors; Check
 Happy 'Serious 'Excited 'Solemn 'Frivolous 'Dignified 'Gay
 a. Yellow _____
 b. Red _____
 c. Black _____
 d. Blue _____
 e. Green _____
 f. Purple _____
 g. Brown _____
 h. Orange _____
 i. Pink _____
 j. White _____
 k. Tan _____
 l. Two-tones _____
 m. Figured _____
4. Mark your reasons for choosing colors indicated above;
 - a. Brought out lights in hair _____ color of skin _____
 - b. Added sparkle to eyes _____ individuality _____
 - c. Has become most practical color for general use _____
 - d. Want a color different from childhood clothes _____
 - e. Can be worn for various occasions _____
 - f. Color being worn that particular season _____
 - g. Gives beautiful effect, yet isn't pronounced _____
 - h. Color and lines well balanced _____
 - i. Leads charm to the costume _____
 - j. Used as an accent to the costume _____
 - k. Repetition of some physical color to be emphasized _____
 - l. Physical characteristics seem altered _____

- m. Adds enthusiasm to the spirit of the wearer _____
- n. One color easy to match or replace _____
- o. Suitable to your needs _____
 - 1. Occasion _____ Business _____ School _____
 - 2. Age _____ Height _____ Individual _____
- p. Suitable with other articles of costume _____
- q. One dominant color in costume _____
- r. Does not bring out undesirable physical traits _____
- s. Other reasons for choice _____

What Influences Your Selection of Fabric?

Mark your first choice, xxx; second, xx; third, x;

- 1. Price asked, reasonable for material _____
- 2. Cheaper to buy material and make articles needed _____
- 3. Taking advantage of sales for purchase of gifts _____
- 4. Relative or friend insisted on purchase _____
- 5. Style and material were of novel pattern _____
- 6. Prevailing style of season _____
- 7. Prevailing style of season regardless of: price _____
 - a. need of _____ use for _____ appropriateness _____
- 8. Clerk insisted on particular color _____
- 9. Color can be matched easily _____
- 10. Laundering does not fade color _____
- 11. Sunlight does not have noticeable effect on color _____
- 12. Material seemed durable _____
- 13. Material a decided bargain financially _____
- 14. Buying for next year's supply of material _____
- 15. Material guaranteed fast color _____
- 16. Immediate need for material regardless of price _____
- 17. Material purchased on limited amount of shopping time _____
- 18. Material cleaned easily _____ doesn't show soil easily _____
- 19. Purchased material in near-by city department sales _____
- 20. Material purchased on a pleasure trip _____
 - a. bargain financially _____ special color _____
- 21. Ordered from city department store, influenced by ad _____
- 22. Sent for because you wanted a special material _____
 - a. Dull finish _____ shiny _____
 - b. Reversible material _____ Novelty _____
- 23. Sent for because you could not get desired color _____
 - locally _____
- 24. Cheaper from a catalog house _____
- 25. An agent persuaded you in purchasing _____
- 26. Opportunity to buy something made in a foreign country _____

27. Firmness of weave desired _____
28. Moisture test proved material satisfactory hygienically _____
29. Crushing cloth between fingers proved no starch present as sizing material _____
30. Lustre even over surface of material _____
31. Burning test proved material of value _____
32. Laundering does not shrink fibers unduly _____
33. Material to be used in making specified article of clothing; Dress _____ Coat _____ Slip _____

Factors Which May Influence You in Selecting

A. Dress

*. Check xxx as first choice; xx as second; and x as third

1. Price of dress seemed reasonable for material _____
2. Special sales in local stores _____
3. Special sales in near-by stores _____
4. Suitable to your needs _____ age _____ activity _____
5. Becoming in line and color _____ fit _____
6. Novelty style regardless of price _____ style of season _____
7. One which can be worn for more than one season _____
8. Can be worn with different articles of clothing and produce a different costume effect _____
9. Style lends charm to personal appearance _____
10. Style adds dignity to spirit of wearer _____ youthfulness _____
11. Style and color bring out desirable features _____
12. Color creates enthusiasm in spirit of wearer _____
13. Color not an unusual shade to tire of easily _____
14. Color not affected by sunlight _____ laundering _____
15. Dress will stay clean readily with care _____
16. Dress will not show soil easily _____
17. Dress affords ample protection for body _____
18. Other factors listed here _____

Check the factors which influence you in selecting hose;
xxx, first choice; xx, second; x, third.

1. Need of a certain color _____ quality _____
2. Wearing a particular brand _____ style _____
3. Color and style regardless of price _____
4. Color to correspond with color of dress _____ shoes _____
5. Color will not show soil easily _____ fast color _____
6. Color easily matched _____ easily repaired _____

7. Special make for;
 - a. size _____ color _____ white hose _____
8. Sport hose chosen
 - a. Wool _____ cotton _____ rayon _____ mixed _____
9. Chosen for stormy weather;
 - a. Wool _____ cotton _____ wool and silk _____ wool and rayon _____
10. Other factors _____

Check the factors which influence you in selecting shoes;
xxx, first choice; xx, second; x, third.

1. Special make of shoe regardless of price health shoe _____
2. Particular make recommended to you in style _____
3. Special make for sports street dress _____
4. Cheap shoe not expected to be repaired _____
5. May be worn with several costumes because of
 - Material _____ color _____ pattern _____
6. Correct size for foot--allows freedom of movement;
 - a. Military heel _____ Flat _____ French _____
 - b. Thick sole _____ thin sole _____ rubber heel and sole _____
7. Can be kept in good condition easily;
 - a. Patent leather _____ calf skin _____ kid _____
8. Uppers will wear out two soles and heels _____
9. Shoes chosen for climatic conditions _____

Check the factors which influence you in selecting a hat;
xxx, first choice; xx, second; x, third.

1. Special sale of pattern hats regardless of need _____
2. End of season sales, buying for next year _____
3. Local sales, because of need of hat _____
4. Bought in near-by city _____ special sales _____
5. Suitable color;
 - a. Business _____ profession _____ social _____
 - b. Age _____ size _____ figure _____
 - c. Color brings out light in the eyes _____
 - d. Conceals less attractive qualities of features _____
 - e. Adds light to the skin tones _____
 - f. Gives expression of dignity _____
 - g. Creates spirit of refinement _____
 - h. Decreases size impression of physical characteristics _____
6. Repetition of some physical color tone _____
7. Style harmonizes with other articles of costume
 - a. color _____ shape _____ appropriateness to individual _____
8. Material will not show soil easily _____
9. Hat may be cleaned at home _____ retanned easily _____

9. Material bought and hat made special

- a. Special color _____ size _____ need of _____
 b. Special style _____ material _____ shape _____

Check the factors which influenced you in selecting a coat;
 xxx, first; xx, second; x, third.

1. Winter coat

- a. Material because of
 1. Color _____ weave _____ fabric _____ texture _____
 b. Special make of coat regardless of price _____
 c. Bought at end of season sales for next year _____
 d. Bought for limited wearing time _____
 e. Price asked, reasonable for coat _____
 f. Will not show wear quickly _____ or soil easily _____
 g. May be worn for more than one season _____
 h. Bought locally _____ near-by city _____ catalog house _____
 i. Trimming
 1. Appropriate for coat _____ general wearing _____
 2. May be replaced easily _____ cleaned easily _____

Summer coat

- a. Need of _____ use for _____ cost of _____
 b. Local sales _____ city sales _____ catalog house _____
 c. Material
 1. Suitable for general wear _____ afternoon wear _____
 2. Easily cleaned _____ doesn't show soil _____
 3. Durable fibre _____ weave _____ finish _____
 4. Fast color _____ neutral _____ bright _____
 d. Prevailing style
 1. Material for season _____ color _____ style _____
 e. Other factors _____

Check the factors which influence you in selecting accessories;
 xxx, first; xx, second; x, third.

1. Costume Jewelry;

- a. Color accent in costume _____ dominant color _____
 b. Novelty pattern _____ Prevailing style _____
 c. Unusual articles;
 1. Bought from special shipment abroad _____
 2. Bought in near-by city _____
 3. Sent for from large department store _____
 d. Other reasons for purchase _____

Check your reason for purchasing gloves

1. Need of _____ intended use _____ length of wear _____
2. Special need for
 - a. Winter _____ summer _____ sport _____
 - b. Professional _____ Social _____ Occupational _____
3. Material
 - a. Silk _____ wool _____ cotton _____ leather _____
4. Color
 - a. Complete costume _____ seasons style _____ use _____
 - b. Will not show soil easily _____ easily cleaned _____
5. Other reasons for purchasing gloves _____

Check your reason for purchasing a scarf

1. Color
 - a. Accent for costume _____ repeat dominant color _____
 - b. Sport wear _____ special color _____ fast color _____
2. Material-style for season _____ regardless of price _____
3. Easily cleaned _____ can be re-decorated _____
4. Protection for collar of coat _____
5. Worn with evening dress _____ afternoon dress _____ sport _____
6. Other factors _____

Check your reason for purchasing handkerchiefs

1. Special material _____ special color _____ style _____
2. Bought on special sales _____ need of _____
3. Other reasons for choice _____

Check important factors in selecting your clothing

	Style selected	'Father'	'Mother'	'Sister'	'Friend'	'Self Help'
a. Coat-winter						
summer						
sport						
b. Dresses						
c. Underwear						
d. Bathrobe						
e. Bedroom slippers						
f. Bloomers						
g. Hose						
h. Shoes						
i. Hats						
j. Gloves						
k. Handbag						
l. Scarf						
m. Collar-cuff set						
n. Handkerchiefs						
o. Costume Jewelry						
p. Compacts						

Check and answer carefully

1. Do you buy locally? _____ What special articles _____
2. What do you usually buy in a neighboring town _____
3. What do you buy on the installment plan? _____
4. What do you buy and charge on an account? _____
5. What garments do you usually buy ready-made _____
6. What garments do you make for yourself _____
7. What do you usually have made for you _____
8. Who does your sewing for you; Mother _____ Sister _____ Dress-maker _____
9. Do you wear any special brand of; give name of brand
a. Dresses _____ Coats _____ Shoes _____ Hats _____ Hosiery _____
10. How much time do you spend repairing your clothing
a. Dresses _____ Underwear _____ Hosiery _____

Check which factors influence you in selecting your clothing

1. Need of garment _____ Cost of _____
2. Fit of garment by trying it on _____
3. Taking the opinion of others as to fit _____
4. Comfortable feeling of garment when on _____
5. Any garment is made _____ where made _____
6. Personal approval of fit _____ Immediate need _____
7. Dress can be kept clean easily _____ Style _____
8. Garment needs no altering when purchased _____
9. Slight alterations gives a good bargain _____
10. Garment cost is reasonable for material _____ in season _____
11. Material is on special sales counter _____
12. Shoes on special sale _____
13. Buying the hat for the shape _____
14. Accessories give a new touch to the old costume _____
15. Garment will bear wearing for more than one season _____
16. Other reasons for purchase _____

Check or give approximate amounts concerning expenses in college.

1. Do you earn all your living in College? Yes _____ No _____
2. Receive all money from home _____
3. Paying your way from savings _____
4. Working for part of your expenses
a. half-time _____ less than half _____
5. Are you self-supporting in College?
a. Partially _____ Allowance from home _____
6. Do you keep a record of how you spend your money? Yes _____ No _____
7. Do you allow a definite amount for clothes? Yes _____ No _____
8. Do the gifts which you receive as Christmas gifts usually include a sufficient number for your needs of the following:

- a. Handkerchiefs _____ Toilet water _____
 b. Stockings _____ Soap _____
 c. Vests _____ Brassieres _____
 d. Step-ins _____ Ties _____
 e. Tooth-paste _____ Scarfs _____
 f. Powder _____ Bloomers _____
9. Is your clothing adequate in number quality any kind to meet the standard of your group? Yes No
10. How much do you think you spent for clothing during your Freshman year in College
11. How much do you think you spent for clothing during preparation for your Freshman year in college
12. How much do you think you spent as a Sophomore Jr.
13. What are you contemplating spending as a Senior
14. How much do you spend for clothing in summer
15. How much of clothing you buy in summer, do you use during the College year
16. How much do you usually spend for clothing during the College year during twelve months

Budget Information

Answer carefully please

1. Do you believe in a budget? Yes No
2. To what extent do you keep a budget?
 a. Whole year of twelve months
 b. Few months (season)
 c. School year
 d. For summer
3. Is your budget accurate? Yes No ; reasons for in-accuracy
4. Estimate what proportion of money you spend for the following:
 a. Outer garments b. Undergarments
 c. Accessories
 d. Up-keep of clothing
 1. Repair Cleaning
 2. Supplies for cleaning at home Altering
5. What proportion of money spent for clothing do you spend on
 a. Costume jewelry b. Artificial flowers
 c. Fur trimming d. Handbags to match costume
 e. Decorative pins f. Costume hats
 g. Handkerchiefs h. Scarfs
 i. Collar and cuff sets j. Hose
 k. Other essential accessories

Check the reasons you feel important for keeping a budget

- a. Eliminates the purchase of non-essentials _____
- b. Prevents undue expenditure of some living expenses _____
- c. Allows for purchase of better articles of clothing _____
- d. Equalizes the amount of expenses _____
- e. Record of purchase--for future reference _____
- f. Prevents undue expenses in wardrobe for one year _____
- g. Prevents purchase of inferior materials _____
- h. Other reasons for keeping a budget _____

Describe the articles you brought with you which you have not worn since your arrival at College;

Garment	Number	Reason
Dresses		
Cotton		
Linen		
Silk		
Wool		
Rayon		
Coat		
Winter		
Spring		
Sport		
Sweater		
Shoes		
Sport		
Street		
Dress		
Hats		
Winter		
Spring		
Sport		
Hose		
Silk		
Cotton		
Wool		

TABLE I PRELIMINARY INFORMATION

49

Sec. I Home Economics Taken in High School

Courses	Yes	No	Begin-	Adv-	Design	Inter	H.Mgt.	House	House
			Cloth	Cloth		Decor		Furn	Planning
Number	78	17	72	37	6	1	3	1	1

Sec. II Year of Graduation from High School

Year	1914	1919	1920	1921	1922	1923	1924	1925	1926	1927	Yr. Home
No.	1	1	3	3	6	6	12	18	43	2	7

Sec. III Year Enrolled in College

Year	1916	1920	1921	1922	1923	1924	1925	1926	1927
Number	1	1	3	2	3	10	16	50	9

Sec. IV Business and Professional Experience

	Teaching								Library	Commercial
Years	1	2	3	4	5	6	7	Ave-	6	29½
No.	7	6	6	4	2	1	1	2½	2	20

Sec. V Special Preparation While in College

Course	Smith	Food-	Diet-	Ed	App-	Inst.	H.Ec.	Cloth-	Social
	Hughes	Nutr-	etics		Art	Admin-	Ed.-		Service
Number	53	12	4	3	6	6	6	4	1

Sec. VI Enrollment in College Courses Related to Clothing

	Freshmen	Sophomore	Junior	Senior	Total
Clothing I-----	56	13	13		82
Clothing II-----	5	45	27	12	89
Clothing III-----			7	48	55
Clothing IV-----				6	6
Textiles-----		6	58	27	91
Costume Design I--	40	24	20	6	90
Costume Design II--		7	8	6	21
Applied Design I--	43	16	11	1	71
Applied Design II--	1	4	8	4	17
History of Costume	1		1	4	6
House Furnishings	5	1	10	22	38

The most important elements in personality that influence the girls in the selection of their clothing are included in Table II. After totalling the data available from the answers given by the girls, it was found that the majority (Table II Section I) considered themselves to be of the average type, dignified, happy, dependable, sincere and conservative. Twenty of the tall slender girls (Table II Section II) showed a preference for neutral colors, soft dull finished materials, and a one piece dress with smooth fitting sleeves. The tall stout girls preferred solid colors, long lines, flat collars, smooth fitting sleeves and a one piece dress.

The body of the investigation was concerned with the factors which might in any way influence the individuals selection of clothing. Questions were listed in such a way that the importance given any one answer could be easily seen. Since it would be impossible in this limited study, to discuss every factor listed in each case, the five most popular and the three least influential motives for purchasing have been selected for the general discussion and summary of the study.

TABLE II FACTORS INFLUENCING INDIVIDUAL SELECTION

Sec. I Number Estimating Physical and Mental Traits

Traits	Athletic	Magnified	Aggressive	Defiant	Retiring	Care-free	Vivacious	Happy	Dependable	Graceful	Sincere	Precise	Easy-going	Conservative	High-strung
Tall:															
Slender	8	11	6	1	7	2	4	19	18	9	19	4	4	16	2
Stout	4	4	2			1		3	3		4			4	
Angular	1	1							1	1	1	1			1
Short															
Slender	3	2	1	4	1	2	2	8	7	3	7	1	1	4	2
Stout	3	3			2			6	5		6	2	1	3	
Graceful	1			1	2	1	1	1	4	1	4	1		2	
Angular					1			1	1	1	1		1		
Average															
Slender	9	10	1	2	9	4	5	20	28	9	24	7	3	23	4
Stout	4	3			5		1	5			8	2	1	6	
Graceful	1	1	1		1	1	1	2	1	3	3	1	1	1	
Angular	1	1	1			1		1	2	1	1		1	2	

TABLE II

FACTORS INFLUENCING INDIVIDUAL SELECTION

52

Sec. II Numbers Checking Details Considered in Costume

	TALL			SHORT				AVERAGE			
ITEM	Slender	Stout	Angular	Slender	Stout	Graceful	Angular	Slender	stout	Graceful	Angular
Colors											
Bright	11	1	1	2				15		1	2
Neutral	20	4	1	7	6	4	1	28	5	2	2
Solid	18	5	1	8	5	4	1	25	5	4	2
Lines											
Long	11	5	1	6	4	3		20	5	4	1
Short	5				1			1		2	
Vertical	13	3	1	7	3	3	1	21	3	2	1
Curved	16	1		6	2	1	1	20	2	2	
Decorat-											
Waist	8	1		1				2	4	1	
Material											
Soft	24	4	1	7	6	4	1	15	23	2	4
Stiff	2		1						4		
D.finish	24	4	1	7	7	4		16	20	2	4
Br.finish	5			2			4	10	10		
Collars											
None	12	1		2	2		9	5	5		2
Broed	12			1		1	1	4	4		1
Long	3	1		1	2		3	4	4		
Roll	12	2		5	1	1	7	15	15		1
Flat	15	5		4	6	1	8	12	12		2
Sleeve											
Full	3						2	6	6		
Smooth	23	5		7	7	1	15	20	20	2	4
Dress											
1 Piece	19	6		6	7	1	15	18	18	2	4
Plaid	11	1			2	1	9	8	8		

Through the perusal of the answers given concerning the selection of color, many interesting points were revealed. The different details are totelled in Table III. Blue was discovered (Table III Section I) to be the favorite color of more than a third of the group and was used for both afternoon and street dresses. Next in importance for all occasions were black and brown, with tan preferred for summer wear. One-third of the group indicated a preference for green for afternoon dresses. Yellow, reds, and orchid were least popular for general wear.

The reactions to color seemed to be definitely psychological. (Table III Section II) Blue and Green created a feeling of happiness. Black produced seriousness, although brown and white were more influential in giving a feeling of solemnity. Hues of red and green brought about a feeling of frivolity or gaiety. There were three times as many who believed that black gave a feeling of dignity, than of those who experienced this feeling in regard to wearing blue, brown, white or tan. In connection with these answers, a few indicated that the style and fit of the garment determined their color reaction while a few reasons, not listed in the questionnaire, were added such as "color has no effect on my disposition"; "I feel all washed out when wearing white"; "I do not like brown at all"; "Yellow and purple

TABLE III SELECTION OF COLOR

Sec. I	Number Selecting Color								
	Blue	Yellow	Red	Green	Purple	Black	Brown	Ten	Orchid
'Favorite	33	4	5	16		2	13	6	1
'Evening									
'Dress---	21	11	9	23	8	14		4	2
'Afternoon									
'Dress---	46	6	13	33	8	34	29	22	
'Street									
'Dress---	43	5	5	19		42	44	30	
'Winter									
'Coat---	10	1	1			48	39	17	
'Summer									
'Coat---	14					28	7	56	
'Winter-hat	26		8	7	1	47	39	23	
'Summer-hat	20	4	5	9	2	9	2	48	
'Dress-shoes	6					78	31	14	
'Street									
'Shoes---	4					60	44	13	
'Undercloth-	3	7	4	9	3	2		6	

Sec. II Number of Reactions to Colors

	Happy	Serious	Excited	Solemn	Frivolous	Dignified	Gay
'Yellow---	31		5	4	10		16
'Red-----	11		26		12	2	24
'Black----	7	35		15	1	66	
'Blue-----	43	15	1	4	3	26	16
'Green-----	44	5	4	4	6	9	20
'Purple----	8	2	13	9	6	11	10
'Brown-----	21	28	1	18		26	1
'Orange----	16	2	20	2	6	2	11
'Pink-----	37	1	6	2	15	2	20
'White-----	27	10	1	18	3	21	10
'Ten-----	22	19		10	2	21	9
'Two-tone--	22	6	6	2	5	5	7
'Figured---	21	2	11	1	15	5	20

make me feel ill".

Some of the reasons (Table III Section III) most important in the choice of color, if one may judge from the responses received, were suitability for various occasions, suitability for costume details, suitability for school need, brought out color of skin, and a practical color for general use. Six preferred to wear colors different from those worn when children. One was influenced by financial pressure, and another by her husband's preference.

TABLE III SELECTION OF COLOR

Sec. III Reasons for Choice of Color

Reasons	Number Checking
Emphasize color of hair-----	58
Emphasize color of skin-----	72
Emphasize color of eyes-----	59
Create individuality-----	48
Practical color-----	63
Different from childhood-----	6
For various occasions-----	87
Color in season-----	28
Beautiful effect-----	42
Well balanced in color and pattern-----	47
Adds charm to costume-----	49
For costume recent-----	23
To repeat physical color-----	43
To alter physical characteristics-----	15
Creates enthusiasm-----	38
Easy color to match-----	34
Suitable to occasion-----	59
Suitable for business-----	7
Suitable for school-----	74
Suitable for age-----	40
Suitable for height-----	37
Suitable for individual-----	60
Suitable for costume-----	80
Dominant color in costume-----	48
Physical traits unnoticed-----	36
Likes of husband-----	1
Financial pressure-----	1

Table IV shows the reason and the number of students marking first, second, and third choices in regard to the selection of the materials used for clothing. Sixty indicated that they bought the fabric to make a special garment. Forty-seven said that the price was the strongest influence in the selection of the material, thirty-two checked durability, and twenty-seven fastness of colors to laundering and to light. The totals indicate that price was the strongest influence in fabric selection, while durability, laundering qualities and buying the material to make dresses at home were next in importance. The influence of clerk, agent or a mail order house were the least important influences.

TABLE IV SELECTION OF FABRIC

Reasons for choosing	No. Checking choices		
	1	2	3
Price reasonable-----	47	25	13
Cheaper to make article-----	26	16	27
Gifts bought at a sale-----	7	13	27
Influence of relative or friend-----	3	8	19
Novel style and material-----	6	10	24
Fashion-----	14	24	21
Style regardless of price-----	3	4	16
Style regardless of need-----	9	6	10
Style regardless of use-----	8	6	11
Style regardless of appropriateness-----	8	3	7
Influence of clerk-----	2	1	19
Color easily matched-----	9	14	26
Fast to laundering-----	27	25	11
Fast to sunlight-----	16	12	13
Durable material-----	32	33	14
Material a bargain-----	16	17	16
Buying for next year-----	3	12	18
Guaranteed fast color-----	21	20	17
Immediate need-----	5	15	20
Purchased on limited time-----	3	9	30
Material cleans easily-----	22	24	19
Does not show soil easily-----	18	29	22
Nearby city sales-----	4	7	9
Pleasure trip bargains-----	4	7	16
Special color bought on trip-----	3	13	7
Ordered from city store-----	2	1	10
Ordered dull finished material from city--	3	5	10
Ordered shiny material-----	1	2	5
Ordered reversible material-----		2	4
Ordered a novelty-----	2	5	8
Ordered for special color-----	8	15	8
Cheaper from catalog house-----	4	3	16
Influence of agent-----	1	1	11
Buying foreign product-----		6	12
Firm weave desired-----	9	23	13
Moisture test reliable-----	3	4	7
No starch present-----	8	19	13
Even lustre in materials-----	6	7	12
Burning test satisfactory-----	3	5	12
Fiber strength desired-----	3	19	6
Laundering does not shrink-----	14	16	12
Material for dress-----	34	7	21
Material for coat-----	10	3	4
Material for slip-----	22	6	8

The inspection of responses totalled in Section I Table V indicate that there are five outstanding factors that influence the person selecting the dress itself, and four that have little effect on the purchaser. The most influential factors were suitability to needs, becoming style, price, and length of service. Those least considered were special sales locally, sales in nearby cities, novelty style, and the psychological effect.

Table V Section II shows that the most important points in the selection of hose were color, quality, and hue to correspond with dress and shoes. In the selection of shoes, (Section III Table V) color suitable for the costume, military heel, material suitable for the costume, pattern suitable for the costume, and color suitable for the special dress have the highest number of checks. Many other reasons seemed to be of equal importance in second and third choices according to the totals found.

It was interesting to notice the number checking the dominant influences relating to the choice of the hat. (Table V Section V) Forty-two checked color suitable to costume, thirty-nine appropriateness, thirty-five harmonious style, twenty-seven need, and twenty-six shape. The lesser influences were having a hat made, cleaning qualities and special sales.

TABLE V FACTORS INFLUENCING GARMENT SELECTION

Sec. I	Reason	Dress	Number Choosing		
			I Choice	II Choice	III Choice
	Price of dress seemed reasonable for material--		43	22	14
	Special sales in local stores--		8	15	21
	Special sales in nearby stores--		6	7	11
	Suitable to your needs--		55	9	12
	Suitable to your age--		22	13	17
	Suitable to your activity--		27	19	13
	Becoming in line and color--		62	12	11
	Becoming in fit--		53	10	12
	Novelty style regardless of price--		5	2	17
	Novelty style of season--		37	10	16
	One which can be worn for more than one season--		37	28	11
	Worn with different articles of clothing--		21	21	12
	Style lends charm to personal appearance--		43	21	11
	Style adds dignity to spirit of wearer--		12	16	10
	Style adds youthfulness to wearer--		10	15	18
	Style and color bring out desirable features--		31	24	12
	Color creates enthusiasm in spirit of wearer--		9	14	17
	Will not tire of color easily--		28	25	18
	Color not affected by sunlight--		18	17	18
	Color not affected by laundering--		20	18	12
	Dress will stay clean readily with care--		22	50	17
	Dress will not show soil easily--		14	30	18
	Dress affords ample protection for body--		19	24	12

TABLE V FACTORS INFLUENCING GARMENT SELECTION

Sec. II		Hose		
Reason	Number Choosing			
	I Choice	II Choice	III Choice	
Need of a certain color---	61	19	14	
Need for quality-----	52	17	10	
Wearing particular brand--	10	13	20	
Wearing particular style--	8	15	14	
Color and style regardless of price--	1	8	16	
Color corresponds with dress	49	24	16	
Color corresponds with shoes	49	13	17	
Color will not show soil	5	7	17	
Color fast-----	13	10	14	
Color easily matched-----	11	12	18	
Color easily repaired-----	7	12	13	
Special make for size-----	11	1	6	
Special make for color----	7	14	14	
White hose-----	1		5	
Wool sport hose chosen----	10	3	7	
Cotton sport hose chosen---	4	3	7	
Rayon sport hose chosen---	2	3	4	
Mixed fiber sport hose----	4	6	8	
Wool for stormy weather---	10	5	8	
Cotton for stormy weather-		1	3	
Wool and Silk for winter--	10	2	10	
Wool and Rayon for winter-	1	1	6	

TABLE V FACTORS INFLUENCING GARMENT SELECTION

Sec. III

Shoes

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Special shoe regardless price	6	2	13
Health shoe-----	12	6	5
Make recommended to you---	6	6	7
Shoe in style-----	6	12	9
Special make for sports---	15	8	7
Special for street-----	18	16	4
Special for dress-----	24	12	5
Cheap shoe, not repaired--	1	2	7
Worn with several costumes			
material of shoe	30	26	14
color of shoe---	49	20	14
pattern of shoe---	27	20	15
Allows freedom of movement	17	1	
Military heel-----	48	9	18
Flat heel-----	4	4	4
French heel-----	13	8	13
Thick sole on shoe-----	5	5	3
Thin sole on shoe-----	18	13	19
Rubber heel and sole-----	4	1	7
Kept in good condition easily	13	7	17
Patent leather-----	18	11	11
Calf skin-----	11	24	9
Kid-----	10	17	9
Uppers will wear out two			
soles and heels	16	21	13
Shoes for climatic needs--	6	12	19

TABLE V FACTORS INFLUENCING GARMENT SELECTION

Sec. IV		The Hat		
Reasons		Number Choosing		
		I Choice	II Choice	III Choice
Sale of pattern hats-----	2	4	12	
Buying next years hat-----	3	5	16	
Local sales, need of hat----	27	13	12	
Bought in near by city-----	4	8	7	
Special sales in city-----	3	8	5	
Suitable color, business----	12	6	10	
Professional hat-----	7	4	5	
Suitable color for social----	8	19	11	
Color suitable to age-----	18	7	15	
Color suitable for size-----	19	11	8	
Color suitable to figure----	20	11	10	
Color brings out eye color--	20	28	14	
Color adds light to skin----	19	22	15	
Physical features concealed	17	11	10	
Gives expression of dignity	9	13	10	
Creates spirit refinement--	16	13	10	
Decreases physical features	11	5	11	
Repeats physical color-----	14	15	10	
Style harmonious with color	42	20	11	
Style in costume	35	3	6	
Style harmonious in shape	26	14	13	
Appropriateness-----	39	17	12	
Material, not show soil easily	9	17	22	
Hat may be cleaned at home	3	15	12	
May be retrimmed easily----	1	3	14	
Material bought, hat special	1	2	4	
Special color hat-----	2	2	4	
Special size in hat-----	4		3	
Need of hat-----			4	
Special style-----	2	1	3	
Special material-----	1	3	1	
Special shape-----	2		2	
Hat for school-----			2	

Section V of Table V shows that the color of the material, length of service, reasonableness of price, kind of fabric, and trimming appropriate to the coat were most influential in the selection of a winter coat, while need for the coat, material suitable for general wear, neutral color, durability of fiber and use of the coat were uppermost in importance in the selection of the summer coat. The lesser influences in the selection of both winter and summer coat were length of service, ordering from another town, special trimming and the color of the coat.

TABLE V FACTORS INFLUENCING GARMENT SELECTION

Sec. V

A Winter Coat

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Material because of color	61	13	14
Material because of weave	9	13	15
Because of the fabric	37	22	11
Material for texture	26	18	17
Make of coat regardless price	1	4	15
Bought for next year	18	13	8
Bought for limited wearing	3	1	8
Price asked, reasonable	43	25	14
Will not show wear quickly	26	24	10
Will not soil easily	9	27	8
Worn more than one season	52	18	15
Bought locally	13	11	12
Bought nearby city	11	11	20
Bought of catalog house	1		5
Appropriate trimming on coat	39	11	14
For general wear	21	20	12
Trimming replaced easily	4	2	12
Cleaned easily	6	14	15

A Summer Coat

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Need of coat-----	61	7	13
Use for coat-----	29	15	10
Cost of coat-----	9	19	12
Local sales-----	9	9	9
City sales-----	8	6	15
Purchased from catalog H-	1	1	4
Material, suitable general wear	52	20	17
Suitable afternoon wear	4	12	4
Material easily cleaned	19	23	12
Does not show soil-----	12	21	10
Durable fiber-----	31	23	12
Durable weave-----	10	17	11
Because of finish-----	14	17	9
Fast color-----	25	10	8
Neutral color-----	32	19	15
Bright finish color-----	1		4
Material and style, season	9	15	20
Color and style, season	12	22	16
Style of season-----	17	16	12

The costume accessories included in the survey were costume jewelry, gloves, scarfs, and handkerchiefs. The majority chose costume jewelry (Table VI Section I) for the color accent to the costume. The greater number chose gloves for a definite use. (Table VI Section II) Additional requirements in the selection of the gloves were special need, to complete a costume, a certain material, and to be easily cleaned.

Nearly one-half of the group chose a scarf (Table VI Section III) for its color accent in the costume. Other popular reasons for the choice of the scarf were as the protection for a collar, because it could be easily cleaned, or it was especially good for sport wear.

Table VI Section IV shows that the need for the handkerchief was the most important consideration while a special style of handkerchief was of little interest to the group.

TABLE VI FACTORS INFLUENCING SELECTION OF COSTUME ACCESSORIES

Sec. I Selecting Costume Jewelry

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Color accent in costume	69	11	13
Dominant color in costume	4	11	13
Novelty pattern-----	5	13	15
Prevailing style-----	4	15	13
From foreign country----	3	3	7
Bought in nearby city----	7	14	14
Sent for from city-----	2	3	8

Sec. II Selecting Gloves

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Need of gloves-----	68	7	20
Intended use for gloves----	15	18	16
Length of wear-----	13	15	16
Getting gloves for winter---	30	14	23
Getting gloves for summer---	6	10	16
Sport gloves needed-----	10	6	18
Professional need of gloves-	4		5
Gloves for social needs-----	11	11	13
Gloves for occupational needs	7	6	8
Silk gloves desired-----	3	6	20
Wool gloves needed-----	7	14	7
Cotton gloves-----	3	6	17
Leather gloves needed-----	38	12	25
Color completes costume----	44	14	28
Color and style of season---	2	4	13
Useful color-----	12	19	16
Will not show soil easily---	9	13	20
Easily cleaned-----	13	17	14

TABLE VI FACTORS INFLUENCING SELECTION OF COSTUME ACCESSORIES

Sec. III

Selecting a Scarf

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Color accent for costume	45	6	27
Repeat dominant color-----	9	12	9
Color for sport wear-----	3	12	12
Special color-----	3	6	16
Fast color-----	3	6	9
Material-style for season-	2	6	12
Regardless of price-----			6
Easily cleaned-----	12	14	15
Can be re-decorated-----	2	1	3
Protection for coat collar	28	17	30
Worn with evening dress---	1	2	6
For afternoon wear-----	5	14	9
For sport wear-----	10	9	22

Sec. IV

Handkerchiefs

Reason	Number Choosing		
	I Choice	II Choice	III Choice
Special material-----	11	15	21
Special color-----	10	16	18
Special style-----	2	3	11
Bought on special sales---	9	14	19
Need of handkerchiefs----	56	6	21
Laundry easily-----			1
Accent for costume-----			1
Always use white-----			1
School supply-gift supply			1

Those answering the questionnaire were from different sections of the state. From the varying answers it seems that there are certain environmental influences in the home and home community (Table VII Section I) that materially affect the selection of clothing. Section I of Table VII is devoted to a study of the different economic influences that affect the college girl in the selection of her clothing. It also illustrates the varying methods used in the purchase of their clothing. About one-third of the group indicated that the mother helped in choosing the coat, dresses, bathrobe, shoes, hats and gloves. Others said that a sister and friend helped in choosing coats, dresses, shoes and hats. The personal influences least important were the father and the husband. Other reasons added were "if any one assists it is mother"; "I may ask a friend's advice, but I decide for myself"; "Sometimes a friend assists in selecting outer garments"; "Aid is incidental and occasional"; "I select all with the aid of my sister".

Ninety-two out of the ninety-five people (Table VII Section II) indicated that they buy a garment when they need it. Eighty-five answers showed they especially considered the fit of the garment when it was on, and whether others thought it was satisfactory. Seventy-nine checked the cost of the garment as very important, and seventy-eight thought

it necessary to wear the garment for more than one season. Twenty-two indicated that they select a certain brand of shoes, and twenty-nine buy a special brand of hose, while twelve said that they did not consider a brand when selecting a dress.

Many interesting facts were revealed in Section III Table VII, the most important being sixteen buy everything at the home store, while fifty-two buy some clothing locally. Eleven buy some things in a nearby city, and six buy all their clothing in the neighboring cities. Two buy on the installment plan when at home, and fifty-four buy nothing by that arrangement. One indicated that she buys almost everything on a charge account, three said they use such an arrangement entirely, while forty-six checked that they buy nothing on that plan.

Fourteen said they were able to find the dresses they wanted (Table VII Section IV) in the local stores, twenty-five expect to buy their dresses in a neighboring city. Sixty-three checked dresses, thirty-six underwear, twelve bloomers, as being purchased ready-made. Twenty-four made their own slips. Twelve did their own sewing, eleven hire their sewing done, ten said they had the work done by their sister, and twenty-three said their mother made their clothing.

TABLE VII SELECTION OF CLOTHING

Sec. I		Personal Influences in Selecting Garments					
Clothing	Number checking influence of						
	'Father	'Mother	'Sister	'Friend	'Husband	'None'	
Coat-Winter----	9	34	15	15	1		
Coat-Summer----	6	27	13	11			
Coat-Sport----	9	18	7	10			
Dresses-----	1	35	18	15			
Underwear-----		15	8	9		1	
Bathrobe-----		14	7	2		1	
Bedroom-slippers	2	8	8	2			
Bloomers-----		8	5	4		2	
Hose-----		6	11	9		1	
Shoes-----	5	17	14	13		1	
Hats-----		18	18	18	1		
Gloves-----		17	3	12	1	1	
Handbags-----		7	8	11	1	1	
Scarf-----		7	8	8	1		
Collar&Cuffs--		6	3	2			
Handkerchiefs--		8	5	4		3	
Costume Jewelry-		3	4	18		1	
Compacts-----		1	4	11		1	

TABLE VII SELECTION OF CLOTHING

Sec. II Reasons for Selection of Clothing

Reasons for choice	No. Checks
Need of garment-----	92
Cost of garment-----	75
Fit of garment-----	85
Opinion of others-----	22
Comfortable feeling-----	84
Construction of garment-----	73
Where garment was made-----	5
Personal approval-----	65
Immediate need-----	49
Easily cleaned-----	58
Style of dress-----	64
Needs no altering-----	34
Slight alterations needed-----	35
Reasonable cost-----	79
In season-----	46
Special sales-----	14
Special shoe sale-----	22
Shape of hat-----	37
Needed accessories-----	57
Length of service-----	78
Individual style-----	1
Special brand of dresses-----	4
Special brand of coat-----	7
Special brand of shoes-----	22
Special brand of hose-----	29
Special brand of hat-----	3

TABLE VII SELECTION OF CLOTHING

Sec. III		Number Indicating Method of Purchase				
Method used	Yes	No	All	Almost all	Some	At home
Local buying	52	10	16	18	15	
Nearby city	1	11	6	1	6	
Installment		54			2	2
Charge account		46	3	1	1	

Sec. IV		Number Checking Method of Purchase						
Re-----								
Items bought	Local	City	Install-	Hired	Charged	R.Made	H.Made	
Hats-----	6	9		1	1	44	1	
Dresses-----	14	25	2	17	2	63	38	
Coats-----	5	19	1		1	33	2	
Shoes-----	12	13			1	1		
Hose-----	9	2			2	4		
Necessities--	4				1			
Underwear---	5					36	28	
Accessories--	3	3				2	6	
Fabric-piece		1						
Drugs-----					2			
Brassiere---						6	1	
Bloomers---						12	4	
Slip-----						2	24	
Outer-garments						3		
Pajamas-----						3		

*note; R.Made means ready made; H.Made means home made

In view of the fact that college girls have different problems in regard to their upkeep when students, it seemed advisable to obtain information concerning the various sources of their income, and to obtain other information in regard to the methods they use to select and purchase their clothing.

One girl said she was paying her way from inheritance money (Table VIII Section I), another said she was borrowing money for her use in college, and four answered that they were self-supporting while in college. Twelve answered that they were paying their way from previous savings, twelve were working for a part of their expenses during their senior year, and sixty received all their money from home. Sixty reported that they were not keeping any record of how they spent their money and it was many of this same sixty who said that they receive all their money from home. Fifteen students said they allow a definite amount of money for clothing expenses.

A number reported gifts they receive relieve them from purchasing some necessities. Over half said they were supplied with enough handkerchiefs, scarfs, toilet water, and bloomers for their needs. Tooth paste and soap were received by two in sufficient quantity to keep them supplied.

The approximate expenses for the clothing needs of the

group during the four years in college (Table VIII Section II) (No. I and II) varied from \$15 to \$750.

Realizing that the styles change rapidly and that some students have been out of school a few years, between beginning their course and their senior year, provision was made in the questionnaire (Table VIII Section III) to find out how many had some garments with them which they were not wearing. Twenty-three said they had worn all the clothing they brought with them. Twenty-nine did not answer this question. Of the others who answered, fifteen said they had cotton dresses with them that they had not worn because they had had no need for them; twenty-four said that they had a silk dress with them which either needed remodelling, or that there had been no occasion for wearing, or that they expected to wear it later in the year. Other reasons for not wearing the different garments were because of color, fit, style, season, material, and in need of repair.

TABLE VIII INCOME AND EXPENDITURE

Sec. I Source of Income and Factors in its Distribution

Items	No. Checks	
	Yes	No
Earning all your living in College-----	5	77
Receive all money from home-----	60	
Receive most of the money from home-----	8	
Paying way from savings-----	12	
Borrowed money for expenses in college-----	1	
Paying way from an inheritance allowance-----	1	
Working half time for expenses-----	6	
Working less than half time for expenses-----	6	
Self-supporting in college-----	4	
Partially self-supporting-----	17	
Receive an allowance from home-----	37	
Record kept of money spent-----	60	35
Definite amount allowed for clothing-----	15	74
Gifts supply needs of handkerchiefs-----	59	3
Gifts supply needs for hose-----	24	10
Gifts supply needs for vests-----	11	9
Gifts supply needs for step-ins-----	20	84
Gifts supply needs for tooth-paste-----	1	94
Gifts supply needs for powder-----	19	94
Gifts supply needs for toilet water-----	35	1
Gifts supply needs for soap-----	2	11
Gifts supply needs for brassieres-----	12	11
Gifts supply needs for ties-----	5	9
Gifts supply needs for scarfs-----	48	6
Gifts supply needs for bloomers-----	31	9
Clothing adequate in number-----	67	2
Clothing adequate in quality-----	63	
Clothing adequate in kind-----	60	1
Clothing adequate to meet group standard-----	25	5

TABLE VIII INCOME AND EXPENDITURE

Sec. II No. I Approximate expenses during a designated period

Freshman		Freshman		Sophomore		Junior		Senior	
Preparation		year		year		year		Estimate	
No.	Amt.-	No.	Amt.-	No.	Amt.-	No.	Amt.-	No.	Amt.-
1	\$15	1	\$15	1	\$25	1	\$15	1	\$45
2	20	1	20	11	50	1	20	5	50
2	25	2	20-30	2	60	1	25	1	60
3	30	5	25	2	75	7	50	4	75
2	40	1	30	1	80	2	60	1	90
14	50	2	35	2	90	8	75	12	100
1	50-75	3	40	18	100	2	80	1	120
1	60	1	40-50	1	110	2	90	5	125
7	75	18	50	5	125	11	100	12	150
2	80	1	60	12	150	5	125	6	175
29	100	11	75	1	160	12	150	14	200
4	125	2	80	2	175	3	175	6	250
10	150	12	100	9	200	14	200	4	300
1	175	2	110	2	250	3	250	1	300-350
2	200	1	125	2	300	2	300	1	300-400
1	225	1	140	1	350	1	350	1	750
1	300	9	150	2	500	1	600		
1	350	1	175			1	700		
		3	200						
		2	250						
		2	300						
		1	500						

TABLE VIII INCOME AND EXPENDITURE

Sec. II No. II Approximate expenses during a designated period

Summer		School Year		Twelve months	
No.	Amount	No.	Amount	No.	Amount
3	\$15	1	\$10-15	1	\$15-20
7	20	1	25-50	2	25
11	25	1	30	2	30
4	30	1	35	2	50-60
2	40	4	50	1	70
26	50	2	50-60	3	75
2	60	1	60	6	100
3	75	1	70	2	100-125
4	100	4	75	4	125
2	150	4	75-100	12	150
1	175	1	80	2	150-200
		10	100	3	175
2	15-25	1	120	1	180
1	25-50	4	125	8	200
1	50-75	11	150	3	200-275
2	75-100	3	150-200	1	220
1	30-50	3	175	1	225
	these only	1	175-200	1	250
2	nothing	5	200	2	200-300
2	little	1	225	3	300
		2	250	1	325
		5	300	3	350
				1	300-400
		1	130-140	2	400

TABLE VIII INCOME AND EXPENDITURE

Sec. III		Articles Not Worn in College	
No.	Garment	No.	Reasons for not wearing each
1	Spring coat	1	not needed
24	Silk dresses	7	need remodelling--worn out
	" "	5	no occasion, wear later
	Wool dresses	9	repair and remodelling needed
	" "	5	out of style--color
	" "	1	Weight, fit, do not like it
1	Winter hat	1	no occasion
6	Sweaters	6	color, style occasion
2	Winter coats	2	color, fit, style
3	Street and Dress Shoes	2	fit, color
4	Linon dresses	4	season, style, material
3	Spring hats	3	season, fit, color
1	Sport coat	1	no occasion, style
1	pair Silk hose	1	color, use
1	cotton hose	1	no use
1	wool hose	1	season
1	Sport shoes	1	condition
15	Cotton dresses	1	too cool
	" "	9	no need of--out of style
	" "	2	tired of it

As one of the college courses devotes considerable time to the making and keeping of a budget, it has proved interesting to see how many of the girls who are now seniors have a systematic method for recording finances, or for planning their clothing needs.

Sixty-nine (Table IX Section I) out of the ninety-five indicated that they believe in the value of a budget. Twenty nine said that they keep a budget during the school year, and ten keep one for twelve months. Eighteen thought their budget accurate and twenty-seven believed that they could not rely on their budget accuracy. Five of the twenty-seven said that they had a varied amount to spend which made it impossible to keep a budget correctly. In view of the fact that their monthly allowance from home varied, some said that they could not even plan expenses. Others said that their inaccuracy was due to poor planning, lack of following or revising the budget, and carelessly made records.

Estimates on the cost of costumes (Table IX Section II) ranged from twelve and one-fourth per cent to ninety per cent of the clothing allowance for outer garments; one per cent to thirty-five per cent for undergarments; one to seventy per cent for accessories (Table IX Section IV No. I and II) while the estimates on actual money spent varied proportionally. From one to ten per cent of the clothing allowance (Table IX

Section III) was spent for repair of clothing; one to fifteen per cent for commercial cleaning; one to fifteen per cent for supplies for cleaning at home, and one to fifteen per cent for expense of altering of the clothing.

An itemized study of the proportions of the allowance spent for accessories is included in Table IX Section IV since it gives some percentages that can be compared with the total amount spent for the clothing.

TABLE IX BUDGET INFORMATION

82

Sec. I Factors Affecting organization of The Budget

Item	No. checking
Believe a budget helps in purchasing problems	69
Do not bother to keep a budget	12
Keep a budget for the entire year	10
Keep a budget for a season of the year	7
Use a budget for the school year	29
Use a budget for the summer months	2
Individual budget considered accurate	18
Personal budget considered not reliable	27

Reasons for inaccuracy of budget	No. Checking
Not worked out accurately	1
Do not plan carefully enough	2
Needed amounts underestimated	1
Varied amount to spend	5
Not always followed or revised	2
Get what I need whether in budget or not	1
Do not list every article purchased	1
Do not adhere strictly to my purchase plan	1
Have been using budget just three months	1
Make some garments	1
Gifts affect planning of expenses	1
Keep record only of expenses	1
Not itemized	1
Do not take time to keep it	1
Careless record	2
Careless in making and keeping	1

Important reasons for keeping a budget	No. Checks
Eliminates the purchase of non essentials	56
Prevents undue expenditure in one place	37
Allows for purchase of better articles	45
Equalizes the amount of expenses	51
Reference for future purchases	50
Prevents purchase of inferior materials	20
Prevents undue expenses during one year	49
Makes possible for savings	2

TABLE IX BUDGET INFORMATION

Sec. III Expenses for Upkeep of Clothing

Allowance for repair						Allowance for cleaning bills					
No	%	No	\$	No	%	No	%	No	\$	No	%
8	1	1	1	1	1	1	8	1	3	1	8
4	2	1	5	1	1/8	1	1	1	4-5	1	1/8
4	2 1/2	1	15	1	1/5	1	1.5	1	6	2	1/6
3	3			1	1/10	4	2	4	10	1	1/10
1	4			1	1/12	1	2 1/2	2	15	1	1/15
12	5			1	1/50	6	3	1	12	2	1/20
8						2	4			1	1/25
4	10					12	5				
						1	6				
						1	7				
						10	10				
						1	12				
						1	15				

Allowance for Altering						Allowance for cleaning					
No	%	No	\$	No	%	No	%	No	\$	No	%
5	1	1	10	1	1/30	5	1	1	10	1	1/30
6	2	1	2	1	1/16	6	2	1	2	1	1/12
2	3			1	1/12	2	3			1	1/16
5	5			1	1/6	5	5			1	1/6
1	8					1	8				
2	10					2	10				
1	15					1	10				

TABLE IX BUDGET INFORMATION

85

Sec. IV No 1 Costume Expenses Itemized

Costume Jewelry				Flowers				Pins			
No	%	No	\$	No	%	No	%	No	%	No	%
15	1	1	3yr.	1	5/10	1	1	1	5-10	1	1/10:4
3	2	1	.16	1	1/10	5	5	1	2.	1	1/50:2
2	3	1	1.50	1	1/16			1	50%	2	2
6	5	2	5.00	1	1/90			2	none	1	5
1	10	1	10.00	1	1/25						
2	none			1	1/20						

Handbags				Costume Hats				Cosmetics			
No	\$	No	\$	No	%	No	%	No	%	No	%
1	.5	1	10yr.	1	1/8	2	1	1	25%	1	1/20
4	1	1	1	1	1/50	2	2	2	15	1	1/6
6	2	2	3	1	1/25	1	2-3			1	1/10
2	3	1	5,3yr			1	4			1	1/5
1	4-5	1	15			3	5			1	3
1	5	1	5 yr			1	20				
1	10										

Scarf				Collar and Cuff Sets			
No	%	No	\$	No	%	No	%
1	2	1	80%	1	1/16	2	1
6	1	2	3	1	3/10	2	2
2	2	1	8	1	1/25	1	3
1	3	1	2.50	1	1/10	1	5
1	.15					1	10
1	.05						

TABLE IX BUDGET INFORMATION

Sec. IV No 2 Costume Expenses Itemized

Hose					
No	%	No	%	No	%
2	2	2	10 yr	3	1/3
2	2-5	2	12 yr	1	1/3
2	4	1	15-20	1	1/3
6	5	1	20	1	1/8
2	6	2	25	1	1/16
2	7	1	30	1	1/4
2	9	1	46	1	1/2
2	9			2	1/10
4	10			1	1/16
1	15				
1	20				
1	60				

Handkerchiefs					
No	%	No	%	No	%
2	1	3	1	1	1/3
9	1	4	2 yr.	1	1/30
2	2	2	3	1	1/20
2	3			1	1/15
2	5				
1	.25				

Expenses considered by housewife	
Wife's allowance for clothing	74%
Allowance for husbands clothing	74%
Remarks concerning expenses	
We make not allowance	
Buy by necessity and directly	
Been in school ever since marriage:	
get only what I need and be the same	

In order to assemble the outstanding factors that have been discovered, a summary, Table X, has been prepared. According to the findings, the most important influences that affect clothing selection are physique, color, material, the garment itself, and different human influences. Since the individual is more interested in the dress than any other garment, it seemed most worth while to emphasize the outstanding influences that pertain to the selection of a dress. For example sixty-five indicated that the need was the most important reason for purchasing a dress. In looking over the important factors determining the selection of the other garments, it was found that sixty-one said that the need was the most important influence in the selection of their hose. Forty-nine considered costume unity to be especially important when selecting shoes, and forty-two said that the style of the hat determined their selection. It was the style that influenced sixty-one in making their choice of a winter coat although it was need of the coat when purchasing one for summer. Sixty-eight were in need of gloves when the purchase was made, and forty-five considered costume unity when selecting the scarf. Fifty-six purchased handkerchiefs when in need of them.

Considering the points made, it is evident that though the need was uppermost in the minds of the girls, they con-

TABLE X OUTSTANDING FACTORS AFFECTING CLOTHING SELECTION

Article of Clothing		Number checking each factor in clothing selection						
Need	Style	Price	Length of service	Costume Unity	Availability	Color	Pit Material	
Dress--	45	45	37		14	23	53	
Rose---	9	1	21	49	19	61	19	
Shoes--	24	18	48	49	24	49	16	
Hat---	42	12	13	35	12	20	9	
W. coat	61	43	52	39	15	61	37	
S. coat	17	18	56	52	9	25	52	
Gloves	2		13	44	38	44	38	
Scarf	10	2	16	45		45	12	
Hdk's	12		1	23	9	10	11	
Garment	64	79	78	37	14	58	85	
							73	

sidered design principles and endeavored to apply them in selecting their clothing.

Summary

The motives suggested in the questionnaire are listed and are given in the order of their importance.

The majority of the group studied have had clothing courses in high school and about two-thirds of them entered college in the fall of the same year that they were graduated from high school. According to the results obtained, more than half of the group are planning to teach some phase of home economics after graduation from college.

The greater number considered themselves to be of an average slender type, dignified, happy, dependable, sincere, and conservative. Twenty of the tall slender girls showed a preference for neutral colors, soft dull finished material and a one piece dress with smooth fitting sleeves. The tall stout girls preferred solid colors, long lines, flat collars smooth fitting sleeves and a one piece dress.

Blue was the favorite color of more than a third of the group and was used for both afternoon and street dresses. Two-thirds said that they felt dignified when wearing black. If one may judge from the responses the girls gave concern-

ing the effect of color on themselves, we may conclude that although type, and fit of garments was thought important, they realize that color creates many different mental reactions on the wearer herself.

Twenty-three said that this year they had worn all the clothing brought to college. Seven said that they had silk dresses which needed remodelling before they could be worn. Five indicated that there had been no occasion to wear a particular silk dress. Nine wool dresses were listed as needing remodelling and repair in order to be of use, and five said that the wool dresses they had not worn were out of style and of unsuitable color. Nine cotton dresses had been used because they were either out of style or there had been no occasion for wearing the dresses. About one-fourth of the group indicated that they did their own garment cleaning.

Sixty receive all their expense money from home. Although sixty said they kept a record of the money spent, seventy-four showed by their answers that they do not allow a definite amount for clothing. Twelve work for part of their expenses, and twelve have paid their way from personal savings.

Two-thirds of the group said that their clothing was adequate for present needs. According to the greater number of replies, the mother assists in selecting the outer garments and probably she is the one who helped to choose the ready-made garments they wear. Fourteen said they bought their ready-made clothing in the college town rather than in the home community.

The home economics girls in this college are required to know how to plan and keep a budget, which may explain why thirty-nine out of the ninety-five planned and kept a clothing budget, and most of the others appreciated its value. The majority considered cost to be important, yet in most cases, they were unable to give accurate information in regard to details of cost. Estimates of what they expected to spend during their senior year varied from one expecting to spend forty-five dollars, to one saying that her's would amount to \$750. Twelve estimated their yearly clothing expenses to be one hundred dollars, twelve said one hundred fifty, and fourteen gave two hundred dollars as an estimate of expenses for their senior year. Estimates on costs of different parts of a costume varied to such an extent that no dependence can be placed on the figures, though they are found in Table IX Section IV.

It was evident that the girls know the different factor elements that should be considered when selecting a garment, but in many cases definite planning and accurate evaluation of the importance of the different details has been overlooked.

CONCLUSION

It is necessary that a thorough review of all books that in any way may relate to clothing and its purchase should be made before any one is prepared to make a study of the consumer's purchasing habits.

A questionnaire which is apparently satisfactory for a group to answer intelligently, may lack many essentials and some parts lack the necessary content for satisfactory tabulation.

From the answers to the questions, the students appeared to be informed and recognized the essentials necessary for successful expenditures, but in many cases they had failed to apply their knowledge.

It was definitely brought out in the study that the different principles in design were recognized and more or less intelligently applied.

There seemed to be no indication of careful planning in regard to expenditures for the cleaning and repair of clothing.

After a careful evaluation of this study, there seem to be several possible problems that will be worth additional study and investigation:

1. Scientific information should be secured that will give a workable basis for all clothing problems of college girls. For example, studies should be made of clothing expenses; of the evaluation of time and money in the care and repair of clothing; of factors that determine what college girls should spend for different garments; of the value of selecting clothing before or at the time of need; of standards suitable to use in the selection of ready-made clothing.

2. Many additional investigations should be made concerning determination and evaluation of the exact factors or motives that influence the selection and purchase of clothing, such as how much expenditure of money is justified in order to be in style; of the legitimate costs that are necessary to keep within a special social group; how shall the clothing standards for any professional group be estimated; how an individual may determine his standard in the matter of selection and purchase of clothing.

ACKNOWLEDGMENT

Acknowledgment is made to Professor Lilian Baker of the Clothing and Textile Department under whom the study was made; to the seniors of Kansas State Agricultural College who kindly answered the questionnaire which was used as the method for obtaining the desired information for the study; to Mr. J.E. Edgerton, State High School Supervisor, who very kindly proof read the rough copy to check the content, organization and subject matter; to Mrs. Cora A. Beels, who has contributed information pertaining to the study, from the viewpoint of a trained housewife and professional woman; to Miss Esther Bruner, Assistant Professor Clothing and Textiles who has kindly consented to proof read the final copy.

LITERATURE CITED

1. Phelps, Ethel. "A Study of Clothing Purchasing Habits." 1920. J. Home Economics, Vol. 12, 13. Nov. 1920.
2. Ely, Richard T. Outlines of Economics, pp. 95-96. 1924. Macmillan Co., N. Y.
3. Ely, Richard T. and Wicker, George. Elementary Principles of Economics. 1924. Macmillan Co.
4. Wern, Eugene. Human Engineering, p. 222. 1921. D. Appleton & Co., N. Y.
5. Marshall, L. C., Wright, C. W. and Field, J. A. Materials for the Study of Elementary Economics, pp. 21-23. 1913. University of Chicago Press, Chicago, Ill.
6. Copeland, M. T. Principles of Merchandising, p. 207. 1924. A. W. Shaw Co., Chicago & New York.
7. Hystrom, Paul. Economics of Consumption, p. 60. 1929. Ronald Press Co., N. Y.
8. Johnson, A. S. Introduction to Economics, p. 35. 1911. D. C. Heath & Co., Boston, N. Y. & Chicago.
9. Funk and Wagnalls. New Standard Dictionary of the English Language, p. 2012. 1915. Funk & Wagnalls, N. Y.
10. Hystrom, Paul. Economics of Consumption, p. 36. 1915. Ronald Press Co., N. Y.
11. Ely, Richard T. Outlines of Economics, p. 127. 1924. Macmillan Co., N. Y.
12. Ely, Richard T. and Wicker, George. Elementary Economics, p. 107. 1924. Macmillan Co., N. Y.
13. Waite, W. C. Economics of Consumption, Chap. 2. 1923. McGraw Hill Book Co., N. Y.
14. Andrews, B. R. Economics of the Household, p. 381. 1923. Macmillan Co., N. Y.

15. Seager, Henry R. Briefer Course in Economics, Chap. 2.
1909. Henry Holt & Co., N. Y.
16. Ely, Richard T. Outlines of Economics, Chap. 10.
1924. Macmillan Co., N. Y.
17. Seager, Henry R. Principles of Economics, Chap. 1.
1913. H. Holt and Co.
18. Kyrk, Hazel. The Theory of Consumption, Chap. 5.
1923. Houghton Mifflin Co., Riverside Press Co.
19. Hoyt, E. E. Consumption of Wealth, part 3.
1923. Macmillan Co.
20. Waite, W. C. Economics of Consumption, p. 238.
1928. McGraw Hill Co., N. Y.
21. Kyrk, Hazel. Theory of Consumption, p. 120.
1923. Houghton Mifflin Co., Riverside Press Co.,
Cambridge.
22. Carver, Thomas Nixon. Principles of Political Economy,
p. 453. 1919. Ginn & Co.
23. Waite, W. C. Economics of Consumption, p. 116.
1928. McGraw Hill Book Co., N. Y.
24. Funk and Wagnalls. New Standard Dictionary of the
English Language. 1915, p. 898.
25. Nystrom, Paul. Economics of Consumption, p. 241.
1929. Ronald Press Co., N. Y.
26. Streightoff, Frank H. Standard of Living, Chap. 1.
1911. Houghton Mifflin Co., Riverside Press Co.,
Cambridge.
27. Donham, Agnes. Spending the Family Income, Preface.
1921. Little, Brown & Co., Boston.
28. Nystrom, Paul. Economics of Consumption, p. 250.
1929. Ronald Press Co., N. Y.
29. Marshall, L. C., Wright, C.W. and Field, J. A. Materials
for Elementary Economics, 1913. University of
Chicago Press, Chicago. Page 376.

30. Fetter, Frank Albert. Source Book in Economics, p. 233.
1912. Century Co., N. Y.
31. Donham, Agnes. Spending the Family Income, Chap. 1.
1921. Little, Brown & Co., Boston.
32. Waite, W. C. Economics of Consumption, Chap. 3.
1928. McGraw Hill Book Co., N. Y.
33. Waite, W. C. Economics of Consumption, p. 26.
1928. McGraw Hill Book Co., N. Y.
34. Smart, William. Distribution of Income, Chap. 11.
1912. Macmillan Co., N. Y.
35. Waite, W. C. Economics of Consumption, p. 28.
1928. McGraw Hill Book Co., N. Y.
36. Nystrom, Paul. Economics of Consumption, p. 61.
1929. Ronald Press Co., N. Y.
37. Ely, Richard T. Outlines of Economics, p. 95.
1924. Macmillan Co., N. Y.
38. Edie, Lionel D. Principles of the New Economics, p. 41.
1922. Thos. Y. Crowell Co., N. Y.
39. Tugwell, R. C., Munroe, Thos. and Stryker, Roy E.
American Economic Life, p. 461. 1925. Harcourt Brace
and Co.
40. Thorndike, E. L. Original Nature of Man, p. 198.
1911. Macmillan Co.
41. McDougalls, William. Social Psychology, p. 355.
1917. J. W. Luce & Co., Boston.
42. Marshall, L. C. Readings in Industrial Society, p. 270.
1900. Macmillan Co., N. Y.
43. Edie, Lionel D. Principles of the New Economics, p. 42.
1922. Thos. Y. Crowell, N. Y.
44. Hoyt, E. E. The Consumption of Wealth, p. 24.
1928. Macmillan Co., N. Y.

45. Waite, W. C. Economics of Consumption, Chap. 7.
1923. McGraw Hill Book Co., N. Y.
46. Ely, Richard T. Outlines of Economics, pp. 26, 136,
137. 1924. Macmillan Co., N. Y.
47. Kyrk, Hazel. The Theory of Consumption, pp. 198, 199,
206. 1923. Houghton Mifflin Co., Riverside Press Co.
48. Tugwell, R. G., Munroe, Thos. and Stryker, Roy E.
American Economic Life, Chap. 26. 1925. Harcourt
Brace & Co.
49. Waite, W. C. Economics of Consumption, pp. 232, 233.
1923. McGraw Hill Book Co., N. Y.
50. Nystrom, Paul. Economics of Consumption, p. 61.
1929. Ronald Press Co., N. Y.
51. Nystrom, Paul. Economics of Fashion, p. 4.
1929. Ronald Press Co., N. Y.
52. Burlock, E. D. Psychology of Dress, Chap. 1, 2, 3.
1929. Ronald Press Co., N. Y.
53. Nystrom, Paul. Economics of Consumption, p. 16.
1929. Ronald Press Co., N. Y.
54. Shaw, A. W. Some Problems in Marketing Distribution,
p. 746. 1912. August; Quarterly Journal of Economics
XXVI.
55. Carver, T. M. Principles of Political Economy, pp. 253-
254. 1919. Ginn & Co.
56. Copeland, M. T. Principles of Merchandising, Chap. 6.
1924. A. W. Shaw Co., Chicago; N. Y.
57. Adams, A. B. Economics of the Business Cycle, p. 119.
1925. McGraw Hill Book Co., N. Y.
58. Frederick, Christine. Household Engineering, p. 317.
1920. American School of Home Economics, Chicago.
59. Frederick, Christine. Household Engineering, p. 363.
1920. American School of Home Economics, Chicago.

60. Waite, W. C. Economics of Consumption, Chap. 16.
1928. McGraw Hill Book Co., N. Y.
61. Hoyt, E. E. The Consumption of Wealth, Chap. 17.
1923. Macmillan Co., N. Y.
62. Andrews, Benjamin R. Economics of the Household, Chap. 3
1923. Macmillan Co., N. Y.
63. O'Brien, Ruth. Efficiency in Utilizing Textiles Fostered by Federal Specialists. 1929, Dec. 9. American Dyestuffs Reporter.
64. Clark, Edna. Average Clothing Expenditures of Eighty-six Families of Franklin County, Vermont, During 1923-24. 1927. U. S. D. A. Bureau of Home Economics with University of Vermont Extension Department.
65. Clark, Edna and Kirkpatrick, E. L. Average Quantities and Costs of Clothing Purchased by Farm Families. 1925. U. S. D. A. Bureau of Home Economics and Agricultural Economics; Ohio Wesleyan; University of Kentucky; University of Missouri; Kansas State Agricultural College; and Farmers Wife Cooperating.
66. Bulletins:
Let Budget Help, 1924.
Significance of Budget, Oct. 1924.
Sales Budget.
Management Methods, No. 2, Feb. 1925.
Bonus and the Budget Report, No. 83.
67. Brown, Lilas, Chief Operator Fremont, Nebraska.
"Planning the Baking Powder Cans." Jan. 1930. The Northwestern Bell.
68. Kaylin, Alexander. What Will They Buy?
1930, March 8. Retailing, p. 3.
69. Langley, Reginald. "Who Buys Piece Goods?"
1930, Feb. 15. Retailing.
70. Phelps, Ethel. A Study of Clothing Purchasing Habits.
1920, Nov. Vol. 12, p. 491-495. J. Home Economics.
71. Phelps, Ethel. Further Data on Purchasing Habits.
1921, Dec. Vol. 13, pp. 600-603.

72. Canon, Helen. Sizes of Purchasing Centers of New York Farm Families. 1928, May 29. Cornell Univ. Agr. Exp. Sta., Ithaca, N. Y.
73. Seede, Frances. Motives for Choice in Purchasing of-Clothing. 1927. Unpublished Thesis, Iowa State College H. S. Degree.
74. Sowles, May Louise. Variations in Demand for Clothing at Different Income Levels: a Study of the Behavior of the Consumer. 1923. Unpublished Thesis, Ph. D. University of Chicago.
75. Grimes, Marie. Effect of the Tariff on the Consumption of Certain Textile Fibers. 1927. Unpublished Thesis, M. S. Degree. Kansas State Agricultural College.
76. Cox, Elizabeth. Minimum Clothing Costs for Four Kansas State Institutions. 1927. Unpublished Thesis, M. S. Degree, Kansas State Agricultural College.
77. Swanson, Mabel M. Factors Which Influence Selection and Purchase of Clothing in Certain Wage Earners Families. Unpublished Thesis, M. S. Degree. 1928. Kansas State Agricultural College.
78. Cranor, Katherine and Scott, Clara. The Consumer and Branded Goods: A Study of Individual Reactions to Well Known Brands of Textiles. Dec. 29, 1929. Textile World, 74:3476.
79. Burnett, Clinton. Find More Than Half of Student Expenditures are for Clothes. 1930, Jan. 4. Retailing.