

**CLOTHING AND RETAILING SURVEY
OF KANSAS STATE UNIVERSITY GRADUATES
JUNE 1966 - MAY 1972**

by

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SARAH SHAW HIVELY

B. S., Kansas State University, 1965

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Clothing, Textiles and Interior Design

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1973

Approved by:


Major Professor

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ACKNOWLEDGMENTS

The author would like to express appreciation to Dr. Jessie Warden, Head of the Department of Clothing, Textiles, and Interior Design, for her patience, guidance and most of all her encouragement throughout the development of this thesis.

A very special thank-you is also extended to Miss Esther Cormany, Associate Professor of Clothing, Textiles, and Interior Design, and Dr. C. Clyde Jones, Professor of Business Administration, for their helpful suggestions, encouragement and for serving on the writer's committee.

To each alumni of the retailing program at Kansas State University goes appreciation for taking the time to answer the questionnaire and for their thoughtful comments on the program. Without their willingness to participate this thesis would not have been possible.

A thank-you to Mrs. Ellyn Taylor of Interlibrary Loan for her consistent help in locating many of the references desired by the author.

Thanks also to Dr. Ronald Iman for help with the statistical analysis of the data and suggestions for its presentation.

An extra special thank-you goes to the author's husband, Charles, and son, Christopher, for their patience, encouragement and help during the preparation of this thesis.

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INTRODUCTION

Seven years have passed since the changes in the retailing program occurred and Fashion Store Service Laboratory became a reality at Kansas State University. It is time to evaluate those 221 graduates to learn what they are doing, what job responsibilities they have, what jobs they aspire to, and what parts of their educational backgrounds they believe contributed to their job success. Although there was a Clothing and Textiles Retailing major prior to seven years ago, this study is based on only those who have participated in the Clothing and Textiles Retailing Block Program where students have an off-campus retail store work experience. No research has been done on the Kansas State University graduates but previous studies at Ohio State University on curriculum evaluation (Hamilton) and at Oregon State University on satisfaction and dissatisfaction (Sampson) have been done using the Clothing and Retailing majors of those respective schools.

Purpose

The purpose of this study was to learn more about the graduates of the clothing and retailing block program at Kansas State University. The backgrounds of the graduates as well as the educational and cultural activities were studied to determine if any relationship between background and job success is present. Information on the types of store operations in which graduates have worked and the reactions of the graduates to the overall Fashion Store Service

Laboratory was also studied. Another area of study was that of the long-range career expectations of the graduates and of those who have left retailing how long they worked and why they left.

This research benefits the Department of Clothing, Textiles, and Interior Design at Kansas State University in several ways. It gives additional information to the advisors as to the opportunities available to retailing graduates; it enables the Department to see the types of store operations the graduates are working in; and with the general reactions to the Fashion Store Service Laboratory, it gives a basis for further development of the Clothing and Retailing curriculum.

Universities or colleges considering implementing a program similar to the Fashion Store Service Laboratory will benefit from this research since it may help guide their thinking in curriculum course content and development. Merchandising faculty in this institution and other educational institutions may read of the graduates' reactions to the areas within the curriculum. Knowledge of the types of jobs and retail store operations the graduates are employed in would be of use to anyone counseling those interested in retailing as a career. Others will use the research to become more knowledgeable about the professional opportunities afforded through a program of this scope.

Objectives

The objectives of this research are to:

1. Determine if backgrounds have any influence on the graduates staying in retailing or not;
2. Determine if educational and cultural activities have any influence on job success in retailing or not;
3. View the current job titles and responsibilities of the graduates;

4. View the reactions to the curriculum by the graduates;
5. View the long-range career expectations of the graduates who are in retailing or who plan to return to retailing;
6. View the reasons why some graduates have left retailing.

Definition of Terms Used in the Study

Fashion Store Service Laboratory: This is an actual work experience during the last weeks of the fall semester of the senior year. Each of the students is placed with a store (department, specialty or chain) in a major metropolitan area for a minimum of six weeks. As temporary employees of the stores, the students are exposed to retailing in as many ways as possible. Five semester hours of credit are received for the work. The store laboratory experience is supervised by the merchandising instructor.

Large university: One having an enrollment of 10,001 or more students.

Small college or university: One having less than 10,000 students and listed as a Senior College in the 1973 World Almanac.

Junior or community college: One listed in Junior College section of 1973 World Almanac. Enrollments vary.

REVIEW OF LITERATURE

Twentieth century literature was reviewed on the following topics: (1) job responsibilities of retail management positions, (2) evaluation of retailing curriculums and job success, and (3) questioning procedures and questionnaires.

Job Responsibilities of Retail Management Positions

According to Dakins (5) "Retailing is the business of bringing to the people the goods and wares of the world that they want, when they want, at a price they are able to pay." The 1963 U. S. Census of Business (224-227) lists ten different types of retail stores. One group is general merchandise stores and another is apparel and accessories stores which include department stores, speciality stores, chain stores, discount stores, and variety stores. Although terminology used in definitions of stores varies from source to source, the most concise ones were those in Troxell's and Scott's books. A department store employs 25 or more people, sells merchandise in three categories (home furnishings, household linens and dry goods, and apparel for men, women, and children) (Troxell 385). Junior department stores are equal to department stores in apparel lines and soft goods but carry very little in the home furnishings line (Scott 30). Speciality stores carry merchandise within narrow categories or very closely related items (Scott 28; Troxell 392). Chain stores have many stores (usually with the same name) in many cities (Scott 29). Discount stores are similar to department or junior department stores except they do not have many of the extra services such as delivery, gift wrap, sales personnel, and others

which help the customer. Variety stores carry limited lines of apparel for men, women, and children as well as limited assortments of other goods. The pricelines are usually low to medium. They are descendants of the five and ten cent stores of the past (Scott 31; Troxell 393).

Wilinsky (56), Scott (43), and Dakins (14) list the five divisions of a retail store as (1) merchandising division (the buying part), (2) sales promotion (the selling part), (3) personnel (the people part), (4) control (the figure part), and (5) operations (the logistics part). The merchandising division of a store is concerned with the buying and selling of the goods. There are many management positions within the merchandising division with various levels of responsibilities.

Jobs with the merchandising division of a retail organization usually include the following: head of stock or merchandise clerical, assistant buyer, branch store manager, branch store assistant manager, branch store department manager, buyer, merchandise manager, and general merchandise manager (Greenwood 28; Troxell 355).

Job responsibilities of head of stock, as discussed by Scott (50) and Troxell (355) include noting "outs", taking merchandise counts, advising buyer on "want slip" items, and keeping the inventory current on fast-moving items. Wilinsky (61) sums up the duties of an assistant buyer, saying it is "truly a job of buyer in training, one in which you taste and sample virtually all the buyer's functions and experiences, all the skills of management."

Merchandise managers, whether divisional or general, are much less involved in the actual work of buying but are more involved in the functions of management (Wingate and Friedlander 7). Scott (54) sets the duties of the merchandise manager as (1) working with buyers

in planning budgets, (2) setting merchandise policies that conform to the store objectives, (3) counseling buyers on problems, (4) urging buyers to use the control reports available to them, and (5) coordinating his (merchandise manager) division's operations with those of other divisions.

Directly below the merchandise manager in the hierarchy of most stores is the buyer. Greenwood (29) and Harris (13) agree that duties and responsibilities of buyers include (1) procuring the merchandise through actual selection and purchase, (2) planning, supervising, and evaluating the stocks and record keeping, (3) promoting sales through cooperation with the advertising and display departments, and (4) supervising the sales personnel while they actually sell. A buyer must also explain to the sales people why the merchandise was purchased and what its salient features are for effective selling (Harris 21).

Scott (52) believes the buyer has duties and responsibilities in four main areas: (1) to the customer whom the department serves, (2) to the assistants, selling and stock staff who help with details, (3) to the supervisors to whom he is responsible for overall department performance, and (4) to the vendors from whom he buys his goods. Wingate and Friedlander (23-27) found buyers' duties can be grouped as follows: (1) stockkeeping, (2) physical inventorying, (3) pricing, (4) selling, (5) analyzing the demands of the customer, (6) budgeting sales and stocks, and (7) planning and control. Scott lists the following functions for a buyer: (1) to decide what to buy, how to price it, and how to promote it, (2) to be responsible for expense and profit, and analysis of department statistics and records, (3) to be aware of selling trends, (4) to be a liaison between his department and other departments,

(5) to have thorough knowledge of his "market" (customers he serves), (6) to be knowledgeable about his competition, (7) to be a good idea person for promotions and advertising, (8) to be knowledgeable as to resources in his field, and (9) to travel frequently to keep abreast of the newest merchandise in his field (53). Wingate and Friedlander (7) believe another function of a buyer is to motivate those performing work under his supervision. They believe this motivation should take the form of counseling, directing, praising when due, censuring when needed, insisting upon adequate compensation for them, and helping in the hiring and firing of his people.

Retailing Curriculum and Job Success

Evaluation of retailing curriculums within the last fifteen years is very scarce. Work of few researchers was found in this area. Hamilton and Sampson have analyzed retailing curriculums with home economics majors in clothing and retailing departments. Sampson's work was on satisfaction and dissatisfaction among home economics clothing and retailing graduates who are employed in retailing versus non-home economics majors who are also employed in retailing. Hamilton's work was on the evaluation of the textiles and clothing business curriculum at Ohio State University.

The areas of dissatisfaction in retailing were expressed as: the necessity of Saturday work; the travel opportunities; the opportunities for long vacations at ideal times (frequently compared with the long summer vacations of those in other fields such as education); the lack of outdoor activity; the necessity of working on holidays and during the holiday season; the requirements for clothes of "store regulation" colors; transportation to work; later hours than many other jobs;

and promotions on the basis of merit (Sampson 57). Ellsworth and Hulquist (157-158) found dissatisfied junior executives left retailing most frequently because of the long hours, Saturday work, marriage, family obligations, night openings, and wages. Ellsworth and Hulquist (156) also found many were leaving for the same reason they initially came--an opportunity for advancement, increased salary, and challenging work. Of those surveyed by Ellsworth and Hulquist, most left retailing before they had worked three years. Neiderpruem and Plant, in a survey for the Personnel Group of the National Retail Merchants Association (NRMA) in 1960, listed the major reasons executives left as: other jobs in retailing, other jobs outside retailing, involuntary discharge, marriage, family, or retirement. The difference between Ellsworth and Hulquist's research and that done by Neiderpruem and Plant is the manner in which the questions were handled. Ellsworth and Hulquist asked the people directly through a mail questionnaire while Neiderpruem and Plant asked the store personnel department for the most frequently cited reasons. Hamilton found her subjects left retailing for the following reasons: marriage, long hours, Saturday work, low wages, slow advancement, lack of job opportunity, night work, pressure, competition, and uninteresting work (34-35).

Sampson asked if the subjects felt they were adequately prepared by their curriculum in various areas. The subjects believed they were least prepared in the areas of men's clothing, actual buying of clothing and textiles, the clothing and textiles markets, and a realistic approach to retailing (69). Hamilton (25) found in 1963 that 54 percent of her sample felt their curriculum presented an unrealistic picture of retailing; Sampson's percentage on the same question in 1966 was 56 percent (67).

Ellsworth and Hulquist's participants believed education failed in not pointing out: (1) the physical aspects of the job, (2) the slow advancement, (3) the difference between theory and reality, (4) the continuous pressures and time deadlines, (5) the low salaries for the first year or two, and (6) the necessity to comply with the often pickish demands of higher executives (165). Gillespie asked retailers to rate 81 courses as essential, desirable, or of little value. Most of the essential ones listed by the retail personnel were in retailing or business. Merchandising mathematics, English composition, human relations, and general mathematics were rated high (10). Other courses considered important were management, marketing, economics, retail store operations, and retail buying. Those that received a low rating or a listing of little value included courses in general education, science courses, nutrition, foreign languages, and journalism (14).

The respondents to Hamilton's survey revealed the core home economics courses in family living, housing, and general home economics were least helpful in contributing to job success (79-80). Hamilton's study consisted of 92 subjects in which more than 90 percent felt the field experience itself was helpful as were the courses in clothing and textiles and business (28-36).

Questioning Procedures and Questionnaires

Personal interviews and mail questionnaires are two methods of collecting data from a large sample. The methods differ not only in the manner of presentation to the sample but also in the types of questions asked and the forms that answers take. Most authors believe

personal interview questionnaires are more costly, more time consuming, and frequently more biased than mail questionnaires. Parten lists five guidelines for effective mail questionnaires (383). They are: (1) use an interesting title, (2) use a pleasing cover design, (3) send a questionnaire that is not too long, (4) send a personally signed cover letter, and (5) use a newly issued commemorative stamp.

Parten (388-391) suggests increasing the return on mail questionnaires by enclosing a stamped, self-addressed envelope for the return; timing the mailing of the questionnaire for arrival on Friday or Saturday (days when people generally have more free time and would be more likely to answer the questionnaire). In addition to mentioning ways to increase return, Parten recommends the following follow-up methods to assure maximum possible results. Her recommendations are: (1) to send a postcard ten days after the deadline for the return of the questionnaire that thanks those who have responded and reminds those who have not completed the form to do so; (2) to send a second copy of the questionnaire one week after the postcards to those still not responding and accompany the questionnaire with a letter mentioning the possibility of the questionnaire being lost in the mail or being mislaid with a request for the prompt return of the new questionnaire; and (3) send another postcard two weeks after the first postcard follow-up that thanks those who have responded and reminds those who have not returned the questionnaires to please do so (398-399).

The importance of pre-testing any questionnaire for clearness of instruction, comprehension of questions, and completeness of answers for analysis before it is sent to the population to be surveyed were stressed by Compton and Parten (389). The latter further states that

a three-point opinion scale is adequate for rating questions as it provides a positive, a negative, and a neutral choice but that a five-point scale allows for more freedom in choice as it has a value between positive and neutral and between negative and neutral (193).

The data gathered must be analyzed and tabulated; the results must be illustrated in chart or table form. As a result, tabulation plans and general table ideas should be planned and developed at the same time the questionnaire is developed (Parten 460-461).

Compton (241) points out easier questions should precede the more difficult ones, new topics should be introduced gradually by a series of questions, and all questions should be arranged by topics in a logical manner. Parten (200-213) offers the following advice for wording questions: (1) use simple language and words that are familiar to those who will receive the questionnaire, (2) avoid leading questions (be sure the answer you want is not indicated), (3) keep any writing to a minimum, (4) make realistic multiple choice answers, (5) avoid words with obvious emotional or stereotyped meanings, (6) word questions as exactly and concisely as possible, and (7) make sure each question has only one meaning. Compton (245) also stresses the importance of using language and words familiar to the subjects for whom the questionnaire is intended.

Branch stores have developed very rapidly and have become very important to stores in the past decade. Thus the duties and responsibilities of the various retail management positions may have changed; additional management-level jobs may have been added. Management positions which have come into importance with the development of branch

stores include branch store assistant, branch store manager, branch store coordinator, and area manager.

PROCEDURE

A questionnaire was mailed to all Clothing and Retailing graduates since June 1966 through May 1972. It was designed to investigate the following:

- I. Background
 - A. Marital status
 - B. Children, number and ages
 - C. Rural or urban home
- II. Educational and Cultural Activities
 - A. Number of years at Kansas State University
 - B. Number of years in major curriculum
 - C. Transfer from other major(s) and/or institutions
 - D. Classification at time of transfer
 - E. Courses taken after graduation
 - F. Participation in in-store training program
- III. Current Job Responsibilities and Titles
 - A. Travel in connection with present job
 - B. Responsibilities of job
 - C. Job title
 - D. Means of obtaining present job
- IV. Effectiveness of the Curriculum and its Contribution to Job Success
 - A. Effectiveness as seen by respondents
 - B. Effectiveness as seen by those currently employed in retailing
 - C. Effectiveness as seen by those having left retailing
- V. Job History of the Graduates
 - A. Jobs held by all respondents
 - B. Reason for leaving retailing
 - C. Length of time worked
- VI. Long-Range Career Expectations
 - A. Expectations of those still employed in retailing
 - B. Expectations of those planning to return to retailing
 - C. Effect of travel on career expectations

Preparation of the Questionnaire

The questions were developed from a review of literature in the field, personal experience and interviews with professionals in retailing. Possible answers the respondents might give were included so the questionnaire would take less time to complete thus encouraging the recipient to reply.

The questionnaire was presented to a faculty committee. Revisions were made and the resulting questionnaire was tried out. Ten of the current seniors who had participated in the Fashion Store Service Laboratory during the fall semester of 1972 filled out a questionnaire to determine if the questions were clear and precise. The questionnaire was further refined (Appendix A).

Selection of Sample

The commencement programs for the past seven years (June 1966-May 1972) were consulted to establish the list of 221 names. This list was then compared to the January 1973 master list in the Alumni Association Office of Kansas State University to ascertain the most recent address for each graduate and to make any other changes that were necessary. The list was then numbered to maintain a control. A cover letter (Appendix B) was prepared and enclosed with the questionnaire along with a stamped, self-addressed envelope. The control number appeared on the envelope. Thus the replies could be checked off and the envelopes discarded yet preserve the anonymity of the respondent. All questionnaires were mailed on April 8, 1973. A follow-up postcard (Appendix C) was sent to the non-respondents on May 3 and 4 and encouraged response if they had not done so.

Analysis of Data

Consultation with a statistician determined that two- and three-way contingency tables giving chi-square values would be a beneficial means of analyzing some of the collected data. Other parts of the data would be analyzed using percentages. The chi-square values were determined using two different computer methods. The three-way tables were calculated on a Monroe 1775 programmable calculator. This way the chi-square value for each tier of the table could be noted as it was completed. The two-way tables were calculated using APL (A Programming Language) and an electric typewriter terminal connected to a computer telephone. The degrees of freedom and the calculated chi-square were printed out at the typewriter terminal.

FINDINGS

The findings in this study will be discussed in relation to the five major areas which were investigated: backgrounds of the graduates; educational and cultural activities while in college and after graduation from college; current job responsibilities and titles; effectiveness of the curriculum as it contributed to job success; job history of the graduates; and long-range career expectations.

There were 221 names on the original list and 219 questionnaires were sent. One person was deceased and another did not graduate although her name appeared on the commencement program. Of the 219 subjects, three were male and 216 were female.

By May 1, three weeks after mailing, 130 questionnaires had been received for a 59.81 percent return. On May 3 and 4 the follow-up post cards (Appendix C) were mailed to the eighty-five non-respondents. By May 8, eight more replies had been received making a total of 138 or 63.01 percent.

Of the 138 replies, 136 or 98.55 percent were usable for the analysis. The two replies not used for the analysis included a Home Economics graduate not in the retailing option and a graduate who received a Master's degree in Family and Child Development.

Background of Respondents

Thirty-seven of the 136 respondents were single; ninety-seven were married; one was separated; and one was widowed. Thirty-three of

the married respondents had forty-three children among them and several others indicated they were expecting a child within the next five or six months.

Thirty-one (32.06%) of the married respondents were still employed in the retail profession; thirteen had buyer titles and the others were in non-buying positions. Several had both a title of buyer and of a non-buyer position. Thirteen (35.19%) of the single respondents were still employed in the retail profession; five with the title of buyer and the others in non-buying retail positions. Table I shows the year-by-year breakdown of the respondents currently employed in retailing by year of graduation.

TABLE I

NUMBER OF RESPONDENTS CURRENTLY EMPLOYED IN RETAILING
BY YEAR OF GRADUATION AND MARITAL STATUS

Year	Single	Married	Widowed or separated	Employed	Total Respondents
1966	1	9	0	4	10
1967	4	6	0	3	10
1968	3	13	1	3	17
1969	8	20	0	5	23
1970	9	20	1	10	30
1971	5	19	0	10	24
1972	<u>7</u>	<u>10</u>	<u>0</u>	<u>9</u>	<u>17</u>
Total	37	97	2	44	136

Although all eleven U. S. Census Bureau population sizes were shown on the questionnaire, the respondents' answers were grouped for analysis. The groups were: under 1000 to 5000 population; 5000 to 100,000 population; and 100,000 and over population. It was necessary to group the populations together because some of the numbers were quite small and it would be difficult to work with in the statistical analysis. The complete list of all respondents by size of home community is shown in Table II.

TABLE II
SIZE OF RESPONDENTS' HOME COMMUNITIES (n=120)

Population of Town	Number of Graduates
Under 2500	18
2500 - 5000	12
5000 - 10,000	14
10,000 - 25,000	13
25,000 - 50,000	16
50,000 - 100,000	2
100,000 - 250,000	18
250,000 - 500,000	11
500,000 - 1,000,000	16

The effect of size of home community on whether respondents were currently employed in a retail position or whether they had left retailing was looked at. A chi-square value of 4.33 with two degrees of freedom was obtained which was significant at the 0.1 level.

Further study was done with data on those respondents still employed in the retail profession. The data were divided into two groups--buyers and non-buyers--using the same three population size groups. A chi-square value for this was 1.31 with two degrees of freedom which was significant at the 0.5 level showing there was little relationship between the size of the hometown and success in retailing (Appendix G).

Educational and Cultural Background

Seventy-five of the 136 respondents attended Kansas State University for four or more years. The number of former students who spent less than four years at Kansas State University were nearly evenly divided with twenty-one having transferred at the end of the sophomore year and twenty at the end of the freshman year of college. Forty-two of the respondents majored in clothing and retailing all their college years; forty-five were clothing and retailing majors for three years; and another forty-eight were majors for two years only.

Of the forty-two who majored for four years, nineteen (45.24%) are currently working in retailing; sixteen indicated they have left retailing; the other seven are either employed in another field or full-time homemakers who never entered retailing after graduation. Of those transferring from other institutions or curriculums, twelve (25%) who majored in clothing and retailing two years are still employed as are thirteen (23.29%) of those majoring in it for three years. Table III shows those currently employed in retailing by the number of years in the major.

TABLE III

RESPONDENTS CURRENTLY EMPLOYED BY NUMBER OF YEARS IN MAJOR
BY YEAR OF GRADUATION*

Year of Graduation	Number of Years in Major		
	2 Year	3 Year	4 Year
1966		2	2
1967	1	1	1
1968		1	2
1969	3	2	
1970	2	3	5
1971	3	2	5
1972	3	2	4

* none transferred senior year

The eighty-two who transferred into the curriculum were classified primarily as sophomores (49). Twenty-six were classified as juniors and seven as freshmen at the time they transferred to Kansas State University. Table IV shows the major curriculums of respondents transferring to the clothing and textiles retailing curriculum.

TABLE IV
AREAS FROM WHICH 82 RESPONDENTS TRANSFERRED
TO CLOTHING AND RETAILING*

Curriculum	Number of Transferees
Home Economics areas	48
Liberal Arts areas	25
Science areas	3
Business areas	8
Education (excluding Home Economics Education)	8
Associate of Science degree program	1

* some respondents transferred more than once

Some of the respondents did not indicate the institution they had attended prior to transferring to Kansas State University. Those who did indicate prior institutions transferred from junior colleges (8), small universities or small colleges (14) and large universities (61). Fifty-eight respondents indicated they had changed majors while at Kansas State University from another academic area to clothing and textiles retailing.

Twenty-nine (21.48%) of the respondents have taken courses for credit since graduating from Kansas State University. Seven of these have completed master's degrees. Four were in Textiles and Clothing, one in Early Childhood Education, and two did not specify the areas of study. Two other respondents are currently working on master's degrees, one in Horticultural Therapy and one in Textile Design. Two more have

received teacher certification and another has obtained a Bachelor of Science in Secondary Education.

Of the graduates who have taken credit courses since graduation, six are currently employed in retailing, sixteen have left retailing and seven have changed employment or are full-time homemakers. Two of the three who have received educational certification are currently employed in retailing.

The twenty-nine respondents indicated thirty-one courses they had taken were for graduate credit and nineteen were for undergraduate credit. Some of the respondents listed only the course name and did not indicate the credit nor the institution. The majority of the courses (34) were taken at major universities while eleven were at smaller universities or colleges, seven were from junior colleges or community colleges, and one was through a branch of a large state university. Table V shows the courses grouped by category.

TABLE V

AREAS STUDIED BY 29 RESPONDENTS FOR COLLEGE CREDIT SINCE GRADUATION

Area	Number of Graduates
Education courses	25
Home economics courses	13
Guidance	8
Retail related courses	7
Psychology	6
Other courses	4
Science	3
Foreign language	2
Sociology	2

A total of eighty-four non-credit courses were taken by fifty-three of the respondents at a variety of institutions. Of these courses eighteen were taken through adult education, fifteen through a college or university, and seven through the YMCA, YWCA, YMHA-YWHA or a community recreation commission. Four courses were taken through a professional group such as the Retail Merchants Association or the American Banking Institute. Vocational-technical schools, stores, extension agents and the Armed Forces accounted for three courses each. Seven courses were taken at miscellaneous places including a riding academy, a private home, a local art association, a local historical society and a welfare office.

Non-credit courses were taken by fifteen respondents who continue to work in the retail profession; the others are employed in another field or are homemakers.

Current Job Responsibilities and Job Titles

Of the fifty-four respondents, who indicated they were currently employed, there were forty-four working in retailing. Four are working in related areas. One is a pattern maker for a clothing manufacturer, one is a cost analyst in the accounts payable department of a retail store operation, one is a fashion merchandising instructor in a business college, and one is an assistant fashion director for a textile company. Other employment indicated included a military officer, an extension worker, two office workers, a substitute teacher and a consultant to a computer billing service.

Twenty-two of those currently employed work for specialty stores, nineteen for department stores, one for a discount store, one for a drug

store, and one for a junior department store. Sixteen of these businesses are independently owned, twelve are affiliated with national chains, one is a family-owned corporation, and one is a university sponsored shop of which the respondent is the manager and merchandising instructor.

Buyers represent thirteen (29.80%) of the working group, assistant buyers another twelve (27.27%) and various other jobs are held in lesser percentages.

TABLE VI

JOB TITLES OF 44 RESPONDENTS CURRENTLY EMPLOYED IN RETAILING

Job Title	Number
Buyer	13
Assistant Buyer	12
Salesperson	5
Head of Stock (merchandise clerical)	3
Branch store assistant manager	3
Area manager	2
Store manager	2
Personnel clerk	1
Branch store area manager	1
Fashion coordinator	1
Stockholder, owner, manager and president	1
Owner and manager	1
Secretary of corporation	1

The duties and responsibilities of these forty-four people were found to be quite varied. Some responsibilities seem to have many respondents responsible for the work involved regardless of the job titles.

In planning and evaluating, 81.82 percent of the respondents checked "mark-ups and mark-downs" as an area of responsibility. This was the most frequently checked responsibility of the nine responses listed. Other responses in the same area getting more than 50 percent response were planning and evaluating departmental assortment plans, 26 (59.09%); departmental basic stock lists, 29 (65.91%); sales promotions including selection of merchandise and the resultant success or failure of the promotion, 29 (65.91%); and purchase sheets against invoices, credits and memos, 24 (54.55%).

Seven types of responsibilities for procurement of merchandise were investigated. Writing reorders of basics and best sellers was the responsibility most frequently checked, receiving 34 (77.27%) responses. Additional responsibilities receiving more than a 50 percent response in procurement of merchandise included: looking at salesmen's lines in the store, 29 (65.91%); selecting and ordering merchandise on a regular basis, 24 (54.55%); and arranging for and processing vendor claims and returns, 24 (54.55%).

Seven responsibilities were listed under promotion of sales. Thirty-eight of the respondents (86.36%) were responsible for keeping the department neat and orderly. To acquaint sales personnel with new stock in the department was the responsibility of 37 (84.09%) of the respondents. Other responsibilities receiving more than 50 percent

response included: departmental display of merchandise, 35 (79.55%); informative signs for merchandise, 30 (68.18%); and working hand-in-hand with the display department on major promotions, 24 (54.55%).

There were four responsibilities concerned with the merchandising of the department. Responsibilities receiving more than 50 percent response were: taking stock counts on fast moving items, 35 (79.55%); maintaining well-organized under and reserved stock areas, 29 (65.91%); and transferring merchandise to branch stores, 24 (54.55%).

Most of the respondents, 36 (81.82%), were responsible for helping with problem customer returns. Additional tasks for which the response was more than 50 percent included: seeing that the floor was adequately covered during breaks and lunches, 29 (65.91%); working with the service manager or floor supervisor to provide the necessary coverage for the selling floor at the times it was needed, 31 (70.45%); seeing that all saleschecks are filled accurately and rapidly, 26 (59.09%); evaluating sales personnel at their annual review, 24 (54.55%); and determining adequate coverage for the department to keep selling costs in line, 24 (54.55%).

A complete listing of the five areas and the responsibilities in each area along with the number of respondents and total percentage for each responsibility is shown in Table VII (Appendix D, p. 61).

Twenty-three of the respondents travel in connection with their jobs. Sixteen of them reported that they travel less than once a month; four travel once a month; and two travel more than once a month. One respondent travels during the day but does not stay away overnight. Nine of those traveling are usually not gone more than five days at one time; four are gone only overnight; four for three days at a time; and

four for not more than a week at a time. One person is gone as much as two weeks when a new branch store is opened and at other times may travel only during the day.

In response to the question about obtaining their current jobs, twenty-one of the forty-eight respondents indicated they had applied directly to the personnel departments. Twelve indicated they were promoted from within the organizations; five answered newspaper advertisements; five by word-of-mouth; three through an employment agency; and two through friends. Two persons bought existing corporations and another borrowed the money to establish her own store. Several respondents checked a combination of the above ways as to how they obtained their current jobs.

Sixty-two of the 136 respondents participated in in-store training programs following graduation. Three participated in more than one of the types of programs listed on the questionnaire. Half of the respondents received training in semi-formal types of training programs. Forty of them participated in on-the-job training programs and sixteen in formalized programs. Those who had participated in training programs and were still employed in retail positions were studied in relation to those who had participated and left retailing or had not participated and were or were not in retailing. A chi-square of 12.4 with one degree of freedom was significant beyond the 0.001 level (Appendix G). Staying in retailing was found to be dependent on participation in an in-store training program. Participation contributes to job satisfaction for these respondents.

Effectiveness of Curriculum and its Contribution to Job Success

Chi-square values were computed for the total population and the two sub-groups (those respondents currently employed in retailing and those respondents indicating they had left retailing) with the data analyzed four different ways (Table VIII). Five areas of study within the curriculum (fashion merchandising including store service laboratory, other clothing and textile courses, business administration courses, professional and supporting courses in Arts and Sciences, and general education courses), the graduation date and the contribution of the curriculum to job success were the factors related in contingency tables.

The original five areas of contribution to job success (contributed significantly, contributed somewhat, no opinion, did not contribute significantly, and little or no contribution) were analyzed as four. The last two areas of contribution were combined since there were too many vacant cells in the table for analysis.

The individual chi-square tables with the observed data are shown in Appendix F, p. 69.

TABLE VIII

SUMMARY OF STATISTICAL ANALYSIS OF CURRICULUM
EVALUATION BY RESPONDENTS

Composition of sample	Type of table	χ^2_c	Degrees of freedom	Level of significance
Everyone who answered question	RxCxT	156.67	72	<<< 0.001
	RxT	37.35	18	< 0.005
	CxT	0.57	24	N.S.
	RxC	53.03	12	<< 0.001
Respondents currently employed in retailing	RxCxT	167.43	72	<<< 0.001
	RxT	33.24	18	< 0.025
	CxT	0.37	24	N.S.
	RxC	33.33	12	< 0.001
Respondents who have left retailing	RxCxT	143.13	72	<<< 0.001
	RxT	38.24	18	< 0.005
	CxT	0.94	24	N.S.
	RxC	27.12	12	< 0.010

R represents the five divisions of the curriculum.

C represents the four measurements of contribution to job success.

T represents the year of graduation.

Of the forty-four respondents currently employed, twenty-three (52.27%) reported that the Fashion Store Service Laboratory contributed significantly to their job success and twenty-two of them (50%) said that the business administration courses contributed to their job success. Only three (6.8%) out of the forty-four currently employed in retailing felt that the store experience did not contribute to their job success.

Of the sixty-eight respondents who indicated they had left retailing, thirty-six (52.94%) thought the store service laboratory contributed significantly to their job success and thirty-seven (54.38%) thought the business administration courses were significant to their job success. Only ten out of the sixty-eight who had left retailing felt that the actual store experience did not contribute to their job success. The percentage for this group is 6.8 percent, the same as the percentage for the currently employed in retailing group.

Considering the entire group, seventy (52.63%) of the 133 respondents who answered the question felt the store experience contributed significantly to their job success, and sixty-five (48.89%) felt the business courses contributed significantly. Fourteen (10.53%) did not believe the store experience contributed anything to their job success.

Seventy-five respondents (56.81%) said they would not major in clothing and retailing again; fifty-six respondents (42.42%) said they would. Four (3.03%) did not know if they would major in it again or not. Three people answered both yes and no with conditional answers. One said "yes" if she were planning to marry a "city person"; "no" if she were planning to marry a "farmer". Another said "yes" if the

curriculum were in the College of Business and "no" if it were still in Home Economics. A third said "yes" if she were to stay single and pursue a career and "no" if she were planning to marry.

The respondents were asked whether they felt the curriculum had presented a realistic concept of retailing or not and why. Forty-six (39.25%) of the 107 answering the question said "yes" while fifty-seven (53.27%) said "no" and eleven (10.28%) said "somewhat". Some respondents answered both "yes" and "no". Of the ones saying the curriculum was realistic in its presentation of retailing, most of the respondents mentioned the Fashion Store Service Laboratory as being the most realistic part. They also felt the general background they received was helpful and several felt the business courses were more valuable than the Home Economics courses with the exception of Fashion Merchandising I and II and textiles. Other reasons given for the concept of realism included: hard work and long hours stressed in college; desirable field for women only if they plan to stay single; developed ability to judge workmanship in comparison to cost for items for personal, family and home use; and the career aspects of the retail profession. The respondents who did not feel they had had a realistic concept most often mentioned the presentation as being "too glamorous" with little stress on the work required for the wages paid or the ruthlessness and progressive personality traits needed to advance or succeed. Another frequently mentioned reason for the unrealistic approach was lack of business courses. Four respondents felt the program was unrealistic except for the store experience while fifteen felt that actual on-the-job training would be as acceptable as training as a college education. Several

believed their degree helped them get a job but only because it was a degree.

The answers to both the question on majoring again or not in retailing and the realism of the curriculum were combined and analyzed statistically. Again the population was subdivided into those currently employed in retailing and those who had indicated they had left retailing. The chi-square for those currently employed in retailing was 3.35 with one degree of freedom and significant at the 0.05 level while the chi-square for those who had left retailing was 10.53 with one degree of freedom and significant at the 0.001 level. Those who are currently employed thought the curriculum was more realistic than those who have left retailing.

The job histories revealed that the respondents had had a wide variety of jobs and had advanced in their positions. This was especially true of those currently employed in retailing. Several had started their careers as a salesperson and gradually advanced upward; only two began at the level of buyer. Others began their careers as management trainees or merchandise clericals (heads of stock).

Three respondents had accepted at one time jobs which normally would not require a college degree. One respondent who indicated she had been a waitress is married and held the job only four months between retail jobs. A respondent who indicated she had been a cashier began her career at that position and is now assistant buyer in the same firm. The airlines reservation clerk changed jobs after ten months to become a buyer trainee in a department store. A graduate who is married is the office manager for two automotive dealerships because the community

she lives in is small. Table IX (Appendix E, p. 67) lists the job titles and the number of respondents who have held or are holding that position.

Long-Range Career Expectations

The long-range career expectations of seventy-nine respondents are shown in Table X. Forty are currently employed in retailing and thirty-nine indicated they have left retailing but plan to return. Several respondents indicated they had more than one aspiration.

TABLE X

LONG-RANGE CAREER EXPECTATIONS OF 79 RESPONDENTS
CURRENTLY EMPLOYED OR PLANNING
TO RETURN TO RETAILING

Position	Currently Employed	Left, Plan to Return
Buyer	15	5
Owner and/or manager of own business	13	23
Buyer over more than one department	5	2
Market representative	5	1
Divisional merchandise manager	4	
Area manager	3	1
Personnel worker	2	
Fashion coordinator	2	1
Store president	1	1
As far as possible	1	
Cosmetic sales consultant or vice-president in charge of advertising merchandising	1	
Owner of several stores	1	2
Plan for and make operational new stores	1	
Supervisor of accounts payable	1	
Vice-president		1
Branch store manager		1
Designer of clothing and owner of small business		1
Combine retailing and education		3

Twenty-seven (25%) of 108 respondents reported that travel did affect their long-range career goals and thirty (27 plus 3 additional respondents) gave reasons why travel affected their long-range career expectations. The most frequently checked reason that travel affected long-range goals was family responsibilities as indicated by twenty-seven (90%) of the respondents. Six others (20%) checked that it was not convenient to leave home while three disliked travel and four respondents gave miscellaneous reasons. When travel did affect the long-range career expectations, job preferences were: five as assistant buyers, three as area managers, two as personnel workers, three in sales supporting areas, three as owners of own business, and one each as a specialty shop manager and as a department manager.

Seventy-four respondents had left retailing for a variety of reasons. Thirty-seven (50%) left before working a full year in retailing; fifteen (20.27%) after working one year; ten (13.51%) after two years; seven (9.46%) after three years; three after four years; and two after five years. Table XI shows in descending order the reasons the seventy-four subjects listed for leaving retailing.

TABLE XI

REASONS CITED BY 74 RESPONDENTS FOR LEAVING RETAILING*

Reason	Number Responses
Wages not compatible with life style	35
Long hours of work	27
Marriage	22
Family responsibilities	19
Attitude of management	18
Desire for more salary	7
Personally unsatisfying job	7
No employment opportunity in community	6
Excessive nervous strain	5
Military husband; personnel departments prejudiced against military wife	5
Moved	3
Too few rewards	3
Physically too demanding	2
Management suggested change	2
Pregnancy	2
Store itself	2
Return to college	2
Personal desire for a change	2
Work for clothing manufacturer	1
Limited career	1
Teach	1

* More than one reason was given by several respondents.

Summary

There have been 221 graduates of the clothing and textiles retailing curriculum since its inception in the fall of 1965 through May of 1972. Out of 219 mailed questionnaires, 136 useable returns were received.

Forty-four of the respondents are currently employed in the retail profession, thirty-one of whom are married. The size of the respondents' home communities was not significant with whether or not the respondents were currently employed.

Seventy-five of the 136 respondents attended Kansas State University for four or more years. Of those attending for less than four years, it was nearly evenly divided between the two years and three years at Kansas State University. Respondents majoring in clothing and retailing for all four years numbered forty-two; for three years, forty-five; and for two years, forty-eight.

Nineteen (45.24%) who majored in retailing for four years are still employed in a retail capacity. Thirteen (28.89%) of those majoring for three years in retailing are still in the retail profession while twelve (25%) of the two-year group are still working in retailing.

Of the eighty-two transfers to the curriculum, nearly 60 percent were classified as sophomore when they transferred; 32 percent were classified as juniors; and 8 percent as freshmen. Most of the transfers were either from other home economics options or liberal arts curriculums.

Seven have earned master's degrees. Three have received certification to teach school and several others are working on advanced degrees. Two of the three with educational certification are currently employed in retailing. Many respondents have taken non-credit courses since graduation.

Slightly more than one-fourth of the forty-four respondents currently employed in retailing are buyers. Several buyers have more than one title. Twelve are assistant buyers. Three own and manage their own businesses. Thirty-four of the respondents with long-range goals indicated a desire to own and manage their own business while

twenty-seven others hope to be buyers. Only two respondents desire to become store presidents.

Of the forty-four respondents currently employed in retailing, half work for specialty stores and nineteen for department stores. Sixteen of the business establishments are independently owned; fourteen belong to regional chains; and twelve belong to national chains.

The job responsibilities of the respondents employed in retailing were varied. Responsibilities of 75 percent or more of the respondents included: planning and evaluating mark-ups and mark-downs; procuring of merchandise through writing reorders of basics and best sellers; promoting of sales through departmental display of merchandise; promoting of sales through keeping department neat and orderly; merchandising the department by taking stock counts on fast moving items; and supervising personnel by helping with problem customer returns.

Overall, seventy (52.63%) of the respondents (133) felt the store experience contributed significantly to their job success. Sixty-five (48.87%) of the total group also said that the courses in business administration contributed to their job success. The relationship between the evaluation of the curriculum as it contributed to job success was statistically significant for those who had answered the question, those who were still employed in retailing and those who indicated they had left retailing. Neither job success nor the expressed contribution of the curriculum to job success was dependent on the year of graduation.

Fifty-six of 132 respondents answered that they would major in retailing again. Forty-two of the 107 respondents felt the curriculum presented a realistic picture of retailing. The analysis for those

currently employed was found to be significant at the .05 level. The analysis of the data for those who had left retailing was found to be significant at .001 level. Thus the respondents who felt the program realistic were more apt to still be employed in retailing.

A study conducted by Ellsworth and Hulquist in 1955 showed most graduates who leave retailing do so within the first three years of their work experience. This study showed similar results. Seventy-four respondents indicated they had left retailing and sixty-two left before reaching their three-year work anniversary. The overall reasons the respondents indicated for leaving retailing were similar to those mentioned by Hamilton in 1967 who found marriage to be the most frequently cited reason for leaving. Ellsworth and Hulquist found that wages were cited most often followed by hours of work. The Kansas State University respondents most frequently cited wages incompatible with their life style closely followed by the hours worked.

CONCLUSIONS AND RECOMMENDATIONS

The graduates agreed that the Fashion Store Service Laboratory is good and should be continued. However certain recommendations can be made from their comments. If possible, consideration should be given to moving the laboratory course to earlier in the curriculum. Several graduates mentioned that they realized that retailing was not for them after participating in the laboratory but they were one semester away from graduation--too late to change majors. The respondents seemed to feel that it would be better to have an opportunity for a work experience laboratory the second semester of the sophomore year or the first semester of the junior year. It is realized that finding positions for large numbers of students one or two years before graduation might have to be required of the students themselves. The cost of supervision for the work experience for more students would have to be included in the departmental budget.

An alternative method might be to require independent work experience for at least one summer before allowing participation in the Fashion Store Service Laboratory. This could be handled in several ways. An instructor would have to be hired, paid a mileage fee to visit each of the students at least once over the summer, presuming most of the students remained in Kansas. Separate arrangements would have to be made for those desiring to work elsewhere. This alternative would require additional departmental funding.

Another method would be to supervise using a learning packet given each participant the previous semester. The student would locate

her own job and send particular assignments back to the supervisor. Departmental funding would still be necessary for the instructor's salary, but the mileage money would be unnecessary.

Both of these alternatives presume credit would be given the students. Students would not be desirous of doing this except for credit. Perhaps this particular course could be offered on a credit-no credit basis rather than a letter grade basis but be required before participation in the actual Store Service Laboratory.

Participants recommended that it should be emphasized to the stores that the students are to have a learning experience beyond sales for six weeks. This problem is in communication because the purpose of the program has been explained many times to the personnel departments, but it fails in the "trickle down" system to the buyer, department head and merchandising manager. Many graduates expressed negative feelings about the Fashion Store Service Laboratory because although they expected to sell part of the time, they did not feel they should do nothing but sell for six weeks. Perhaps more work with the participating stores and a better understanding by students of the value and need for selling experience, stock knowledge and store policies would lead to better understanding between stores, advisors and the students.

Participants suggested that another season besides Christmas be used for the store experience. Most of them remarked that Christmas was so busy that it was difficult for them to share in all the work that should be a part of the learning experience. At this season most buyers, department managers and/or assistant buyers take their bookwork home with them as they are too busy to complete it during the day. One respondent who has participated in the Fashion Store Service Laboratory

from both sides--as a senior in college and as a department manager in one of the participating stores--pointed out that she took her bookwork home and felt badly that she was unable to share this part with the student.

This very busyness at Christmas is one reason the store experience is planned for that time. Stores are willing to take all students enrolled in the course because Christmas is a very busy time for the stores and they can use extra help for the season. The students are competent and dependable help and can usually sell well. Other respondents expressed the same idea that another time would be more profitable to the student as a learning experience as more time would be available to observe the management functions. At other seasons though, stores would limit the work experience to those they feel would most likely succeed in retailing.

Another recommendation made by the graduates is to endeavor to broaden the variety and types of stores that participate in the program. The actual curriculum is fashion oriented and the stores currently participating are fashion stores. This brings up another point made by the respondents--include more on other areas in retailing and on jobs other than that of buyer. Several respondents felt that the entire program was aimed toward being a buyer in a fashion specialty store. Retailing is a much broader field than that, and care must be taken to see that the presented material exposes as many varied jobs as possible. Many students see buying as the main job in retailing and not until after completion of the laboratory experience do they realize the other areas within retailing. Although instructors have constantly stressed buying positions are not the only jobs available to retail majors,

students apparently have not understood this. It is recommended that when personnel directors of retail establishments talk to students on campus that they explain opportunities in non-selling areas of retailing. This would be another opportunity for the personnel director to explain store policies and re-emphasize the importance of selling. It is also recommended that special assignments be made to investigate non-selling areas of retailing prior to participating in the Fashion Store Service Laboratory and while actually at the store.

Nearly half the respondents feel that business courses needed to be stressed more and that more of them should be required. Courses in management problem solving, sales management, salesmanship, marketing, retailing, economics, accounting, fashion promotion, and advertising should all be stressed. Many felt that more math was needed, particularly merchandising mathematics.

To help meet the suggestion of a problem solving course, perhaps the last few weeks of Fashion Merchandising I could be developed into a hypothetical mini-store operation. Several departments could be formed with two to three students to a group. The instructor could be the merchandise manager or another group of students could play that role. Budget sales figures would be worked out by the department and daily sales figures given them. The department managers would then need to determine sales personnel coverage required and work with the service manager on that aspect; advertising ideas would have to be planned and presented to the merchandise manager to secure the lineage to run the advertising. This idea could become as involved as desired, including daily stock control figures, writing reorders and computing and maintaining open-to-buy. This recommendation would require a very highly

qualified teacher to implement, but it would be a method in which textbook knowledge could be combined with problem solving before the actual Fashion Store Service Laboratory is encountered.

Many of the respondents mentioned the value of the textile courses. At the time they had taken them they could see little value but now that they have worked the importance of them has become apparent.

Some respondents recommended more contact with the young college graduates in retailing would be desirable. A chance to talk with someone in the field is often enlightening. Perhaps more of the earlier graduates who are currently employed in retailing in near-by cities would come and talk with the undergraduates. Telling about a typical day in their job is interesting and informative. Learning by talking with people in the business can be as beneficial as reading everything in a textbook.

Opportunities have been made for students to talk with retailing graduates, but the students are not interested unless they are to receive a grade for listening to the person speak. It is recommended that the speaker be scheduled during a regular meeting of one of the merchandising classes. An alternative is to have a list of visiting speakers at the beginning of the course and have the students sign contracts for the speakers they plan to listen to.

One recommendation made by the respondents was that the Fashion Store Service Laboratory instructor should have considerable experience in retailing before turning to education. Most of the instructors in the program have had at least eighteen months' experience. Retailing is a business, and unless an instructor has had much business experience,

it is difficult for the instructor to convey all that retailing truly is to the students. The theory from the textbook is one thing but actual on-the-job experience is another. The instructor should not be one who has left retailing because of dissatisfaction with the career but one who desires to share a love of the field with others of a similar interest.

Universities will need to be constantly searching for this type of instructor. Perhaps female instructors can be hired who wish to leave retailing because of home and family responsibilities yet desire to work. Others may be those whose husbands have returned to school or who have located in a university town.

The questionnaire itself had two major weaknesses. The question about job history was not well placed in the questionnaire. Only six respondents besides those currently working in the retail profession answered it. Little knowledge was gained which would be a service to those counseling potential retailing students. A second area of weakness was that nowhere did a question specifically ask if a respondent was currently employed in a position outside retailing.

Obviously all of these recommendations cannot be fulfilled now nor are they all practical at this time. It is evident that the curriculum has been updated to keep abreast of the changes in the retail profession as each year of graduates indicated the curriculum did contribute to their job success. It is hoped however that as the Fashion Store Service Laboratory is evaluated, this study will be helpful in offering suggestions and ideas for continued improvement.

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APPENDIX A
QUESTIONNAIRE SENT TO GRADUATES

CLOTHING AND RETAILING SURVEY
OF KANSAS STATE UNIVERSITY GRADUATES
FROM 1966 THROUGH 1972

In each of the following questions please circle the letter(s) that best completes your answer to the question. If the answers listed do not apply or there are no answers given, please answer in the space provided.

1. Are you
 - A. single
 - B. married
 - C. divorced
 - D. separated
 - E. widowed or widower
2. Do you have children?
 - A. yes
 - B. no
3. If you do have children, please indicate their ages.

4. Please indicate the approximate size of your hometown.
 - A. under 1000
 - B. 1000-2500
 - C. 2500-5000
 - D. 5000-10,000
 - E. 10,000-25,000
 - F. 25,000-50,000
 - G. 50,000-100,000
 - H. 100,000-250,000
 - I. 250,000-500,000
 - J. 500,000-1,000,000
 - K. over 1,000,000
5. If you are currently employed in a retail establishment, indicate what type it is. Circle one answer in each column.

A. national chain	A. department store
B. regional or local chain	B. speciality store
C. independently owned store	C. discount store
D. other, _____	D. home furnishings store
	E. drug store
	F. variety store
	G. other, _____

6. Circle the month and year you graduated from Kansas State University.

December	January	May	June	July	August
1966	1967	1968	1969	1970	1971
					1972

7. How many years did you attend Kansas State University?
- A. one
 - B. two
 - C. three
 - D. four
 - E. more than four
8. How many years was your declared major Clothing and Retailing?
- A. one year
 - B. two years
 - C. three years
 - D. four years
9. If you transferred to the Clothing and Retailing option, what was (were) your other major(s)?

Major

School

-
-
10. When you transferred, were you classified as a
- A. freshman
 - B. sophomore
 - C. junior
 - D. senior
11. Have you taken any courses for credit since your graduation?
- A. yes
 - B. no
12. If yes, please list the courses, schools involved and whether for graduate or undergraduate credit.

Course

Credit

School

13. Have you taken non-credit courses since graduation?
A. yes
B. no
14. If yes, were these courses offered through any of the following establishments?
A. vocational-technical schools
B. Retail Merchants Association
C. adult education
D. YMCA-YWCA or YWHA-YWHA
E. recreational commission
F. other, please indicate _____
15. If Question 13 is yes, did you take these courses for
A. personal satisfaction
B. gaining knowledge
C. making friends
D. professional enrichment
E. professional advancement
F. other, please specify _____
16. Did you participate in a management or executive training program after graduation?
A. yes
B. no
17. If the answer is yes, was this program
A. a formalized program (training squad running for a fixed period; organized yet varied job rotation supplemented by continuous classroom training)
B. a semi-formal program (job assignment based on background or experience; no organized job rotation schedule; supplemented by regular classroom training)
C. an "on-the-job" program (counseled from time to time; no classroom instruction; other employee teaches you personally)
D. other, please describe _____

If you are no longer holding a retail position, skip questions 18 through 25. Please resume answering with Question 26.

18. What is your current job title in retailing or other business or industry?
- A. Head of Stock
 - B. Assistant Buyer
 - C. Buyer
 - D. Area Manager
 - E. Branch Store Area Manager
 - F. Branch Store Assistant Manager
 - G. Divisional Merchandise Manager
 - H. other, please specify _____
19. How did you obtain your current job?
- A. newspaper ad
 - B. word of mouth
 - C. direct application to personnel department
 - D. promotion from within organization
 - E. employment agency
 - F. other, please specify _____
20. How many times have your retail job responsibilities changed since your graduation from Kansas State University? (Additional responsibilities added?)
- A. once
 - B. twice
 - C. three times
 - D. four times
 - E. five times
 - F. six or more times
21. Please list all the jobs you have held since graduation, giving job title, approximate dates, and type of retail establishment. (i.e. department store, speciality store, discount store, etc.)

<u>Job Title</u>	<u>Dates</u>	<u>Type of Establishment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

22. Do you travel out of town in connection with your present job?
- A. yes
 - B. no

23. If you travel out of town, how often is it?
A. less than once a month
B. once a month
C. more than once a month
24. For how long, on the average, are you gone each time?
A. overnight
B. three days
C. not over five days
D. more than one week
25. Circle the letters of the tasks in each of the following areas that you perform regularly and are the primary person responsible for that task.

Planning and evaluating:

- A. departmental assortment plans
- B. day-to-day sales figures
- C. best seller reports
- D. mark-ups and markdowns
- E. departmental basic stock lists
- F. sales promotions, merchandise involved, success or failure
- G. purchase sheets against invoices, credits, memos
- H. departmental open-to-buy sheets
- I. monthly, quarterly, yearly operating statements for departmental strengths and weaknesses

Procurement of merchandise:

- A. selecting and ordering merchandise on a regular basis
- B. looking at salesmen's lines in the store
- C. attending trade shows, market weeks, and trade fairs or marts
- D. making regular buying trips out of town
- E. writing reorders of basics and best sellers
- F. arranging for and processing vendor claims and returns

Promotion of sales through:

- A. planning advertising by day, item, and price
- B. requesting advertising lineage
- C. departmental display of merchandise
- D. informative signs for merchandise
- E. working "hand-in-hand" with the display department on major promotions
- F. keeping department neat and orderly
- G. acquainting sales personnel with new stock

Merchandising of department through:

- A. arranging for transfer of merchandise to branches
- B. well organized under and reserve stock areas
- C. taking stock counts on fast moving items
- D. maintaining stock control on warehouse stock

Supervising personnel:

- A. adequate coverage of floor during lunch and breaks
 - B. determining adequate coverage for department to keep selling costs in line
 - C. working with the service manager or floor supervisor to provide necessary coverage
 - D. helping when needed with problem customer returns
 - E. evaluating sales personnel at their annual review
 - F. checking to see if saleschecks filled rapidly and accurately
26. If you are working in retailing or planning to return to retailing, what are your long-range career expectations? (How far do you plan to advance?)
- A. Buyer
 - B. Buyer over more than one department
 - C. Area Manager (supervision of merchandising of several departments, no buying function)
 - D. Branch Store Manager
 - E. Divisional Merchandise Manager
 - F. Vice President
 - G. Store President
 - H. Market Representative in Resident Buying Office
 - I. Owner and manager of own retail business
 - J. Other, please specify _____
27. Does the fact that travel is involved in some of the positions listed in Question 26 prevent you from seeking that job?
- A. yes
 - B. no
28. If yes, what are your objections to travel?
- A. family responsibilities
 - B. dislike of travel
 - C. not convenient to leave home
 - D. other, _____
29. If you do not wish to travel in a retail job and still plan to remain in retailing, what are your long-range career expectations?
- A. Assistant Buyer
 - B. Area Manager
 - C. transfer to personnel and move upwards from there
 - D. transfer to sales supporting area of retailing (advertising, sales supervision, comparison shopping, etc.)
 - E. other, please indicate _____
30. If you have left retailing, how long did you work in retailing before you left?
- A. less than one year
 - B. one year
 - C. two years
 - D. three years
 - E. four years
 - F. five years
 - G. more than five years

31. If you have left retailing, why did you leave?

- A. marriage
- B. family responsibilities
- C. wages were insufficient for life style
- D. hours of work inconvenient
- E. attitude of management
- F. health, physically too demanding
- G. excessive nervous strain
- H. management suggested a career change
- I. other, please indicate _____

32. In thinking back over the Clothing and Textiles Retailing curriculum and in consideration of your past and present job responsibilities, please rate each of the following areas as they have contributed to your job success.

	Contributed significantly	Contributed somewhat	No opinion	Did not contribute significantly	Little or no contribution
Courses in:					
fashion merchandising including store service laboratory					
other clothing and textile courses					
business administration					
professional and supporting courses in Arts and Sciences					
general education					

33. Do you think your college curriculum prepared you for a realistic concept of retailing? Please comment on your answer.

34. If you were starting college over again, would you still major in retailing?
A. yes
B. no
35. Please make any additional comments regarding the Fashion Merchandising Program at Kansas State University that you wish.

APPENDIX B

COVER LETTER ACCOMPANYING QUESTIONNAIRE



Department of Clothing, Textiles, and Interior Design
Justin Hall
Manhattan, Kansas 66506

April 4, 1973

Dear Retail Block Graduate:

I am Sally Hively. After I graduated from Kansas State University in the early 1960's, I worked in retailing until 1970. Last summer I returned to K-State to do graduate work. Dr. Warden, Head of the Department, is my advisor. As research for the master's degree, I have chosen to do a survey of Clothing and Retailing Graduates who participated in the block program from 1966 through 1972.

I want to learn the types of jobs you hold and have held, the job responsibilities, the types of retail store operations and some of your general reactions to the block program. Will you fill out the enclosed questionnaire and return it to me in the enclosed stamped envelope by April 25? I will appreciate your cooperation as the more responses received the more representative the analysis of the results and the more help the research will be in improving the curriculum.

Your name appears nowhere in the survey; answers are confidential. If you would be interested in the results, they will be available to you. To obtain a copy of the results, just write "yes" at the top of the first page of the questionnaire.

Thank you for helping me. Please remember that I would like the completed survey by April 25, 1973.

Sincerely,

Sally Shaw Hively

Sally Shaw Hively
Graduate Assistant

np

APPENDIX C

FOLLOW-UP POSTCARD

May 3, 1973

Dear Clothing and Retailing Block Graduate:

Several weeks ago I sent you a questionnaire concerning your undergraduate major. If you have already filled it out and returned it to me, thank you very much. If not, would you please mail it at your earliest convenience.

The more responses I receive, the more helpful the resulting research will be in improving and keeping the curriculum in Clothing, Textiles, and Interior Design up to date.

Thank you.

Lally Hively

APPENDIX D

TABLE VII

MAJOR AREAS OF RESPONSIBILITIES OF RESPONDENTS

TABLE VII

MAJOR AREAS OF RESPONSIBILITIES OF 44 RESPONDENTS

Responsibilities for:	<u>Planning and Evaluating</u>							Total	%
	1966	1967	1968	1969	1970	1971	1972		
Departmental assortment plans	2	2	3	3	6	7	3	26	59.09
Day-to-day sales figures	2	1	3	3	6	9	7	28	63.64
Best seller	2	3	3	4	5	7	4	28	63.64
Mark-ups and mark-downs	2	3	3	4	9	7	8	36	81.82
Departmental basic stock	2	2	3	4	5	8	5	29	65.91
Sales promotions; merchandise involved success or failure	3	2	3	4	8	4	5	29	65.91
Purchase sheets against invoices, credits, memos	2	1	3	3	3	8	4	24	54.55
Departmental open to buy sheets	2	0	2	4	4	3	1	16	36.36
Operating statements for departmental strengths and weaknesses	2	0	2	2	3	4	1	14	31.82

TABLE VII (continued)

Responsibilities for:	Procurement of Merchandise							Total	%
	1966	1967	1968	1969	1970	1971	1972		
Selecting and ordering merchandise regularly	2	3	2	3	7	4	3	24	54.55
Looking at salesmen's lines in the store	2	2	2	3	6	8	6	29	65.91
Attending trade shows, market weeks, trade fairs or marts	2	1	2	3	5	6	0	19	43.18
Making regular buying trips out of town	2	1	2	2	5	3	2	17	38.64
Writing reorders of basics and best sellers	2	3	3	4	9	7	6	34	77.27
Arranging for and processing vendor claims and returns	2	2	3	3	2	8	4	24	54.55

TABLE VII (continued)

Responsibilities for:	Promotion of Sales Through							Total	%
	1966	1967	1968	1969	1970	1971	1972		
Planning advertising by day, item and price	2	1	2	2	3	3	2	15	34.09
Requesting advertising lineage	1	0	2	3	3	3	2	14	31.82
Departmental display of merchandise	2	3	3	3	8	9	7	35	79.55
Informative signs for merchandise	2	3	3	2	5	8	7	30	68.18
Working "hand-in-hand" with display department	1	2	3	3	6	6	3	24	54.55
Keeping department neat and orderly	3	3	3	3	8	9	9	38	86.36
Acquainting sales personnel with new stock	2	3	3	4	9	9	7	37	84.09

TABLE VII (continued)

Responsibilities for:	<u>Merchandising of Department Through</u>							Total	%
	1966	1967	1968	1969	1970	1971	1972		
Arranging for transfer of merchandise to branches	1	2	2	3	7	6	3	24	54.55
Well-organized under and reserve stock areas	2	3	2	2	5	8	7	29	65.91
Taking stock counts on fast moving items	2	3	2	4	8	9	7	35	79.55
Maintaining stock control on warehouse stock	0	1	1	1	4	4	3	14	31.82

TABLE VII (continued)

Responsibilities for:	<u>Supervising Personnel</u>							Total	%
	1966	1967	1968	1969	1970	1971	1972		
Adequate coverage of floor during lunch and breaks	2	2	3	3	5	9	5	29	65.91
Determining adequate coverage to keep selling costs in line	2	2	3	4	2	7	4	25	54.55
Working with proper person to provide necessary coverage	1	3	3	5	5	9	5	31	70.45
Helping when needed with problem customer returns	2	3	3	4	7	9	8	36	81.82
Evaluating sales personnel at their annual review	2	2	3	3	6	6	2	24	54.55
Seeing that sales checks are filled rapidly and accurately	2	3	3	2	4	8	4	26	59.09

APPENDIX E

TABLE IX

ALL JOBS HELD BY 54 RESPONDENTS SINCE GRADUATION

TABLE IX

ALL JOBS HELD BY 54 RESPONDENTS SINCE GRADUATION

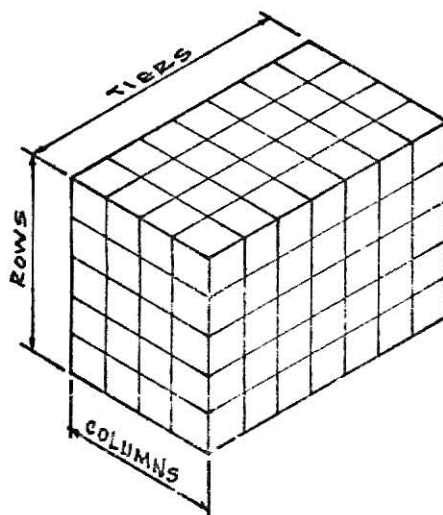
Job Title	Number of graduates having held job title
Assistant buyer	29
Salesperson	27
Buyer	16
Department manager	14
Head of stock (merchandise clerical, records clerk)	12
Management trainee	8
Fashion coordinator or consultant	7
Assistant store manager	5
Advertising-promotion positions	5
Instructor, retail related	4
Instructor, other areas	3
Salesperson and bookkeeper	3
Branch assistant manager	3
Secretary	3
Assistant buyer and bookkeeper	2
Associate buyer	2
Owner and manager	2
Branch store manager	2
Area manager	2
Division manager	2
Office manager of automotive dealerships	2
Assistant to an accountant	2
Stockholder and officer in corporation	1
Service manager	1
Personnel clerk	1
Cashier	1
Waitress	1
Assistant fashion director	1
Social worker	1
Alterations	1
"Girl Friday" in Home Furnishings retail operation	1
Sales manager	1
Pattern maker	1
Girl Scout camp unit leader	1
Reservations clerk for airline	1
Medical consultant for doctor's computer billing service	1

APPENDIX F

CONTINGENCY TABLES FOR CURRICULUM EFFECTIVENESS DATA

THREE-DIMENSIONAL CONTINGENCY TABLES

The R (row) by C (column) by T (tier or layer) contingency tables shown are only two dimensional. To achieve the RxCxT table it is necessary to visualize the RxC table for each year layered one upon the next as in the sketch below



The rows in each of the following tables are labeled as follows:

- SSL represents Fashion Merchandising including the store service laboratory
- TC represents other textile and clothing courses
- BA represents business administration courses
- AS represents professional and supporting courses in the Arts and Sciences
- GE represents general education courses

The columns in each of the following tables are labeled as follows:

- A represents contributed significantly to job success
- B represents contributed somewhat to job success
- C represents no opinion on contribution to job success
- D represents did not contribute or contribution of little value

The tiers in each of the following tables are the year of graduation.

OBSERVED DATA FOR RESPONDENTS BY YEAR OF GRADUATION

1966					
	A	B	C	D	
SSL	5	1	1	1	8
TC	3	5	0	1	9
BA	4	2	1	2	9
AS	2	3	3	1	9
GE	2	5	1	1	9
	16	16	6	6	44

1967					
	A	B	C	D	
SSL	5	3	0	1	9
TC	3	5	0	1	9
BA	3	5	0	1	9
AS	1	4	3	1	9
GE	1	6	2	0	9
	13	23	5	4	45

1968					
	A	B	C	D	
SSL	9	5	2	1	17
TC	7	8	2	0	17
BA	10	5	2	0	17
AS	5	6	2	3	16
GE	2	10	1	2	15
	33	34	9	6	82

1969					
	A	B	C	D	
SSL	15	6	1	4	26
TC	7	13	0	6	26
BA	10	9	3	4	26
AS	6	14	3	3	26
GE	9	14	2	3	28
	47	56	9	20	132

1970					
	A	B	C	D	
SSL	16	8	0	5	29
TC	6	20	0	3	29
BA	17	11	0	1	29
AS	4	17	0	8	29
GE	11	15	0	6	29
	54	71	0	23	148

1971					
	A	B	C	D	
SSL	12	10	0	1	23
TC	14	7	0	2	23
BA	12	9	0	2	23
AS	4	13	1	4	22
GE	11	9	2	1	23
	53	48	3	10	114

1972					
	A	B	C	D	
SSL	8	7	0	1	16
TC	9	6	0	1	16
BA	9	5	0	2	16
AS	3	9	2	2	16
GE	8	7	0	2	17
	37	34	2	8	81

OBSERVED DATA FOR RESPONDENTS FOR ALL YEARS
(RxC TABLE) n = 133

	A	B	C	D	
SSL	70	40	4	14	128
TC	49	64	2	14	129
BA	65	46	6	12	129
AS	25	66	14	22	127
GE	44	66	8	15	133
	253	282	34	77	646

OBSERVED DATA FOR ALL RESPONDENTS
(Cxt TABLE) n = 133

	1966	1967	1968	1969	1970	1971	1972	
A	16	13	33	47	54	53	37	253
B	16	23	34	56	71	48	34	282
C	6	5	9	9	0	3	2	34
D	6	4	6	20	23	10	8	77
	44	45	82	132	148	114	81	646

OBSERVED DATA FOR ALL RESPONDENTS
(Rxt TABLE) n = 133

	1966	1967	1968	1969	1970	1971	1972	
SSL	8	9	17	26	29	23	16	128
TC	9	9	17	26	29	23	16	129
BA	9	9	17	26	29	23	16	129
AS	9	9	16	26	29	22	16	127
GE	9	9	15	28	32	23	17	133
	44	45	82	132	148	114	81	646

OBSERVED DATA FOR RESPONDENTS CURRENTLY EMPLOYED
IN RETAILING (RxCxT TABLE) n = 44

1966					
	A	B	C	D	
SSL	2	0	1	0	3
TC	2	2	0	0	4
BA	3	1	0	0	4
AS	2	2	0	0	4
GE	1	3	0	0	4
	10	8	1	0	19

1967					
	A	B	C	D	
SSL	1	2	0	0	3
TC	0	2	0	1	3
BA	0	3	0	0	3
AS	0	2	1	0	3
GE	0	2	1	0	3
	1	11	2	1	15

1968					
	A	B	C	D	
SSL	1	2	0	0	3
TC	0	3	0	0	3
BA	1	2	1	1	5
AS	0	1	0	0	1
GE	1	2	0	0	3
	3	10	1	1	15

1969					
	A	B	C	D	
SSL	4	0	1	0	5
TC	0	5	0	1	6
BA	0	4	2	0	6
AS	0	2	1	3	6
GE	1	2	0	3	6
	5	13	4	7	29

1970					
	A	B	C	D	
SSL	5	4	0	1	10
TC	0	9	0	1	10
BA	7	2	0	1	10
AS	0	7	0	3	10
GE	3	6	0	1	10
	15	28	0	7	50

1971					
	A	B	C	D	
SSL	5	4	0	1	10
TC	6	2	0	2	10
BA	4	5	0	1	10
AS	0	5	0	4	9
GE	4	5	1	0	10
	19	21	1	8	49

1972					
	A	B	C	D	
SSL	5	4	0	1	10
TC	4	5	0	1	10
BA	7	2	0	1	10
AS	2	7	1	0	10
GE	5	5	0	0	10
	23	23	1	3	50

OBSERVED DATA FOR RESPONDENTS CURRENTLY EMPLOYED
IN RETAILING (RxC TABLE) n = 44

	A	B	C	D	
SSL	23	17	1	3	44
TC	12	28	0	6	46
BA	22	19	2	3	46
AS	4	26	4	11	45
GE	15	25	2	4	46
	76	115	9	27	227

OBSERVED DATA FOR RESPONDENTS CURRENTLY EMPLOYED
IN RETAILING (Cxt TABLE) n = 44

	1966	1967	1968	1969	1970	1971	1972	
A	10	1	3	5	15	19	23	76
B	8	11	10	13	28	21	23	115
C	1	2	1	4	0	1	1	9
D	0	1	1	7	7	8	3	27
	19	15	15	29	50	49	50	227

OBSERVED DATA FOR RESPONDENTS CURRENTLY EMPLOYED
IN RETAILING (Rxt TABLE) n = 44

	1966	1967	1968	1969	1970	1971	1972	
SSL	3	3	3	5	10	10	10	44
TC	4	3	3	6	10	10	10	46
BA	4	3	3	6	10	10	10	46
AS	4	3	3	6	10	9	10	45
GE	4	3	3	6	10	10	10	46
	19	15	15	29	50	49	50	227

OBSERVED DATA FOR RESPONDENTS WHO INDICATED THEY
HAD LEFT RETAILING (RxCxT TABLE) n = 70

1966

	A	B	C	D	
SSL	3	1	0	1	5
TC	1	4	0	1	6
BA	1	2	1	2	6
AS	0	2	3	1	6
GE	1	3	1	1	6
	6	12	5	6	29

1967

	A	B	C	D	
SSL	4	1	0	1	6
TC	3	3	0	0	6
BA	3	2	0	1	6
AS	1	2	3	1	7
GE	1	4	1	0	6
	12	12	4	3	31

1968

	A	B	C	D	
SSL	6	3	2	0	11
TC	6	3	2	0	11
BA	7	2	2	0	11
AS	4	3	1	2	10
GE	0	8	1	1	10
	23	19	8	3	53

1969

	A	B	C	D	
SSL	9	5	1	5	20
TC	6	8	0	5	19
BA	9	5	1	4	19
AS	5	12	1	1	19
GE	7	12	0	0	19
	36	42	3	15	96

1970

	A	B	C	D	
SSL	7	3	0	3	13
TC	4	10	0	1	15
BA	8	7	0	0	15
AS	4	7	0	4	15
GE	7	6	0	2	15
	30	33	0	10	73

1971

	A	B	C	D	
SSL	6	3	0	0	9
TC	6	3	0	0	9
BA	7	2	0	0	9
AS	3	5	1	0	9
GE	4	2	1	1	8
	26	15	2	1	44

1972

	A	B	C	D	
SSL	1	2	0	0	3
TC	2	1	0	0	3
BA	2	1	0	0	3
AS	1	1	0	1	3
GE	2	1	0	1	4
	8	6	0	2	16

OBSERVED DATA FOR RESPONDENTS WHO INDICATED THEY
HAD LEFT RETAILING (RxC TABLE) n = 70

	A	B	C	D	
SSL	36	18	3	10	67
TC	28	32	2	7	69
BA	37	21	4	7	69
AS	18	32	9	10	69
GE	22	36	4	6	68
	141	139	22	40	342

OBSERVED DATA FOR RESPONDENTS WHO INDICATED THEY
HAD LEFT RETAILING (Cxt TABLE) n = 70

	1966	1967	1968	1969	1970	1971	1972	
A	6	12	23	36	30	26	8	141
B	12	12	19	42	33	15	6	139
C	5	4	8	3	0	2	0	22
D	6	3	3	15	10	1	2	40
	29	31	53	96	73	44	16	342

OBSERVED DATA FOR RESPONDENTS WHO INDICATED THEY
HAD LEFT RETAILING (Cxt TABLE) n = 70

	1966	1967	1968	1969	1970	1971	1972	
SSL	5	6	11	20	13	9	3	67
TC	6	6	11	19	15	9	3	69
BA	6	6	11	19	15	9	3	69
AS	6	7	10	19	15	9	3	69
GE	6	6	10	19	15	8	4	68
	29	31	53	96	73	44	16	342

APPENDIX G
CONTINGENCY TABLES FOR OTHER DATA

OBSERVED DATA FOR HOME COMMUNITY SIZE OF RESPONDENTS

	Currently employed	Left retailing	
Under 5000	10	28	38
5000-100,000	13	20	33
100,000 and over	21	22	43
	44	70	114

OBSERVED DATA FOR RESPONDENTS CURRENTLY EMPLOYED BY
HOME COMMUNITY SIZE AND BUYER OR NON-BUYER

	Buyer	Non-Buyer	
Under 5000	3	7	10
5000-100,000	2	11	13
100,000 and over	8	13	21
	13	31	44

OBSERVED DATA FOR PARTICIPATION IN TRAINING PROGRAM
VERSUS CURRENTLY EMPLOYED IN RETAILING OR NOT

		Left retailing	In retailing	
Training	Yes	31	31	62
Program	No	54	14	68
		85	45	130

OBSERVED DATA FOR REALISTIC CONCEPT
VERSUS MAJOR AGAIN OR NOT

CURRENTLY EMPLOYED IN RETAILING

		Concept		
		Yes	No	
	Yes	9	12	21
Major	No	1	9	10
		10	21	31

NO LONGER EMPLOYED IN RETAILING

		Concept		
		Yes	No	
	Yes	11	5	16
Major	No	10	33	43
		21	38	59

CLOTHING AND RETAILING SURVEY
OF KANSAS STATE UNIVERSITY GRADUATES
JUNE 1966 - MAY 1972

by

SARAH SHAW HIVELY
B. S., Kansas State University, 1965

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Clothing, Textiles, and Interior Design

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

The purpose of this study was to secure information about the background, the educational and cultural activities before and after graduation, the current job responsibilities and titles, the effectiveness of the curriculum as it contributed to job success, the job history and the long range career expectations of the graduates of the clothing and retailing option at Kansas State University. The instrument used was a mail questionnaire. *was used*

Results showed that the curriculum, as evaluated by graduates, did contribute to job success. Size of respondents' home communities was found to have no significant relationship to staying in retailing. More of those majoring in the curriculum for four years were currently employed in retailing than either those majoring in it for two or three years. Participation in an in-store training program and believing the curriculum had presented retailing realistically were factors which affected job success. More of the graduates who had left retailing did so before their three year work anniversary.

Recommendations were made to supplement the Fashion Store Service Laboratory with an earlier work experience or to move the laboratory to an earlier position in the curriculum. A problem solving course was recommended as was strengthening the business course requirements. It was also recommended that students be made more aware of the opportunities in the non-selling areas of retailing through speakers, discussions and outside assignments.