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PROGRAM PARTICIPANTS

Speakers

Mr. John McDermott, Southwest Regional Sales and Merchandise Manager, J. C. Penney Company, Dallas, Texas. Mr. McDermott has been in the retailing business since the age of 12, beginning his career in a grocery store in Los Angeles. He joined the Penney Company in 1947 as a stockroom supervisor, and has subsequently held positions as department manager, sales and merchandise manager, sales and promotion manager, district supervisor and district manager. He is currently regional sales and merchandise manager. Mr. McDermott is married and has five children. He is active in Boy Scouting, Chamber of Commerce, United Fund and PTA activities.

Mrs. Naoma Rozelle, Southwest Region Fashion Merchandiser, J. C. Penney Company, Dallas Texas. Mrs. Rozelle began her career at Penney's as a fashion department manager, was promoted to district fashion merchandiser, and in 1971 took on the responsibilities of regional fashion merchandiser. She has three children.

Miss Bette J. Smith, holds two degrees in English and has pursued graduate study at the University of London. She is presently completing an MBA degree at the University of Dallas. Miss Smith began her merchandising career after teaching English, and has worked her way up to her present position as Divisional Manager-Personnel with Sanger-Harris of Dallas. She is responsible for college recruiting, executive development and total corporate training and development.

Dr. Lois Dickey, Acting Associate Director, School of Home Economics, The Ohio State University, Columbus, Ohio. Dr. Dickey received her Ph.D. degree from Pennsylvania State University. She has served as National President of ACPTC and carried a major responsibility during its organization. She has served as a member of the Springs Mills Advisory Panel since its inception in 1971.

Miss Demetra Mehas, Assistant Professor, Human Environment and Design, Michigan State University, East Lansing, Michigan. Miss Mehas earned her master's degree in retailing from Wayne State University. She has played a major role in the development of the retailing program at Michigan State University, and has recently begun an international field training program.
Dr. Kathryn Greenwood is Coordinator of Fashion Merchandising at Oklahoma State University. She holds a master's degree in retailing from New York University, and has worked in personnel and executive placement at Lord and Taylor, as well as in buying for Bonwit Teller. Dr. Greenwood's dissertation dealt with fashion merchandising programs.

Dr. Margaret Grindereng, holds a master's degree in retailing from the University of Pittsburg, and has worked as a buyer at Halle's in Cleveland. She received her Ph.D. degree from The Ohio State University where her dissertation dealt with fashion diffusion. Dr. Grindereng is presently serving as Chairman of the Textiles and Clothing department at the University of Minnesota.

Ms. Michelle Jenkins received her degree in fashion merchandising from Oklahoma State University. She began her career in the executive training program at Titches in Dallas, became a buyer, and subsequently, the first woman divisional merchandise manager. At present, Ms. Jenkins is merchandise coordinator for Gammon of Dallas.

Mr. Michaele Vollbrecht was graduated from Parsons School of Design in 1968. He was the recipient of the Mitzi Newhouse scholarship (Newhouse is the owner and publisher of Vogue.) Michaele is 24 years old and teaches classes in costume history and design and does all of the women's sketches for Henri Bendel's and Elizabeth Arden Palm Beach as well as other Florida stores. He has just finished a caricature show in Germany where the caricatures of American pop-culture celebrities outsold the drawings of such German personalities as Willy Brandt and Hildegarde Knef. His pointed caricatures of Palm Beach society set that town on its ear in January and he is currently preparing for a show in New York and one in Paris in the spring.

Dr. Rachel Dardis, Professor of Textiles and Consumer Economics, University of Maryland. Dr. Dardis received her doctorate in economics from the University of Minnesota. Her primary interests in research are economic studies of the textile industry, consumer protection and the consumer and the marketplace.

Dr. Howard Schutz, Professor of Consumer Science and Chairman of the Graduate Group of Consumer Science, University of California at Davis. Dr. Schutz received his Ph.D. in experimental psychology from Illinois Institute of Technology. He has worked for Quartermaster Food and Container Institute, Battelle Institute and Hunt-Wesson Foods in various research capacities. He is a fellow of the American Psychological Association and past chairman of ASTM Committee E-18 on Sensory Evaluation of Products and Materials. He has authored over 40 articles in the area of consumer psychology.
Ms. Geraldine Sparks has been with Celanese Fibers Marketing Company in a variety of capacities since 1959. She was a laboratory analyst until 1967, when she moved from the North Carolina offices to New York to become supervisor of the Consumer Services Laboratory. From 1969 to 1973 Gerry served as Manager of Consumer and Retail Information; in January of 1973 she joined the sales staff for Celanese textured acetate. Ms. Sparks is a home economics graduate of Furman University, Greenville, South Carolina and a member of AATT, AATCC, AHEA and HEIB.
Wednesday, October 18, 1972

7:00 - 9:00 p.m. Registration
6:00 - 7:30 p.m. Meeting of Planning Council
Advisory Council, Proceedings Committee
and National Executive Board
8:00 - 10:00 p.m. Reception

Thursday, October 19, 1972

8:00 - 11:00 a.m. Registration

9:30 a.m. General Session
Presiding: Mrs. Jo Ellen Uptegraft
Speakers: Mr. John McDermott
Regional Sales and Merchandising Manager
J. C. Penney Co. - Dallas, Texas
Mrs. Naoma Rozelle
Fashion Coordinator
J. C. Penney Co. - Dallas, Texas

FUTURISTIC VIEW OF FASHION MERCHANDISING

10:30 a.m. BREAK

11:00 a.m. Presiding: Mrs. Charlotte Bennett
Speaker: Ms. Bette J. Smith
Divisional Manager-Personnel
Sanger-Harris
Dallas, Texas

PERSONNEL OUTLOOK IN RETAILING

12:30 p.m. Luncheon
Presiding: Mrs. Jo Ellen Uptegraft
Welcome: Dr. John Ezell, Dean
College of Arts and Sciences
University of Oklahoma
Speaker: Dr. Lois Dickey
Ohio State University

REPORT ON SPRINGS MILLS PANEL
Thursday, October 19, 1972 (cont.)

2:00 p.m. General Session
Presiding: Dr. Agatha Huenpenbecker
Panel - A LOOK AT MERCHANDISING PROGRAMS WITHIN
TEXTILES AND CLOTHING - AS PREPARATION
FOR CAREERS IN FASHION MERCHANDISING
Ms. Demetra Mehas - Michigan State University
Dr. Kathryn Greenwood - Oklahoma State University
Dr. Margaret Grindereng - University of Minnesota
Ms. Michelle Jenkins - Graduate of Oklahoma State
program and currently with Gammon of Dallas

4:00 p.m. TOUR SHADOWBOX 518 SHOP - Student Boutique

6:00 - 7:30 p.m. Cocktails
7:30 p.m. BANQUET MEETING
Presiding: Dr. Lillian Matthews
Speaker: Mr. Michaele Vollbreacht
New York Designer-Illustrator
THE AMERICAN DESIGNER'S VIEWPOINT OF FASHION

Friday, October 20, 1972

8:00 - 10:00 a.m. Registration
9:00 - 10:00 a.m. General Session
Business Meeting
Presiding: Dr. Elinor Nugent

10:00 a.m. BREAK

10:30 a.m. Presiding: Dr. Marcia Metcalf
Speaker: Dr. Rachel Dardis
University of Maryland
RESEARCH REPORT - CONSUMER IN THE MARKET PLACE

11:30 a.m. Speaker: Dr. Howard Schutz
University of California - Davis
RESEARCH REPORT - INDIVIDUAL DIFFERENCES AND WEAR

1:00 p.m. LUNCHEON
Presiding: Mrs. Jo Ellen Uptegraft
Speaker: Miss Geraldine Sparks
Celanese Fibers Marketing Company
REPORT - CONSUMER LEGISLATION, WITH EMPHASIS ON
CARE LABELING

3:00 - 5:30 p.m. Meeting of New and Old Members of Planning
Advisory and Proceedings Committees and
Members of the National Executive Board
Good morning... thank you for that kind introduction.

It's extremely gratifying today to have this opportunity to join with you in an exchange of ideas which should help stimulate us all in developing not only the formal curriculum which you dedicate your profession to, but in developing the career development curriculum which we in the industry are responsible for.

I feel somewhat like Barbara Hutton's seventh husband when he was overheard to say shortly after the wedding ceremony, "I know what I am here for, I just hope I can make it interesting."

My excitement and enthusiasm this morning stems from a certain sense of satisfaction. We opened our new 200,000 square foot Beaumont, Texas store yesterday, and it is exciting to experience the grand finale of several long hard months of planning and preparation. Even with all our modern day technology and research as to the potential of a new location, you never really know until opening day. Our first day sales figures indicate that Beaumont will continue to be a good Penney market.

Your planning committee has asked me to spend a few minutes with you discussing "retailing as a career". Having entered the retailing business at the ripe old age of twelve in a grocery store in Los Angeles, I have seen and passed through several eras in the industry which have brought about change.

Who would have ever thought that a word like psychographics would appear in 1972? Yes, this attempt to classify consumers based on their needs, wants and aspirations is now a vital part of our planning for not only people needs, but physical store needs. The need for career minded professionals is greater than ever.

Modern retailing is people, all the people, the people and change. So, let's address ourselves to some thoughts which will help in counseling students in making the most important decision of their life -- selecting a career.

The need: the first step should be an inventory of the country's need for careers in retailing. Over 13 million people are now employed in distribution. To this work force must be added one-half million annually over the next decade to provide for replacement and for expansion. Total net additions to the work force of the country will be at a rate of only one million annually. Distribution will require new employees at a rate equal to one-half of the net additions.
The greatest asset any company can have is an adequate supply of capable young people of potential in the 25 to 35 age group. Our nation had 700,000 fewer young men in this age group in 1965 than we had in 1955...much more work to do, and fewer in the most desirable age bracket, due to the lower birth rate of the 1930's to do the work! So from 1965 to 1975 we have some catching up to do. Our company expansion for these years did not come to a standstill but to the contrary, was accelerated. The greatest growth in an age bracket through 1985 will be in the 25 to 35 age group. This means the prime labor force will be in our favor.

The manpower picture grows more startling as we inventory the needs of retailing for supervisory and executive personnel. Facts to be considered include:

1. There is a definite trend toward a greater number of executives for a given number of workers. The more complex our society, the greater the need for supervision. The proportion of supervisory personnel to workers increased 42% in the past decade for department stores, and for distribution as a whole.

2. The administrative and supervisory burden is carried most and best by the 30 to 45 year age group. There were 200,000 fewer men in this age group in 1970 to serve 210 million people, than there were in 1955 to serve 165 million people.

3. The trend to earlier retirement is creating a much faster opportunity for advancement at all management levels.

4. There was a time when relatively little education or training was required for retail work. The work has become much more complex, and the customer more demanding. Greater efficiency is required, due in part to higher wage levels. We can no longer depend on selection from the best of the job-seeking unemployed.

We have established that in modern, innovative, imaginative retail merchandising there is and will continue to be a need for the career professional. Now, how can we, your profession and mine, become better partners in developing today's youth for a career in the marketplace? Some thoughts to be considered might read like this:

1. Develop more intern type study and work programs to enable the student to obtain a better insight into the total retail operation. The many diversified careers within the industry are growing daily.

2. Call upon business and industry to provide their expertise in the classroom by supplying speakers and subject matters on issues of the hour. In this rapidly changing and exciting age of consumerism, textbooks and subject matter will often change before the semester changes.
3. Develop more inter-department programs which will zero in on the subject matter needed to mold the career - example - clothing and textiles, business law and marketing. An informed retailer today must be aware of the many legalities which have been placed in the marketplace by law, both federal and state. We must be aware of the environmental issues which consumers are concerned with.

4. Update or initiate a curriculum in the field of economic and consumer education, keeping in mind that these have now gone past the point of "buymanship".

5. Remember, it's a cooperative venture. We're really not too busy minding the store to help.

Youth, in the selection of a career, is entitled to know the truth. There is an obligation on each of us to contribute to that knowledge of truth. As a consequence, their life happiness will be enhanced. Our country and its institutions will be strengthened.

Modern retailing is people -- all the people -- the people and change. People are changing our world. Faster, more dramatically, more compellingly than ever before. Lines are disappearing. Now it's all the people. Old groups on the decline, new ones stepping out to find a new tomorrow: one we wouldn't have believed yesterday. Many groups: one group. All the people.

To use a retailing term...we are "open to buy" the best talent, potential, skills and competence.
It is indeed a pleasure to be here with you today to participate in this exchange of ideas. Please accept my remarks as one professional to another or as person to person because we in the retailing profession are in a people business just as you are.

I've been asked to relate to you some points of interest concerning my own career with the J. C. Penney Company. Hopefully, at the conclusion you will be able to relate some exciting facts to your students concerning career opportunities in this dynamic ever changing retail profession. Certainly during the remainder of the day I will look forward to having informal discussions with each of you as time permits.

As mentioned, my career with the J. C. Penney Company has led to a management position. My responsibility for the merchandise and merchandising techniques of all womens wearing apparel in 385 stores in a nine state area has certainly led to an awareness of all management practitioners and their successful methods of getting the job done. Being responsible for a multi-million dollar sales figure is a constant challenge to say the least. Let's discuss the definition of the word "management". How would you answer this one? Lawrence Appley, Chairman of the American Management Association once said, "Management is the development of people...not the direction of things." This is a perceptive definition. Others have said "Management is getting results through people." A facetious definition we have all heard is that "Management is the art of getting other people to do your work." This may not be so far off as it sounds. These and all other definitions of management have one idea in common...the concept of working with people.

In addition to the qualities of leadership, successful management demands great ability to plan, organize and control. Successful management in our case, also demands specific knowledge such as the techniques of buying, merchandising, distribution or accounting. This is why our graduate degree in many cases is earned at the point of sale. A thesis on the marketplace would need updating almost daily. The problems that confront us every day are not simple. They are complex, difficult, frustrating and exciting, ever changing and fascinating. I promise you no one ever died of boredom solving merchandising problems.

How do I attack a merchandising problem? I could do worse than paraphrase the old saying of French criminologists..."Cherchez le femme" (find the woman). To solve a merchandising problem or any problem...first find the person and then work with him. To zero in on a bit of information of interest to this group I might mention some changes which have recently taken place in the thinking of the management of our company as to who can really fill the need of a given job requirement. We found ourselves involved in the typical stereotyping of
people. Now with an awakening to a new potential labor market -- we have some very successful electronics salesmen who are women, top interior decorators who are men. Many of these associates who have found a new role within our company had been Penney associates for many years but had been saddled with a stereotype job. There's one thing we know about the kind of people we have in the Penney Company... we know what they're capable of when they're challenged and enthusiastic. By the way, the title of our current "Fall of '72 Field Education Program" is "Role Identity - Who's Who".

We brought along some of our recent educational materials which are displayed at the back of the room. Tom Morgan, our Public Relations Department is here today and will be glad to answer any questions you may have concerning our educational materials.

It might be interesting for a few minutes to take you inside the Penney Company to look at it in terms of the people and merchandise. By hearing the philosophy and seeing the excitement of this dynamic industry you can see why a career in retailing is better than ever.

Let me start first with Penney people. We believe they are the single most important key to our success. They seem to have a unique kind of spirit and pride in the company--a spirit and pride that began with Mr. Penney seventy years ago, and has remained a continuing source of company strength ever since. This strength is held together and enlarged not only through organization and management, but through a basic philosophy in which we all can share. This philosophy is reflected in seven guiding principles which were adopted by the company in 1913. Together we call them the Penney idea. The first is: to serve the public as nearly as we can to its entire satisfaction; 2) to expect from the service we render, a fair remuneration and not all the profits the traffic will bear; 3) to do all in our power to pack the customer's dollar full of quality, value and satisfaction; 4) to continue to train ourselves and our associates so that the service we give will be more and more intelligently performed; 5) to improve constantly the human factor in our business; 6) to reward the men and women of our organization through participation in what the business produces; 7) to test our every policy, method and action in this way: Does it square with what is right and just? I'm sure it is clear to you, from your own knowledge that the history of American retailing over the past decade has been dominated by change--change in every aspect of operation and merchandise. And increasingly change will dominate the future. Our philosophy, however, and the guiding principles have not changed. They were soundly conceived fifty-nine years ago, and are more meaningful than ever today. They are reflected directly in many of our attitudes and actions. Let me give you a few examples to illustrate the specific relationship between those principles and our operations.

(Principle #6 -- to reward the men and women in our organization through participation in what the business produces.)

A store manager, for example, still derives much of his income from the profits of his store. And all of our people share in corporate profits through our company retirement and savings plans. To be truly
meaningful profit-sharing must be based on responsibility and accountability sharing. This principle from 1913 is very simple, but very surprising to some.

(Principle #1 -- to serve the public as nearly as we can to its complete satisfaction.)

A visitor to the United States - or anyone reading American newspapers recently -- might conclude that a new word, a new movement -- consumerism -- had, all of a sudden, been born. To us, consumerism is what our business is all about. It has been our number one principle, and still is. It is part of every aspect of our customer contacts. It is basic to our advertising, our merchandise displays, our packing and labeling. It is fundamental to our objective of serving the consumer in a straight-forward, honest and professional way. Strong legislative trends in product safety and consumer protection coupled with the increasing pace of change in consumer needs, wants and habits have not altered this principle. On the contrary, they have heightened its meaning and importance to the Penney Company. At a recent meeting of company management, the Chairman of our Board, Mr. Batten, put it this way: "The primary concept of our business is our relationship with the consumer. We have said again and again: 'Our success depends upon our ability to think like a customer'. As you know, our normal organization chart starts with the stockholders at the top. Then the Board of Directors, the Chairman, the President, and down through the various organization levels with the customer on the bottom. Our greatest challenge in 1972 or any other year is to turn the organization chart upside down. To the customer, our organization begins with her." Mr. Batten ended by saying, "Turning the organization chart upside down is more than an exercise. It should -- it must -- become the way we, ourselves, think of our organization."

No where is this more meaningful than in our approach to Penney merchandise. When it comes to merchandise, the consumer is clearly "the boss".

Our third principle is: to do all in our power to pack the customer's dollar full of value, quality and satisfaction. Our dedication to this principle is closely related to our operations and organization. To offer consumers merchandise which fulfills this principle to a greater extent than competition, demands a highly centralized and professionally skilled buying organization. To help our buyers do the kind of in-depth buying job that must be done, they have available a wide range of very specialized professional people and facilities. These range from physical distribution and merchandise systems experts to fashion coordinators and apparel designers---and includes most importantly -- our quality control organization. In the Penney Company, quality control includes a large modern testing center in our headquarters building utilizing a very complete set up of textile and hard goods testing equipment with a staff of sixty-five engineers and technicians. In addition, we have second testing facilities on a farm site for testing products such as lawn mowers, power saws and tents. Well over 100,000 tests are conducted annually to help buyers in product development and
buying decisions and to make certain that Penney merchandise meets required safety and consumer protection standards. The quality control program includes, a staff of over 125 quality control specialists and examiners who work with buyers in developing product specifications, and in inspecting Penney merchandise at supplier's plants and at our distribution centers.

All of the people I have talked about...from store managers to buyers to quality assurance specialists and thousands more...are joined together by sharing; sharing in company objectives, company responsibilities and company profits.

In concluding my remarks, and to give you a real feeling for what all of this means in terms of merchandise -- and consumer impact -- I want to take you quickly through a full line Penney store through the medium of slides. These stores range in size from 50,000 square feet to 300,000 square feet, averaging about 140,000. At the end of 1971 we had 270 of them, with 35 more projected to open during 1972.

Here is a look at our cosmetic department.

This is our records department - very popular with our younger customers.

Here is a pet shop - a department that helps make shopping fun and exciting for the whole family.

Our restaurants are very popular and let our customers extend their shopping through lunch and dinner.

Beauty salons bring many of our customers in to see us on a regular basis.

In our apparel lines, our Junior Shops offer the latest fashion looks for our women.

And our Inn Shop does the same for our fashion minded men.

Our foundations and lingerie departments emphasize impact and fashion awareness. Fashion is an important part of our home furnishings and our floor covering departments as well.

Fashion is not limited to apparel and home furnishings. It is a vital part of every merchandise line in the store - housewares, home entertainment, appliances, sporting goods, and furniture.

There are a great many ways to describe American retailing today and its future tomorrow. To pick two words, however, perhaps "dynamic" and "exciting" say it best.
From this you can see how exciting and challenging my career has been. Our company as well as others, offers the opportunity. Retailing is a growth industry of considerable proportions with a profitable future.

Now for some real fashion action! Here's a film our department recently developed for use with the media, schools, clubs and to help keep our store associates updated on fashion trends. We call it "Fashion Capsule '72". It's the NOW scene.

Again, thank you for including us to be a part of this distinguished group today.
I'm delighted to be here.

Let's talk first about the present job market. I had no idea that Mr. McDermott was going to do such a beautiful job of building a pyramid for me to take off from this morning in talking about the job market in retailing, but he did. So why don't I take up from the point he left us and see what ideas we can build about the current job market. If I were going to describe the current job market, the best definition I could give would be to say that it's really very much like an old-fashioned girdle. It's tight, it's well defined and it's very demanding. As we pass through some ideas this morning let's be primarily thinking about what facets of employment we can expect of graduates of clothing, textiles, merchandising programs. With the progression from one topic to the next let's interrelate and see if we may possibly build a model for full employment and utilization of your graduates. Now, I must admit I have not discussed this full model of employment with either Mr. Nixon or Mr. McGovern or even Henry Kissinger, so I feel you're totally free without any political implications to take any action from any suggestion or idea that you may find provoking.

Certainly there is, in retailing, almost a microcosm of the world we live in. You find every walk of our American society, you find every type of individual represented in a retailing establishment.

I came to this conference rather parochial myself in thinking everyone here would know exactly who Sanger-Harris was. When I began seeing all your name badges, I realized that possibly you might not be as impressed with Sanger's as I am. Charlotte told you we're a division of Federated Department Stores - you probably know Federated Stores. There are nineteen divisions. Federated is the largest department store group in the United States. Each division is different, so each Federated group of stores has a personality all its own.

Basically, any retailing establishment has a majority of their jobs in merchandising. You know that these are executive, managerial and supervisory. You really can't break one away from the other. Of the recruits that we bring into our junior executive training program about 80% go into merchandising. The other 20% go into a vast area that we call "sales support", that is, all the departments that support our basic operation which is selling goods. In operations, you have sales supervision, customer service, distribution, personnel, training, finance, food services - the full spectrum of support for the basic ingredient - selling.

In talking about retailing as a career we need to talk about the dynamics of it. What really is the growth? We know that we live in a world that is trying to approach zero population growth. I was reading recently an article in _Time_ Magazine (I believe) that said we
had almost gotten there. If this is true you might wonder where all the growth in our field is going to come. Well, it comes from many different areas. We have a different economic structure. We have a different life style. We are in an era of massive changes in all areas of our personal and individual lives. For a moment let me speak to an individual segment of growth in retailing. This is in no way a commercial, it is only to show you how the field of retailing is growing and trying to change. Our stores are all located in the Dallas area. We have eight stores currently and two warehouses. We opened a store in June; we're opening another in June 1973. Further than that we have three stores planned and located. In many areas I might add, we even share shopping centers with our friend J. C. Penney Company and that's always nice to do. I tell you about this growth so you'll have a model of a universe to work from -"how department stores proliferate". You wonder how could you possibly have nine functioning stores in a city of a little less than a million. Well, it happens to be our corporate philosophy to saturate a market and we are fast trying to do that with our top store in Dallas. In these stores we have a massive number of executives and trainees. I don't usually like to talk figures, but I thought that some might be interesting to you. This year (1972) we're hiring approximately 105 new junior executive trainees into our program. We have now a total of about 450 junior and senior executives for our Sanger-Harris Co. in Dallas, which has approximately 4,000 employees. By 1975 we predict that we will have roughly 550 junior and senior executive jobs.

Since we've just made the statement that approximately 80% of our jobs are related to merchandising let's talk about the jobs that so many of your students are interested in, and that's being a buyer. An organization department manager and buyer are synonymous. We have 63 buyers currently. I say currently because by the time I get back to the store we may have 65 or we may have 62, depending on what kind of changes we have decided to make. But that's what makes retailing interesting. The jobs that existed last year may not exist today, and certainly of the jobs that will exist two years from now probably 20% of them do not exist today. Of these 63 buyers we have you might be interested to know that 25 of them are male and 38 are female. You might also be interested to know that nine of these buyers are under the age of 25. You might also be interested in knowing that 38 of these 63 buyers made it to this buying level in three years time. These are a few statistics that should put us firmly in the driving seat to explore the real job opportunities in the retailing field.

Retailing is a dynamic business. I came to Sanger's to work in their college recruiting program and in the six years that I've been associated with the recruiting program I have talked to thousands of college students. It's been very interesting in the past six years to see how we change. We all do change.
Consumerism has gotten to be one of the biggest subjects on every campus. The moment I ask what question the interviewee has, the first question is on consumerism. There may be many reasons for this. I don't think Mr. Nader can take all the credit for the current interest we have in consumerism. He's terribly charming and dynamic but I think there's another force we need to consider. The generation that you're educating and that we are employing is the first TV generation. There have been a few studies made of the TV generation. The ones I've seen have been relatively brief but very interesting. These young people today are the first ones to come along who have had a life of total involvement with the world—not with a newspaper, not with a family dinner table but with the total world. They come to you far, far, more sophisticated, with far differently formed personalities, priorities and interests than any college student who has walked onto a college campus before. They've been exposed to a total universe. That is good and I'm afraid we must admit, it's also bad. They're a quite different group. They're individuals. They've been bombarded with commercials since they were old enough to sit up in front of the TV set. That's probably why they are interested in consumerism. We at Sanger's are very pleased with the consumerism movement for lots of reasons. Retailing is a business, as Mr. McDermott said, that has always been involved with consumerism.

It's nothing new to us. We've been doing it since we've been in business. (Sanger's has been in business in Texas for 115 years. Sanger-Harris has been in Dallas for 100 years, since 1872). We're a very old organization but we're young and kicky in most ways. About seven years ago we had two downtown plants - Sanger's and A. Harris - but since Federated acquired Sanger's in '51 and A. Harris in '61 it was rather cumbersome to have downtown, two old, old department stores. To solve the problem we decided to build a new downtown department store. This was quite a change from the general thinking in retailing because the suburban store had become THE thing. We had other reasons for building a downtown store. Sanger’s was a good stable, dependable department store; A. Harris had been the carriage trade store for many years in Dallas. In fact, an enterprising shoe salesman from A. Harris had gotten such a good education in retailing that when he and his sister inherited some money they debated whether to buy a Coca Cola franchise or to open a store. And they decided that maybe they'd like to open a speciality store, so he quit his job at A. Harris and moved up the street and opened a little speciality store that some of you may have heard of. It's called Neiman Marcus.

When we opened the new store downtown we wanted to change our image from being the old ladies carriage trade (A. Harris) and the good dependable home store (Sanger's). We wanted to be the YOUTH store, because of the youth market. We recognized that this was where a lot of the action was going to be for a long time.

When we opened that store, our slogan was "Youth, get with it" and did we ever get with it. We insulted lots of our older customers. They felt they were no longer loved and wanted so we've gone through a campaign now and think we have everyone happy again. We want all of our customers
to find their own place at Sanger-Harris. We've gone through a change and consumerism has been a large part of it.

We've always had a customer relations department and we've always been most liberal in our attitude toward the customer. It's no joke, the customer is always right. Our policy is very liberal.

Stores such as ours that have been able to see the changes going on -- the TV generation, the youth involvement, the individualism that's come from this TV generation, the revolutionary changes in ideas, customs and demands -- have been able to change and take advantage of this proliferation of business. The traditionalists who have not wanted to change are the ones who have had trouble in retailing. Fashion no longer comes from Paris. Fashion comes off the streets. If you recognize this and can keep up with what's happening in the streets you're going to have a good business. You must adjust to the dictates of the current directions we see about us. Naturally these new ideas are going to give rise to many new areas, fields and career directions that none of us have ever thought of before. This is how we stay in business, if not ahead of the times at least with the times.

You hear with consumerism that we build in an obsolescence so that people must come in and spend dollars. I disagree with that. I think the majority of things you buy in a retail store are quality. And I think it's quality whether you go to Sears or Penney's or Neiman's or Sanger-Harris. You may think, now how does that tie in with making a profit and selling goods. Well, our life styles are different. There is a very delightful gentleman in our corporation who happens to be our Chairman of the Board, and I'm going to steal one of his phrases because I like it so well. "You can buy a towel that's white, and probably buy a good sized bath towel for $1.79, you can also buy a towel designed by Yves St. Laurent and pay up to $10.00 or $15.00 for it. Now that white $1.79 towel is going to dry your backside," as he says, "just as well as the $15.00 towel. We buy the $15.00 towel because it gratifies us. We like it, and that's what's important to us." Today we're very interested in expressing ourselves. There's not one me, there's several me's. I have towels and sheets and you have towels and sheets, we all have pots and pans, we all have the necessities of life. But how we choose them, and how we use them makes our life style. And this life style is what gives us the dynamic force within retailing.

Consumerism, as it forces us to enlarge and grow and make ourselves ever new, may possibly do the same with you on the campus. It relates directly to how you approach the student and what you give the student. Consumerism may have a greater impact on the campus than it does even on the business world.

In corresponding concerning this conference I asked some questions about what would be interesting to the group and the questions that I got back related to how you prepare students for careers that actually exist. I took those questions to heart and I'm going to share some ideas with you. I hope you will take them as ideas and observations from someone who has been on both sides preparing people for careers, both on the college campus and the industry side.
The traditionalist in education may have to change as much as those in retailing. None of us can be parochial anymore. None of us can say "We like it, and we've always done it that way, and will continue to do it that way." Students are different and we must meet their needs. We have changed even in five years how we approach the new junior executive coming into our company. We feel that you on the campus, preparing students for proper and existing career choices and knowing that the field is wide open, want to give the best preparation possible for the real world. The real world is what we need to talk about most of all today. What is important? What do you need to teach the student? Everyone is this room has an extensive education. If you were very honest, how many credit hours that you have, have really proved valuable to you? Well, of all the college hours I've had, I can't truthfully say all of them have contributed to the directions I've wanted to go. Would you believe that I've actually been bored in college classes? You'd believe that, wouldn't you? You have been too.

What do we need to give students? We have students who come in to interviews who have done all types of programs. I had a campus interview last week with a student who had a degree in Anthropology. I thought that was fascinating. I wish I had a degree in Anthropology and I wanted to talk to him about Anthropology but that wasn't the purpose of our meeting. We have every kind of engineer imaginable. We have engineers who can send man to the moon and even further. We have every type of skill and specialization that man today is able to even conceive of. However, it seems that there is one area where we do nothing. We don't teach people HOW to relate to people. We don't teach people how to live together. We do not teach people how to supervise, which is a very difficult job. You know that. You're all school teachers. You know how difficult it is to relate to some classes.

What do we do with students to help them to relate to others? How do we prepare them? What do we do in our curriculums? Probably we need to interrelate the schools more. Probably we need to give more importance to how we understand people. If you ask us in retailing what we're interested in we'll probably tell you we're interested in a generalist with common sense and ability to understand, and the logic to apply both. At great risk, I say to you that understanding people in the business world is really more basic than understanding a garment. We must teach how to supervise, we must teach how to be an adult, and get along with our peer group.

There are many fields in education that we can interrelate to produce students ideally suited to a career in retailing. Humanities and liberal arts give a great exposure to ideas and differences in people. These areas give one a discrimination, an ability to choose and decide, a chance to develop a taste level, not just in clothes or furniture, but a taste level for life styles. We need to give students an education. We need to teach them about the universe and help them see themselves and their values. We don't need rote education anymore, TV has really taken care of that for us. I don't think we read as much as we should. But with the stimulation that students have received from TV most of us can peruse
books and periodicals and absorb from them on our own. What we need are
new challenges to open up the student mind. I think the best mind expan-
sion they can have is in the classroom with you.

Let's give them an education. A skill is not really a prerequisite
for a college degree or a diploma. A college degree or diploma most of
the world presupposes is really an evidence of an education. Let's do
that. Let's give the students an education, a basis to build on. Then
let's give them some primary skills if they want to go to graduate
school then they can specialize in any degree they wish. We've said
that humanities and liberal arts enlarge the world of the student. The
business world can also enlarge the student's understanding. We're very
idealistic in many ways today. Not only in consumerism but in our
approach to business. It's amazing even in a business school you can
ask "Do you know what the corporate tax rate is?" They don't know.
Big business is not bad. Big business is good. Big business makes a
profit. Profit is what makes the world go around. Students need to know
what a profit is. They have to know why you have to make a profit. You
have to have open to buy goods. You don't have open to buy goods if you
don't make a profit. All you have are markdowns. And we don't want to
be markdowns or have markdowns anymore than we want to be educational
dropouts. It is very important that students understand WHAT is profit,
why you make it. What good does it produce for the community, what good
does it produce for the world we live in? Very basic, profit is a very
dirty word on the campus today. This is bad. How can they go out and
seek careers if they don't understand profit. So I think a little eco-
nomics and maybe finance stirred in with merchandising and textiles and
clothing would be a real plus for students who want to compete in the
business world.

Let's train people to work together. Let's give them some basics.
Let's let them feel that they're okay, and the people they work with
are okay. We have training programs in our organization and I must say
that everytime that we decide to begin a new training session which we
do three times a year for our junior execs, we always change it. We
do not have any "holy cows". We throw them out and we lead them in with
the same random abandon to see what we can do that's going to produce
the best junior execs.

In the era of our cooperating more and more together, I certainly want
to discuss "co-op interns". What may we do together to help the student?
Certainly we want students who have been exposed to getting up and getting
to work on time. This is very important. Today it is really rather rare
to find a student who has never had a job. Most students now find it a
point of honor to work and most of them who come to us have had employ-
ment of some kind. In their college education the more team projects
they do, the more they learn to work with others -- the more they learn
to interrelate -- then the more they learn (if they are perfectionists)
to be able to accept 80 or 85% that the group is able to produce. If
they're on the other end of our spectrum, if they're not perfectionists,
if they're rather sloppy, they realize that's not good enough and they
have to come up to at least what the team is able to produce.
Business study projects: Most businesses are very willing to cooperate with you and have students come into their organization and do projects. This comes as a great surprise to students, it's a marvelous awakening and everyone has fun. Do some case studies. Send them out, let them dig for something that's not in the library where they can look it up. Send them out into the real world and let them find some answers.

Field trips: Sometimes I feel like Pearl Mesta, we do so much entertaining. But I think this is probably the most important thing we do. Anyone that wants to come see us, the doors are open, we'll show you whatever you want to see. And the students love to see what's behind the scenes. They've all been in lovely stores but they haven't all seen what a dock looks like. They haven't all seen what that unbelievable cavern called a receiving room looks like. Many of you have worked in massive foods operations probably at some time. You know how sick and tired you get of food when you have to look at it in massive quantities. When I walk through the marking and receiving room in our downtown plant I think, my heavens, I never want another dress, there are so many there. Students like to see this. Take them on field trips. Expose them to what the world is doing.

Let's both be open to change. We have problems in our organization because many times our senior buyers say "By dang, I worked 80 hours a week, I worked every Saturday. These new kids, they're lazy." They're not lazy. They have different priorities. They have a different price they're willing to pay. They have a different interest, a different lifestyle. We say to those senior buyers, "You're super trainers. We want you to work with them. But they're different, and they're not going to work six days a week, and they're not going to work 12 hours a day." Some do, but they do it only when you get them turned on. That's what you need to do, and that's what we need to do. You need to do it on the campus, and then we can take those wonderful products that you give us and we can do it in the business world. Give them more to do than they can, things that challenge and expand their minds and then let them do it. That's what they want and that seems to be the only way that we get to them. Their minds are very active. I think they have an unlimited capacity to develop and grow if they're not bored. And we certainly try not to bore them in retailing.

There's another subject that should be fond to each and everyone of us (the majority in the room from one viewpoint and a very small majority in the room from another viewpoint) and that's women. I think we're all interested in women. Any time you talk about job opportunities in this age you're certainly going to be asked about women. Well, women are great. They've been around a long time and I'm not going to predict they're going to inherit the earth, because I don't think they make enough, but I certainly think they're going to inherit a larger and larger share of the real work load in our world.

What is the outlook for women in executive and managerial positions? I think it's very good. It's as good really as women choose it to be.
It's difficult to talk about what are the job opportunities for women, for a predominantly female group to discuss such a subject, I think is highly chauvinistic, and I would not want us to be accused of that would you? Let's talk about people, let's talk about individuals, because we might have two sexes, but actually it breaks down, people are people. Some women have some abilities, some men have the same abilities. No two people are ever exactly alike. Now, through the cultures we've come up and grown and developed in there are some minor societal background directions that we might want to talk about just for a moment. Basically, let's talk about individuals. Individuals need to compete for jobs. Certainly, girls need to compete. There's a good basic question - do women need to be truly competitive - or competent for upper level positions? I think we would all agree that women don't need to be competitive, they need to be competent. If they're competent they will find their way there. They may have to work a little harder. They may have to prove themselves a little longer. But if you earn respect, I think women will find the jobs are there. Equal pay comes with equal qualifications. Equal jobs come with equal determination for a career. Promotions come from assessments of future contributions. That's true for all individuals. What is important is that we have a basic acceptance of the real world. It's hard work. If a woman wants to get to the top she has to face the fact she's going to work hard, and she's going to work hard as long as she's in the world of business.

By now, probably, most of us in this room have realized that we pay a price for everything we get in life. Whether it's joy or sorrow, promotions or demotions, vacations or a 13 month work year, we pay a price. We make a choice and then we pay our price. The important proposition is, how much of a price are we willing to pay for how much of a career? We need to be very realistic about this. It is a high price for high rewards. One must decide what his goal is, how much he's willing to expend for that goal and then not worry about what it cost.

Women in our company do fairly well. We have 32 top management positions. Five of those 32 are women, and you might say "pooh, pooh" that's not very good -- 5 out of 32. Five years ago it was 1 out of 32. That makes the 5 out of 32 sound better, doesn't it? I think it's very interesting that of those 5 women, 2 are store managers. All of our suburban stores are large stores. And two of those stores have women managers. We have one woman who is a division merchandise manager. So women have great opportunity to assume the responsibility and shoulder the burden and the challenge in retailing.

In talking about women, I think we need to be very honest. In sending students out to gain employment and gain an entrance into a career field, I think you and I need to realize women don't interview well. Does that surprise you? Women do not come across in interviews as well as men. Now we're talking about the young college graduate, whether it's with a bachelor's or an advanced degree. Girls just don't interview as well as boys. Girls have not had as much experience working. Boys go to work when they're nine, twelve, or fourteen. Girls go to work when they're 18 or 20. By the time they get to college interviews for career jobs girls haven't had as much work experience. Girls haven't
dealt with the public as much. Girls haven't had to be on the firing line and explain why the bottom fell out of the bag of groceries as much as boys, or why the newspaper always gets thrown in a mud puddle. Girls haven't had to cope with those problems. I think it's unrealistic of you not to have your girls face this problem.

How to interview well: You don't get a job because you have a college degree. You get a job because you sell yourself to someone. You convince them that you can do a good job for them. You want to get your foot in the door, and you get your foot in the door by interviewing well. We need to have girls interview well. There are so many great capable women around just waiting for an opportunity and let's have them take advantage of it. Help them interview well. Help them sell themselves. Let them know that you're not bragging when you tell someone what you can do. You're just simply giving them facts. Help them realize that experience with people, any kind of experience, is most valuable to a future employer. It's wonderful to meet a girl who has had work experience. It's great to know a girl who has been able to run a campus organization. It's super to know that these girls have been involved and had major responsibilities. We really, and again I apologize if anyone is upset by this, we really aren't as concerned about whether that degree is in one school or another. What we're concerned about is the individual that we're looking at. What is she like? What has she done? Is she able to get out and stand on her own and accomplish? That's what is important. Does she have self-assurance? Can she look you in the eye and carry on an intelligent conversation? Is she curious about your business? Is she curious about what you have to offer? No man is going to accept a job unless you tell him what he can expect, work-wise, training wise, promotion wise, benefit wise, salary wise, future wise. No man would even think of talking to you about a job unless you told him those facts. Let's be sure our young women do not accept jobs unless they have the same information. Let's school them to find out. And let's tell them that women have every capability of achieving. Let's tell them that self-pride is an asset. But let's also caution them that the butsey' ego is quite different from pride and self-respect and self-esteem.

I'm being very honest, and I hope that you are taking these remarks in the same spirit in which they're offered. I occasionally break every rule in interviewing on campus when I find a really talented, bright girl who is so mousey you just want to shake her. I finally just shake my head and say "Let's just talk for a minute" and I tell her what I've just told you and they're all so appreciative. If they accept it from me, whom they've known for maybe 20 minutes, think how much more you can do for them in helping them present themselves. They're talented and they are wonderful and there are so many opportunities for them to take advantage of. So let's help them.

You might be curious what else we look for when we interview on campus, besides work, what curriculum they've studied, what their achievements have been, what they've been involved in, what their leadership abilities are. Besides looking at all of this, if you ask what are the primary things that give an indication of who might really be good, I have to say we look for curiosity and enthusiasm. Because these are
great indicators of a good mind an energetic spirit and a creative soul. And that's what we want. It's a lively exhilarating ever changing world and you need curiosity and enthusiasm. I hope that you've listened with some curiosity this morning because you certainly gave me a topic that I can always address myself to with great enthusiasm.

Who would like to ask a question? I've been doing too much talking. You talk to me. What would you like to know? We have a few moments before we run to lunch.

Q. I'm Polly Grindereg from the University of Minnesota. If consumer satisfaction is the ultimate goal which I'm sure it is in retailing, how do you figure that where people who are being trained to buy in the household textiles, textiles and apparels departments, that the knowledge of the product is not important? I know that it can be somewhat learned when you're on the job but it would seem to me that the thing we're really concerned about is the quality of the product that you're selling, so I don't quite understand why a knowledge of the commodity is something that you're not terribly concerned about.

A. If I gave the impression that we're not concerned about knowing what we sell, I gave a wrong impression. We're terribly concerned about that. The point I was trying to make is this, in our type of retailing we feel that if someone can buy pianos they can also buy elephants. This is a career field. They're not going to just buy toasters nor are they just going to buy sportswear. They may buy sportswear today and tomorrow they may buy carpets. It is important that they know basics - what makes a good product - what makes a product the consumer wants. I've read your program many times. You're going to talk about labeling. Certainly we're in an era when you know exactly what you're buying, or at least you're lead to believe you know exactly what you're buying. It's very important that you know what you're dealing with. We spend massive amounts of money in training people in what their products are because we move our trainee quite rapidly. By the time someone is a buyer with our organization they may have been in at least 8 or 10 different departments. In a suburban store they may be responsible for as many as 15 departments. And that may range from sporting goods to fashion fabrics and patterns. So if we tried to hire people who were specialists in one area then it would limit our movement of the people that we recognized managerial and executive skills in. That's why we place a great importance on their ability to learn and grow and cope. If they come to us with the skills you're speaking of - a great knowledge of products and fabrics - that's wonderful - that's an added plus for us. But understanding the product alone will not make them a success in our field. I hope that answers your question.

Q. I'm Thelma Berry from Southern Illinois University. We've enjoyed your articulateness. I wonder if you could make any comment on helping students to be more articulate in use of wording. So often they say, "you know, you know."

A. I'm afraid if I answer that for you I might sound like an old college English teacher. I think it's wonderful for people to read. How
many of you assign outside reading, other than a text book? Super! That’s marvelous. Reading is probably one of the best ways for students to be aware of the language with which they deal. If you’re able to cope with another language it gives you a greater awareness of words, it gives you a greater awareness of communication, it gives you a greater awareness of other life styles and people. I think a little bit of foreign language cannot hurt whether someone’s good with it or not. It gives them an exposure. I think reading is one of the most marvelous blessings that any of us can be exposed to.
Report of the Springs Mills Advisory Panel
by
Lois E. Dickey

Those of you who attended the Fourth National Meeting of the Association of College Professors of Textiles and Clothing last year will remember the challenging speech presented by Mr. Peter G. Scotese, President of Springs Mills, Inc. At the close of his talk, Mr. Scotese proposed that the organization select a representative panel of their members to meet with key executives of Springs Mills, Inc. The general purpose expressed at that time was that such meetings between representatives of industry and the college campus would provide a forum for a free exchange of thinking, ideas, attitudes and information.

The Executive Board of ACPTC was presented a formal proposal to form a Springs Mills Consumer Advisory Panel, and the proposal was accepted. The Board developed a list of suggested criteria which was presented to the members of the Association; from the response of the members of ACPTC, six members were elected to serve as college-campus participants---two from each region. The participants included: Dr. Ruth Hovermale, Winthrop College, South Carolina and Dr. Enid Tozier, Virginia Polytechnic Institute & State University from the Eastern Region; Dr. Marilyn Horn, University of Nevada and Dr. Marjory Joseph, California State University, Northridge, from the Western Region; and Dr. Nancy Harries, Michigan State University and Dr. Lois Dickey, The Ohio State University from the Central Region.

Enid Tozier, past president of ACPTC, worked out the details with Marshall Doswell, Vice-President, Public Relations of Springs Mills, Inc., and a formal invitation was extended to each panel member. Springs' identified four purposes for the Panel:

1. To build bridges of understanding between Springs Mills, Inc., the college campus, and consumers through the use of a knowledgeable, informed panel of consumer-oriented college professors.

2. To make a knowledgeable and important influence group aware of the problems, questions, decisions, trends and trade-offs faced by Springs and other textile companies in an era of consumerism and rapid changes in fashion interests.

3. To make Springs' marketing team aware of trends in consumer attitudes, problems, needs, preferences and life styles -- and predictable changes in these factors -- as seen by a leadership group of consumer advocates with a special interest in textiles.

4. Springs viewed the college professors as ombudsmen since they occupy a unique position from which they are able not only to interpret business to the consumer and vice versa, but also to influence the directions and postures of both groups.
A meeting was planned for the college panelists to meet with Springs Mills' representatives in New York City, April 30 and May 1-2, 1972. Springs Mills selected 11 top executives to serve as their participants, among them the president of the corporation and the presidents of five operating divisions. In addition, other personnel took part in the discussions or served as observers. Marshall Doswell, Vice-President, Public Relations, and his staff planned the meeting and took care of all the details. The members of the panel and the executives had been asked for ideas and questions to discuss prior to meeting. Thus, when the panelists arrived they were given six pages of questions on which the discussion was to focus. The topics range over such subjects as:

** government's role in consumer protection
** how marketing decisions are made
** market research
** labeling and flammability
** fashion and obsolescence
** the cost to consumers for added features (is "too much" quality being added?)
** changes in life style and how they affect consumer buying habits
** consumer complaints
** consumer choice and behavior

The first two days were spent in a broad orientation of the panelists so that they would be thoroughly familiar with Springs' products. In the tour of the Springs Building the panelists were briefed by product managers, designers, and vice-presidents regarding the products in each division. The final day was a five-hour conference with the marketing executives which focused primarily upon consumerism, marketing, and education/communications. The discussions were frank, open, and stimulating. The sessions were tape recorded, and each panel member received a typed script of the discussion.

An evaluation device was developed and sent to 20 of Springs' participants and the six college panelists. Nancy Harries contributed to the development of the evaluation device. The results from the evaluation indicated that both groups of participants believed that:

*** the panel had potential and should be continued
*** the panel should continue to be a project of Spring Mills
*** the format and content of the panel sessions could be improved based upon this first experience; advance preparation of materials would be helpful.

Specifically, some of the accomplishments of the first Springs Consumer Advisory Panel as viewed by the panel were:

--- It was the beginning of communication between industry and academia; building the bridge of understanding.
--- Insight was gained into the problems and organization of textile manufacturing.
--- The commonality of interests which surfaced were enlightening.
Some of the accomplishments as viewed by the Springs executives were:

--- It opened an avenue for communication
--- Educators were made aware of Springs' concerns over consumerism
--- It gave some indication of potential benefits to be gained from a good program for working with campus people
--- Some good thoughts on how consumerism is being studied were presented
--- Just the event of getting together -- the fact that it happened at all -- was an accomplishment

Some of the shortcomings noted by the panelists were:

--- The topics for discussion were so comprehensive that issues could not be discussed in depth.
--- The topics for discussions should be known in advance to allow for preparation
--- Considerable time was required to "get to know each other and discover what was expected".

As viewed by Springs executives, some of the shortcomings were:

--- The scope was too broad and agenda too long; thus, too general on certain subjects.
--- Not enough emphasis was placed on future direction from panelists; not specific enough.
--- There was lack of time for discussion with specialists, such as market research.

Both Springs Mills executives and ACPTC believed that the conference was successful and worthwhile, thus, further developments have taken place since last May.

1) Discussions have been held between Springs Mills and several members of ACPTC on the potential for further cooperation between campus industry in textile market research. Springs has become aware of some of the various sources which list and/or describe research in the textile/apparel area, such as, AHEA Abstracts of theses, the new Home Economics Research Journal, and the Current Research Information Service (CRIS).

2) Springs believes that more direct communication between industry and campus would be desirable. Therefore, Springs has requested ACPTC to provide a list of qualified academic research personnel and their areas of specific competence. When such a list has been prepared, definite steps may be taken to increase the exchange of research and ideas. Along with this, Springs would like to help with an informal publication, the "newsletter type" perhaps twice a year concerning the research being done on college campuses. The responsibility for gathering the information would be with willing ACPTC members.
3) Springs Mills has indicated interest in continuing the Consumer Advisory Panel for another year on the same basis as in 1971-72. The meeting is planned for February 1973. Marshall Doswell has requested that each of the panel members send three specific areas of inquiry that we feel would provide the greatest practical benefit for both Springs Mills and the ACPTC. These should be areas that the panelists and the Springs participants can prepare for carefully in advance of the meeting to allow in-depth discussion of specific subject areas.

Several of the Panel members asked to wait to submit the "areas of inquiry" until after the regional ACPTC meetings to provide opportunity for suggestions from the regional members. If you have any suggestions, please let Nancy Harries or myself know. In this way, we can more fully serve our organization and also contribute to the realization of the purposes of the Consumer Advisory Panel envisioned by Springs -- that such meetings between representatives of industry and the college campus would provide a forum for a free exchange of thinking, ideas, attitudes, and information.
The College of Human Ecology at Michigan State University defines its field as the study of man as an integrated being, his near-environment and the interaction between them. The College bases its programs on the philosophy that man can manage and design his interrelationships with other men and with his environment in such a way that he will not only survive, but that he will find quality living within quality environments. The process is two-fold:

1. the socialization of the individual toward ecologically sound human values, and
2. ecologically sound management and decision-making regarding natural, man-built and human resources.

The College focus is on these processes as they occur in the nearest environment, the family and home, viewing them as primary social and physical environments in which the individual learns attitudes and beliefs concerning his relationships with others, with the world about him as well as the meaning and aesthetics of his life. It is the individual, in his everyday living who is responsible for and who benefits from quality environments.

Graduates from the College of Human Ecology enter services and professions with potential for having great impact on individuals in their near-environments. They work with:

1. Young children and their parents in pre-school and early elementary education; junior and senior high school, middle and elementary school students in home economics, consumer education, vocational and family life education.

2. Community-education services reaching out-of-school youth and adults in all areas.

3. Professionals in communications media providing consumer and family living information.

4. Professionals in business and industries related to food, clothing and shelter resources.

The departmental structure of the college, which assists in successfully achieving the objectives of the ecological philosophy, consists of:

- The Department of Family Ecology
- The Department of Family and Child Sciences
- The Department of Food Science and Human Nutrition, and
- The Department of Human Environment and Design
The Clothing and Textiles Retailing Major is one of the majors offered in the Department of Human Environment and Design. With the basic College philosophy clearly in mind the Clothing and Textiles Retailing Major offers a curriculum which is planned with flexibility for the individual student, and yet with certain requirements that will enable him upon completion of the curriculum to have the following competencies:

1) An awareness of people and their role as members of society, their needs and wants, and the environment and social factors which develop and determine their choices.

2) The ability to understand and analyze the basic principles and trends of economics, finance, marketing, management and communications needed in the process of decision-making and problem solving.

3) The awareness of personal abilities, interests and goals in order to determine their role and involvement in the contemporary society.

At Michigan State University the term "retailing" is used in identifying our major rather than "merchandising" because it is a more encompassing description of the last function in the link of the channel of distribution of goods and services before consumption, while merchandising is a function within the system of retailing. Our curriculum is planned and offered with an understanding of the total distribution system of clothing and textiles rather than with a focus on only this function of merchandising, therefore, this approach gives the student the opportunity to become aware of career possibilities in many areas other than just the retail store and buying per se. Students electing to take the Clothing and Textiles Retailing Major in our department follow a curriculum which consists of courses in:

- general education
- college requirements (or core)
- clothing and textiles core
- courses in supporting disciplines
- clothing and textiles areas of concentration and recommended courses - clothing textiles retailing

General education and courses in supporting disciplines equal 38.3% of the total requirements of the major. College and department core make up another 12.8% of the program. The clothing and textiles area of concentration composes 11.1% of the total requirements with selection of courses based on the student's personal goals. The area of recommended courses for the major makes up the remaining 37.8% of the total requirements for graduation. In this area the student is encouraged to select credits according to his professional goals with careful planning not to exceed a total of 31 additional credits from the clothing and textiles courses and to include at least 12 credits in the study of man and/or components of his environment. This curriculum is directed to both men and women as it fulfills their personal needs. I may add that the University is on a quarter system and the student must complete 180 credits for graduation. We are the only College in the University that offers a
retailing major at the undergraduate level. However, the School of Business does service our students with required and recommended courses in economics, marketing, management, accounting, computer science and others. We rely rather extensively on the disciplines outside of home economics. Requirements include: 8 credit hours in economics, 8 credit hours in marketing and 4 credit hours in management. Students are also encouraged to do depth planning for courses in the area of the behavioral sciences of sociology and psychology, and to include courses in accounting, statistics, computer science, and communications in their plan of study.

In our department we offer seven courses that are primarily geared for the Clothing and Textiles Retailing Major (these courses carry economics, marketing, and management prerequisites). However, four of the seven are elective offerings. The "field training" experience falls into this category. To further round out the student's learning experiences we offer him the opportunity to elect an eight week off-campus supervised and coordinated training-work program in a cooperating retail store. During this period the student will gain experience in selling supervision or merchandising. This program provides him with an overall realistic picture of the functional structure of a retail organization. It furnishes him the opportunity for work experience in management in the areas of selling, supervision and/or in merchandising. It allows him to develop his leadership qualities, become involved in decision-making situations, and to evaluate his individual progress in the world of work.

The student in our program may elect to take the "field training" course. He may apply in the spring of his junior year, after he has completed the required major oriented courses of the curriculum, to be considered for the program offered the following fall term. The program has traditionally been offered only in the fall because the cooperating stores advocate this timing in terms of their accelerated employee needs. The student, therefore, has the opportunity to be part of the world of retailing when approximately 20-30% of the total yearly volume of business is transacted.

Upon his decision to field train he must send a letter requesting to be considered. He states his qualifications via resume and also states his reasons for electing to take the course, indicating his desire to make the field of retailing a career choice upon graduation. The letter is reviewed by faculty, and the applicant is checked and interviewed by school personnel as well as store personnel to see if he meets the established criteria for selection. He is then selected on the basis of fulfilling the requirements established. Placement with a cooperating retail store is based on the student's past work experience. If the student has been exposed to a previous experience in a small specialty store we try to place him in a large department store and vice versa.

The field training program for retailing majors has been offered by our college for some thirty years. Many of the original stores that cooperated with our program include Marshall Field & Company, and Carson, Pirie, Scott in Chicago, and the J. L. Hudson Company in Detroit. The greater majority of the stores which we are working with at present are organizations which came to us and asked to affiliate with our program.
They were influenced to offer us the opportunity to place our students in their organization after they observed the caliber of senior students they were interviewing on our campus and the success they had experienced with the students they hired for executive development training program. This year our students will be going to stores in New York City, Chicago, Minneapolis, Columbus, Akron, Detroit and Lansing. We use the local area for the married student who does not wish to locate away from the family home.

A year ago several 'honors college' students requested the opportunity to field train in stores in England. Contacts were made and in the Fall of 1971 four students field-trained in London. The program was a huge success and is repeated again this year with students in Selfridges and Dickens and Jones. We are planning to expand our overseas affiliations next year to include stores in Paris.

Career opportunities for our students have been excellent. Even in the last few years when the labor market for the college graduate has been rather tight, the students in our major that made a concerted effort to interview, did find positions. For the period of 1970-71 approximately 64% of our graduating majors were placed. We have graduates in resident buying offices, in pattern companies, in research jobs, in consumer affairs positions, in buying, management, personnel, operations, in distributive education (two year college programs) and in private business colleges. Our graduates have also found jobs with the armed services as procurement agents, in fashion coordination positions, as product information agents, manufacturer representatives, in public relations and many other kinds of career affiliations too numerous to mention. We attribute the strength and success of our program to the well planned curriculum, the course structure and the excellent Clothing & Textile and College staff -- but we also give credit to the activities that take place outside the classroom that greatly enhance the program.

The activities that reinforce and augment our program include:

The Retailing Club, a strong organization with almost a 100% membership of the majors.

Business Career Night, an annual function which brings to our campus some fifty various business companies.

Opportunities for field trips that include visits to textile and garment manufacturers, resources and buying offices, retail establishments, innovative shopping centers, and to attend the annual conference meetings of the NRMA and the AAMA.

Student advisory participation in the Butterick Marketing Program, the Mademoiselle College Program and Consumer Boards for local retailers.

And the close cooperative interaction between us and the business community through our advisory committee which is composed of two businessmen and one alumni member from our program.
The field of retailing calls for people who have an artistic sense as well as scientific knowledge. It would be unrealistic on our part to assume that one individual possess both qualities in an equal degree. However, we feel that the curriculum of Clothing and Textiles Retailing at Michigan State University does offer the student a strong exposure to the aesthetics as well as the sciences. His choice to pursue one or the other or both areas is based on his interests, his abilities, and his goal objectives, in preparation for a successful professional involvement in the world of business.
Panel - A Look at Merchandising Programs Within Textiles and Clothing--as preparation for careers in fashion merchandising

Oklahoma State University
Kathryn Greenwood

Oklahoma State University's Fashion Merchandising Program in the Department of Clothing, Textiles & Merchandising is an example of one of two general types of retail career oriented programs administered in Home Economics units.

1) Curriculum requirements include traditional clothing and textiles subject matter courses; and selected courses from the Business Administration area (i.e., marketing, economics, retailing, etc.)

2) Curriculum requirements include a minimum of the traditional clothing and textile courses; specialized fashion merchandising courses (i.e., fashion industry, fashion marketing, fashion merchandising and/or buying, retail math, non-textiles, display, promotion, etc.) and selected economics and marketing courses.

This latter type is exemplified by the Fashion Merchandising Program at OSU. In its inception in 1945 the curriculum was patterned after the School of Retailing at New York University. For the past 25 years the subject matter content of the specialized courses has been influenced by the text books written by prominent professors or retail leaders educated at New York University, School of Retailing or Graduate School of Business - (i.e., the Wingates, Edwards, Scholler, Krusa, Gillespie, Chambers, Howard, Brown, Friedlander, Lucas, etc.)

Presently approximately 21 hours are offered through specialized courses in the Clothing, Textiles and Merchandising Department; 12 hours are required for graduation under the Fashion Merchandising option including the following titles:

- Fashion Innovation and Marketing Processes
- Fashion Work Experience
- Fashion Work Experience Laboratory
- Fashion Buying and Management Procedures
- Fashion Publicity

To meet the fashion work experience requirements, each student must become involved before graduation in a work experience in retailing or a related field. Policies developed to administer this fashion work experience requirement state that the required 2 hours credit can be obtained on the basis of a minimum of 1 month full time, 2 months half-time or the equivalent of part time work over a period of 3 months or more.

1) Criteria have been established to give direction for students in obtaining jobs which can be approved for the Fashion Work Experience credit requirement.

2) Criteria have been established in order that individual work experiences can be evaluated for the two hours credit.
3) Forms have been developed in order to give the merchant supervisor an opportunity to make a confidential evaluation of each student during the required work experience.

4) Instructions have been prepared to guide the student during the student work experience and to give direction for individual reports which summarize the learning experience.

The Coordinator of the Fashion Merchandising Program is responsible for:

1) Counseling with students regarding the obtaining of a job to fulfill the Fashion Work Experience although the student is obligated to obtain the job;

2) Corresponding with the merchant supervisor and the student during the work experience period; clarifying the objective of the work experience requirement, the importance for daily records of work and the necessity for the merchant's confidential evaluation of the student's performance on the job;

3) Guiding students in the process of summarizing work experiences during seminar and group discussion sessions following the work period;

4) Conferencing with individual students relative to the final evaluation of the work experience on basis of the student's oral interpretation of his learning experiences during the work period, the written report of the student's learning experiences during the work period, and the merchant's confidential evaluation of the student's performance on the job during the period in question. One or two hours of additional credit can be obtained for work experiences which extend the student's learning experience beyond the minimum requirements for 2 hours credit.

There are a few points I would like to make. As you know, both business and students question why Fashion Merchandising is in home economics and not business, and whether a college degree is necessary. I think we should not try to solve this philosophical and administrative "motherhood" question. It seems to me we must concentrate our time, efforts, and enthusiasm on planning relevant learning experiences for college students whatever their major. Thus, a student who wants to pursue a career in retailing after college should have an opportunity to participate in classroom and extended classroom activities which contribute to his competence in dealing with management level responsibilities. In other words, reading a book or listening to a series of lectures won't "cut it" whether the fashion merchandising program is in the College of Business or the College of Home Economics.

Now if this is a recognized fact and assumed to be the consensus of opinion by faculty, students and retailers, then the problem can be brought into focus. How do we plan academic learning experiences
which have relevance in terms of students' career choices. The newest term or phrase used for this problem is Career Development and the problem is orienting educational programs and funds in this direction.

It seems to me that there are two ways in which we can move in higher education in order to narrow the gap between academic education and the career concerns for our youth, 1) student work programs in business and industry which are developed on a cooperative basis to benefit business, students and education, (i.e., timing of work schedules, achievable learning goals and accountable evaluation system for academic records) 2) student study programs incorporating simulated learning experiences which are developed from a cooperative basis to benefit business students and education. The term "developed on a cooperative basis" needs to be defined further at this point - higher education and business industry must move into a new relationship if the goals of career development and the cries of students for relevance are to be dealt with effectively and efficiently. Time, money, energy and intellect of leaders in both education and business must be concentrated on solutions which are appropriate and compatible with the problems present in our society.
The philosophy that guides the curriculum planning for the Fashion Merchandising Program at the University of Minnesota is essentially the same philosophy that guides all other programs in the College of Home Economics. A year ago we moved from departmentally related undergraduate majors to the concept of "undergraduate programs" centered around a major interest field with the curriculum developed by "program faculties." These program faculties are composed of faculty members from anywhere in the College or University who have a special interest or special expertise in the particular program area. The program faculty committees also include students in the program and individuals from the non-university community who have special knowledge of the field. This reorganization of curriculum planning was based on the need for continuous communication and contribution from all of the critical elements which make up a program area. Seldom can all of these elements be covered by the members of a single department.

The program faculty committee for Fashion Merchandising consists of textile and clothing faculty members and students in the program together with faculty members of the School of Business Administration, leaders in the retailing community in the Twin Cities area, and former students who are active in the field. Some individuals act as consultants, others as continuing members of the program faculty committee. All play an active and important part in the development of the curriculum and make valuable contributions to its continual improvement. With diversity of input, we hope to be able to continually respond to the changing needs of the students in the program, graduates and employers.

The goal of the program is to train professional people to enter retail stores and work toward positions as pre-selectors (buyers) of textile and clothing items. The training provided by the program should produce a person with a sound knowledge of textiles and clothing in all its various aspects and a more than superficial understanding of business procedures and merchandising methods. The graduate should be able to function in a profit-making organization with the ability to produce a profit while at the same time acting as a consumer specialist with the ability to provide the customer with desirable, wanted goods that will give satisfaction.

The School of Business Administration at the University of Minnesota offers a marketing major but the emphasis is industrial. There is a two-year marketing program in the General College but again the emphasis is not on the merchandising of soft goods. The Fashion Merchandising Program in the College of Home Economics is unique in that it combines the study of a specific commodity (textiles and clothing) and the merchandising methods important to it together with a broad business background. It differs from other programs offered at junior colleges, vocational and trade schools in the level, depth and extent of the courses included as well as in the scope of the textiles and clothing component.
Minnesota is on a quarter system with 185 credits required for graduation. The Fashion Merchandising Program requires 57 credits in general education, 50 credits in textiles and clothing, 30 credits in business administration and 48 credits in free electives. At the present time, we have no home economics core requirements. In percentages, approximately 30 percent of the total graduation requirements are in general education, 27 percent in textiles and clothing, 16 percent in business administration, and 27 percent in free electives. Within both the textiles and clothing and business administration credit requirements, the student has freedom of choice for about 25 percent of the total credits.

The Textile and Clothing Department offers a total of 25 courses and 79 credits for undergraduates. Approximately 24 percent of the credits are in merchandising courses. These include an introductory course with a selling emphasis; one dealing with the textile and apparel industries; a merchandising course devoted to sales analysis, stock controls, model stocks and buying plans; an independent study course, and three retail experience seminars.

In addition to these courses, students in the program are required to take a course in the aesthetic principles of clothing selection, one dealing with the analysis of construction techniques and fabrics in ready-to-wear, textiles, and a course in fashion theory and analysis. Construction courses are not required in the program so it is suitable for men as well as women.

We believe that work experience is important for students both in terms of preparation for the profession as well as for better understanding of their classroom work. Until last year we were giving credit for the work experience that was required and had arrangements with numerous stores in the Twin Cities for student employment during fall quarter. The stores had been asked to see that the students were involved in something more than a straight selling assignment and that they be assigned to someone who could both supervise and evaluate their performance. As our enrollment increased we found that the students were generally being given straight selling assignments and often moved to a different department each day so that no one in the store could evaluate their performance on the factors we thought should be judged. We also found it increasingly difficult and time-consuming to place all of the students.

Last year we tried a different approach. We no longer give credit for work experience nor do we place students in jobs. Three hundred hours of approved work experience is still required for graduation however, since 100 hours of work experience is the prerequisite for each of the three one credit retail experience seminars which are required courses in the curriculum. We are finding this system quite effective. The student gains the experience of job hunting and interviewing. The work experience can be completed over an extended period of time or in a concentrated time block. It can be done in any location and can involve experience in a variety of stores or in a single unit. Because of its flexibility, it seems to work out better for the individual students.
The seminars, which are organized around specific discussion topics such as sales, management, and merchandising policies, have proved to be valuable in relating course content to experience. All of the discussions are based on the work experience of the students in the class, and these are varied enough so that differences in operations can be noted.

Because we are located in a large metropolitan area, we are able to do things in our program and courses that might not be possible in other institutions. The entire retailing and manufacturing community in the Twin Cities area provides us with a great variety of excellent guest speakers in the classroom and doors are open to us for tours and discussions. Students have had the opportunity to assist backstage at major fashion shows, work in manufacturer's showrooms during market weeks, preview manufacturer's lines, and interview people at all levels of management in retailing and manufacturing. The multiplicity and variety of stores also afford the student a readily accessible mammoth arena for study and analysis. We have also been able to acquire highly experienced people as members of the staff and to maintain our policy of requiring experience in the retailing field for those who are teaching merchandising classes.

The Fashion Merchandising program at Minnesota is designed expressly for the student interested in the merchandising of textiles and clothing items. Those students who are interested in related aspects of the fashion industry or other aspects of textiles and clothing are encouraged to enroll in the Textiles and Clothing program which can be tailored to diverse individual goals. Therefore, our Fashion Merchandising students are those who are sincerely interested in merchandising as a career. Although they may eventually pursue other careers, the program is preparing them for a specific goal...entrance into a textiles and clothing merchandising career at the retail level.
Retailing is a people business. It is a demanding and hard business and thirdly it is a profit controllabel business.

Now, from a personnel view, Clothing, Textiles, and Merchandising majors are desirable graduates going into retailing due to the fact they have majored in the field they are entering. This shows a real interest in a career in retailing. Often these students are mislead, however, because studies were too easy and did not reflect the real atmosphere of retailing. Make the curriculum hard enough for the students that they are not easily swayed away to an easier road. It is a career oriented field and should be directed that way and not necessarily to the home. This would encourage more male students to take this slant to enter retailing rather than going the Business-Marketing major route.

Yes, this is a people business! One must know the customers wants and often must understand why. Everyday is people-oriented from sales personnel, branch store personnel, to customer complaints.

More courses directed to this aspect of people such as psychology, possibly sociology, would be beneficial to a more successful retailing program.

Math may seem a small part of the retail picture, but actually it plays a most important role for through a math background comes the number one reason a retailer is in business - to make a profit. What do markdowns do to profit? How does the cost of an ad effect profit? All are calculated by pure mathematics. This needs to be made real to the students by using case studies which have a real involvement in the operation. This could be a cooperative project with a retailer or research obtained several ways:

A) Professors could update their retail background during the summers to become familiar with new systems.
B) Students could have special work assignments in addition to normal summer experience.
C) People from industry could be invited to speak and present real situations.

The math education should be broken down into Merchandising Basic Math as a sophomore or junior, then Merchandising Techniques as a senior which applies the basics learned earlier and one's work experience. The case studies would be more meaningful after the actual work experience.

The work experience is a vital segment of a retailing major. The earlier it is completed, the more meaningful one's education will be.

As a graduate in Clothing, Textiles, Merchandising I owe my success to:
A) Majoring in retailing from the beginning
B) Work experiences during college - specialty store, department store trainee.
C) Dedication to my job
   1) long hours
   2) extra work off of store hours
   3) an active mind
D) A liking of people
E) A creativeness
F) A desire to succeed to the top

I would like to see an incentive made for retail people to be able to teach on the University level. Time in the field could calculate masters training as do many vocational institutes.
Mr. Vollbrecht's speech was not available to the Proceedings Committee. A summary of his presentation follows:

Mr. Vollbrecht went to New York at the age of 17 from Shawnee Mission, Kansas. His art training was limited, although he had a feeling for it, evidenced by the fact he colored in all his books as a child. He enrolled in Parsons School of Design, which he considers the finest in the country. During his studies there, he had the opportunity to work with designers such as Stanley Herman, Donald Brooks, James Galanos, Chester Symberg and many children's wear designers who came to Parsons as critic instructors. His third year at Parsons, Vollbrecht worked with Norman Norell, who along with Claire McCardell, he considers a true genius. He also worked with Geoffrey Beene and had a hand in Lynda Robb's wedding dress.

Mr. Vollbrecht said designing was one of the most unattractive businesses imaginable. The only other field as ruthless, creatively, is show business. Seventh Avenue is a way of life in which you have to keep one step ahead of the game. He noted that there were many competent people who were not working because talent isn't necessarily the key to getting ahead. Fashion has to be put in perspective. It is completely different than clothing. Fashion is interest beyond primary needs such as comfort.

A number of designer clothes which exemplified Vollbrecht's philosophy and beliefs about good design were shown on University of Oklahoma models.
Changes in Channels of Distribution for Soft Goods and Their Implications for the Consumer

by

Rachel Dardis

One of the major developments in the current marketing revolution, the emergence of large self-service discount department stores, has stimulated new techniques in retail selling and purchasing alike. These "soft goods" supermarkets offer many advantages to the consumer such as convenient location, good parking, longer shopping hours, and freedom to browse without interference from clerks. The increased importance of discount stores as sources of clothing and household textiles in recent years stimulated this study of consumer shopping patterns for soft goods and consumer gains from discount store patronage. Syracuse, New York was selected for the investigation.

Consumer Survey

The first part of the study focused on reasons for consumer patronage of discount stores and approximately 100 discount store shoppers were interviewed. Most of the respondents indicated that discount stores were the sources of more than half of their purchases of infants' and children's wear, household soft goods, sportswear, men's shirts, socks, and underwear, and women's undergarments. Discount stores were believed to offer a wide selection in all these categories except the last.

As might be expected, the primary reason for purchasing soft goods in discount stores was lower prices (Table 1). Although a sizable proportion felt that discount stores offered lower prices for lower quality soft goods, they considered the quality of the merchandise satisfactory for their needs. Some typical comments: Clothing was good enough for wearing around the house (particularly sportswear); quality was good enough for children who would outgrow clothing relatively quickly; or, quality did not matter greatly for the particular items they were buying.

In this context, 88 percent of those who had purchased household soft goods in discount stores reported that all or most of the items had held up as well as similar merchandise obtained elsewhere. But only 54 percent had this opinion of clothing purchased from discount stores (Table 2).

Least popular of the discount store soft goods were coats, suits, and dresses. The major reason given was poor quality of fabric and workmanship. Limited selection of styles and sizes was next.

Well-known brand labels on soft goods sold in discount stores enable shoppers to compare prices on the same merchandise stocked by other retailers. However, household towels and sheets were the only categories of soft goods for which most shoppers indicated a preference for well-known brands. Respondents who said they did not purchase well-known brands were asked what criteria they used to determine price discounts on these brands (Table 3). Comparison shopping, and reliance on discount store image were the two most important methods. Respondents were not asked how frequently they comparison shopped for store or unknown brands, but many volunteered that they did not make comparisons every time they purchased an item. When asked about their
most recent purchase of soft goods, only half had done some form of comparison shopping. The ability of the consumer to do effective comparison shopping may also be limited due to rapid technological and style changes in the textile industry.

Price Comparisons in Discount and Department Stores

In the second part of the study the existence of "price discounts" in discount stores was investigated. Three discount stores and four department stores were selected to represent the two store groups. The soft goods were selected from a market basket of consumer goods and services priced by the BLS for the Consumer Price Index. This market basket represents goods purchased by urban wage earners and clerical workers. Items were selected from those categories of merchandise that were most successful in the soft goods departments of discount stores. The most popular merchandise lines according to recent studies are primarily non-fashion items such as infants' and children's clothing, sportswear, men's shirts and socks, undergarments, hosiery and household linens.

Visits were made to each store to select the exact items for pricing. Since few stores carried identical brands it was not possible to compare prices by brand names. Instead the quality of each item was determined by the specifications used for the Consumer Price Index derivation. These are detailed descriptions of the physical characteristics of a commodity (style, fabric, workmanship and size range) which determine its quality. Such factors are directly related to manufacturing costs and hence were assumed to be related also to the price of the item. In some instances laboratory tests were employed to determine item comparability.

An item which met specifications was first priced in discount stores. Then an attempt was made to find the same quality item in the department stores. If more than one item was found which met specifications, the volume seller was priced since this represented consumer demand. All items were priced for a four-week period in September. Stores had a good stock of fall merchandise at this time and in addition, there were no white sales or end of season sales.

Preliminary investigation revealed that price comparisons could be made for only a limited number of items (Table 4). Items were excluded on the basis of visual inspection or laboratory tests. The fact that non-comparable items accounted for more than half the total number of items selected suggests that comparison shopping is not feasible for many soft goods. This may explain limited shopping activity on the part of the consumer which has been reported recently in the literature. If the consumer has no basis for making price comparisons in different stores, then the costs of inter-store searching are likely to far outweigh the benefits.

It was possible to make price comparisons for the following items: men's business shirts and socks, boys' dungarees, women's hose and sweaters,
girls' slips, children's slacks, diapers, and sheets. Prices for each item were averaged over a four-week period and price relatives then determined using discount store average price as a base (100). Average and median price relatives for department stores amounted to 114.51 and 111.87 respectively, indicating that department store prices are 12 to 15 percent higher than discount store prices. However, comparison of average prices for each item revealed no significant difference in price between the two groups of stores. The results are given in Table 5 in which prices for each store have been arrayed in the same order for each item. The lack of significance may be explained by the fact that price variations within each group are nearly as great as price variations between different store groups.

Prices for all nine items were also combined using BLS weights.

The partial soft goods market basket for each store is given in Table 6. The price relative for the partial soft goods market basket using the discount store average price as a base is 113.31, a little less than the average of the price relatives for the individual items. However, in contrast to the results for the individual items there is a significant price difference between the two groups of stores, as evidenced by the F value. Confirmation of the market basket result is also supplied by the fact that when the stores are ranked in terms of price for each item and an average rank for each store obtained, the three leading stores are discount stores.

The Role of White Sales

Finally, the study investigated the role of sales in influencing consumer gains from discount stores. This part of the analysis was confined to no-iron white sheets and pillowcases of 50 percent polyester and 50 percent cotton which were readily available standard items. All major retail outlets that carried these items were included in the study.

Eleven brands from nine retail outlets were finally selected. The nine stores represented a variety of outlets: a specialty store (brand 1), two local department stores (brands 2, 3, 4, 5, 6), two national chain department stores (brands 7, 8), and two variety and two discount stores (brands 9, 10, 11, 12). In one case the same brand was available in two retail outlets, the specialty store and a discount store (brands 1 and 12). Price records were kept for all twelve months to determine general price trends, price changes during sales, and the number of sales employed by the various retail outlets.

Sheets and pillowcases were purchased at one point in time to determine the existence of quality differences, if any, between the various brands. Laboratory tests, durability tests, and a wear study were employed. A latin square design was employed in the wear study with users assigned to different brands each week over an eleven week period.
The laboratory tests did not generally indicate significant differences between the brands. All eleven brands met the minimum L-22 requirements. In the durability study all brands lasted through eighty launderings so it was concluded that they were similar in this respect. However, significant differences were observed between brands in the case of fabric rating (three-way analysis of variance) and overall appearance (one-way analysis of variance). The results of the wear study also indicated significant differences between brands as far as whiteness was concerned.

Quality components for which there were significant differences between brands were used in the construction of four quality indexes. Indexes were calculated after five, ten, forty, and eighty launderings in order to assess performance characteristics at different points in the wear life of the item. The first three indexes were based on fabric rating and whiteness while the fourth index also included overall appearance after eighty launderings. In all cases, equal weighting was given to the various quality components.

A three-month time period, May to July, which included both sale and non-sale months was selected for brand price comparisons. In this manner, the influence of time on product price (other than sales) was held relatively constant. Five of the twelve brands (brands 8, 9, 10, 11, 12) were not on sale during this period.

Price variations are given in Figure 1. The regular price represents the price in June, a non-sale month, while the lowest price is the May or July price for sale brands. Considerable price variations for the seven sale brands were observed.

Brand group comparisons by retail outlet excluded specialty stores since only one brand (brand 1) was represented. There was no significant difference between retail outlets when quality and lowest price was examined (Table 7). However, there was a significant difference between outlets when regular prices were compared. Price differences during non-sale periods reflect variations in mark-ons rather than differences in product quality. Assuming a 25 percent mark-on for discount/variety stores, we obtain a 28 percent mark-on for national chain department stores and a 45 percent mark-on for department stores (twin sheets). These mark-ons are in general agreement with those reported in the literature. During sale periods mark-ons for department stores and national chain department stores decline to 25 percent and 21 percent respectively. If the finding of similar product quality is correct then sales merely serve to equalize mark-ons between competitive retail outlets. Consumer gains from white sales then depend on the degree to which higher prices in department stores represent additional services provided to the consumer. Various types of non-price competition are listed in Table 7. These factors may be used to justify price differences between discount and department stores.

Conclusion

It appears that savings are possible for the discount store shopper, in particular during non-sale periods. However, since price comparisons could be made only for those items which appeared similar, it is not
surprising that discount stores would offer such merchandise at lower prices. A more interesting question concerns the price policies of discount stores for those items of merchandise which cannot be compared. More information concerning the relationship between price and quality of soft goods in different retail outlets and the degree to which price differences between outlets are justified, would assist in determining the extent of consumer gains from discounting.
Table 1
Reasons for Purchasing Soft Goods in Discount Stores (n-87)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Typical Comments</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>Lower prices, cheaper</td>
<td>71</td>
</tr>
<tr>
<td>Quality satisfactory for needs</td>
<td>Good enough for wearing around house, children will outgrow so fast anyway, items are good enough for my needs, don't have to last long</td>
<td>26</td>
</tr>
<tr>
<td>Selection</td>
<td>Wide variety of merchandise</td>
<td>23</td>
</tr>
<tr>
<td>Convenience</td>
<td>Convenient hours and parking location, easier to shop, easier to find things, shopping carts, self-service</td>
<td>18</td>
</tr>
<tr>
<td>Past experience</td>
<td>Satisfied with past purchases there</td>
<td>14</td>
</tr>
<tr>
<td>Similar quality</td>
<td>Similar quality and selection as other stores, items not that much different from other stores</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

*Percent does not equal 100 due to multiple answers.

Table 2
Opinions of Performance of Soft Goods Purchased in Discount Stores

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Clothing (n-99)</th>
<th>Household (n-93)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All or most performed as well</td>
<td>54</td>
<td>88</td>
</tr>
<tr>
<td>About half performed as well</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Very few performed as well</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

48
Table 5

Criteria Used to Determine Price Discounts on Store Brands and Unknown Brands (n=89)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Typical Comments</th>
<th>All Reasons</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison shopping</td>
<td>Compare prices and quality with other stores, newspapers or mail order catalogs</td>
<td>76</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Check store's advertisements</td>
<td>47</td>
<td>11</td>
</tr>
<tr>
<td>Reliance on discount store image</td>
<td>Rely on discounts I find for other items in the store, rely on past experience with the store</td>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>Own Judgment</td>
<td>Tell by looking, know approximately what items sell for elsewhere</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Reliance on opinions or recommendations of others</td>
<td></td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

*Percent does not equal 100 due to multiple answers.
<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Item as a percentage of consumer expenditures for soft goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-comparable items</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Visual Inspection</td>
<td>Men's business suits</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Men's golf jackets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women's blouses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women's brassieres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls' school dresses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls' robes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infants' sleepers</td>
<td></td>
</tr>
<tr>
<td>Laboratory tests</td>
<td>Men's work trousers</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Boys' undershorts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infants' blankets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bath towels</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Comparable items</td>
<td>Men's shirts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Men's socks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys' dungarees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women's hose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women's sweaters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls' slips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children's slacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diapers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheets</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
Table 5
Comparison of Average Prices of Selected Soft Goods in Discount and Department Stores \(^a\)

<table>
<thead>
<tr>
<th>Item</th>
<th>Discount Stores</th>
<th>Department Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Men's shirts</td>
<td>3.72</td>
<td>3.98</td>
</tr>
<tr>
<td></td>
<td>3.67</td>
<td>4.99</td>
</tr>
<tr>
<td></td>
<td>3.99</td>
<td>3.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>Men's socks</td>
<td>0.64</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>0.78</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>0.79</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Boys' dungarees</td>
<td>2.97</td>
<td>2.98</td>
</tr>
<tr>
<td></td>
<td>2.97</td>
<td>3.36</td>
</tr>
<tr>
<td></td>
<td>2.97</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Women's hose</td>
<td>0.68</td>
<td>0.98</td>
</tr>
<tr>
<td></td>
<td>0.85</td>
<td>1.49</td>
</tr>
<tr>
<td></td>
<td>0.88</td>
<td>1.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Women's sweaters</td>
<td>5.57</td>
<td>5.98</td>
</tr>
<tr>
<td></td>
<td>4.97</td>
<td>5.98</td>
</tr>
<tr>
<td></td>
<td>3.97</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.50</td>
</tr>
<tr>
<td>Girls' slips</td>
<td>1.78</td>
<td>1.99</td>
</tr>
<tr>
<td></td>
<td>1.94</td>
<td>1.89</td>
</tr>
<tr>
<td></td>
<td>1.77</td>
<td>1.62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Children's slacks</td>
<td>2.71</td>
<td>3.98</td>
</tr>
<tr>
<td></td>
<td>2.97</td>
<td>2.99</td>
</tr>
<tr>
<td></td>
<td>2.97</td>
<td>2.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Diapers</td>
<td>5.57</td>
<td>3.59</td>
</tr>
<tr>
<td></td>
<td>3.59</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>2.91</td>
<td>3.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.98</td>
</tr>
<tr>
<td>Sheets</td>
<td>2.43</td>
<td>2.49</td>
</tr>
<tr>
<td></td>
<td>2.57</td>
<td>2.69</td>
</tr>
<tr>
<td></td>
<td>2.79</td>
<td>5.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.19</td>
</tr>
</tbody>
</table>

\(^a\)No significant difference between the means at the 0.05 level.
### Table 6

Comparison of Soft Goods Market Basket by Store Type

<table>
<thead>
<tr>
<th></th>
<th>Discount</th>
<th>Department</th>
<th>pValue&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.28</td>
<td>23.54</td>
<td>13.12</td>
<td></td>
</tr>
<tr>
<td>21.60</td>
<td>25.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.66</td>
<td>23.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Significant difference between the means at the 0.05 level.

### Table 7

Brand Group Comparisons by Retail Outlet<sup>a</sup>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Average Values</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Stores (n=5)</td>
<td>National Chain Department Stores (n=2)</td>
</tr>
<tr>
<td>Quality Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>2.43</td>
<td>2.54</td>
</tr>
<tr>
<td>II</td>
<td>2.77</td>
<td>3.08</td>
</tr>
<tr>
<td>III</td>
<td>2.70</td>
<td>2.90</td>
</tr>
<tr>
<td>IV</td>
<td>2.54</td>
<td>3.51</td>
</tr>
<tr>
<td>Regular Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twin Sheets</td>
<td>4.35</td>
<td>3.34</td>
</tr>
<tr>
<td>Pillowcases</td>
<td>1.35</td>
<td>1.10</td>
</tr>
<tr>
<td>Lowest Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twin Sheets</td>
<td>3.38</td>
<td>3.02</td>
</tr>
<tr>
<td>Pillowcases</td>
<td>1.13</td>
<td>1.00</td>
</tr>
</tbody>
</table>

<sup>a</sup>Excluding brand 1

<sup>b</sup>Significant difference at the 0.01 level
<table>
<thead>
<tr>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchandise Selection</td>
</tr>
<tr>
<td>Promotion</td>
</tr>
<tr>
<td>Services</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Attractive Stores</td>
</tr>
<tr>
<td>Information</td>
</tr>
<tr>
<td>Credit and Delivery</td>
</tr>
<tr>
<td>Packaging</td>
</tr>
<tr>
<td>Installation</td>
</tr>
<tr>
<td>Repairs and Servicing of Appliances</td>
</tr>
<tr>
<td>Liberal Return Good Privileges and Adjustment Policy</td>
</tr>
</tbody>
</table>

Table 8

Non Price Competition
Difference between Regular and Lowest Prices

Figure 1. Brand Price Comparisons: May to July
INDIVIDUAL DIFFERENCES AND WEAR

Dr. Howard Schutz

Somatotonia

Assertiveness of posture and movement

Love of physical adventure
The energetic characteristic
Need and enjoyment of exercise
Love of dominating, lust for power

Love of risk and chance

Bold directness of manner

Physical courage for combat
Competitive aggressiveness
Psychological callousness

Claustrophobia
Ruthlessness, freedom from squeamishness

The unrestrained voice

Spartan indifference to pain
General noisyness
Overmaturity of appearance

Horizontal mental cleavage, extraversion of somatotonia

Assertiveness and aggression under alcohol

Need of action when troubled

Orientation toward goals and activities of youth

Occupational Information

All wearers were associated with the College of Agricultural and Environmental Sciences and did a combination of laboratory, field, and office work.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Wearers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>8</td>
</tr>
<tr>
<td>Specialist</td>
<td>2</td>
</tr>
<tr>
<td>Technician</td>
<td>8</td>
</tr>
<tr>
<td>Field superintendent</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>5</td>
</tr>
</tbody>
</table>
### GETA Scoring

<table>
<thead>
<tr>
<th>Failure</th>
<th>Degree</th>
<th>Size</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear Areas</td>
<td>1</td>
<td>to and including 4 sq. in.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>over 4 sq. in. through 9 sq. in.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>over 9 sq. in. through 16 sq. in.</td>
<td>9</td>
</tr>
<tr>
<td>Holes</td>
<td>1</td>
<td>to and including 1/4 inch</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>over 1/4 inch through 1/2 inch</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>over 1/2 inch through 1 inch</td>
<td>11</td>
</tr>
<tr>
<td>Tears</td>
<td>1</td>
<td>to and including 1 inch</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>over 1 inch through 2 inches</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>over 2 inches through 3 inches</td>
<td>11</td>
</tr>
<tr>
<td>Frays</td>
<td>1</td>
<td>to and including 1 inch</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>over 1 inch through 3 inches</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>over 3 inches through 6 inches</td>
<td>2</td>
</tr>
</tbody>
</table>
**Thurstone Temperament Scales**

**Active** - A high score in this area suggests the person like to be "on the go". He probably speaks, walks, writes, drives, works, and eats fast even if he does not have to.

Examples of answers --

- In conversation - often gestures with hands and head
- Usually speaks louder than most persons
- Does not like work that is slow and deliberate
- Often try to persuade others to your point of view
- More restless and fidgety than most people

**Vigorous** - A high score here indicates the person enjoys active sports, work requiring use of hands or tools, and outdoor occupations. He usually enjoys physical activity requiring a lot of energy.

Examples of answers --

- Are resourceful in fixing mechanical things at home
- Enjoy a race or game better when you bet on it
- Played on a base ball-team
- Enjoy spending leisure time on physical work
- Like fishing

**Impulsive** - If the person scores high in this area he is usually happy-go-lucky. He probably likes to take chances, and can make decisions quickly.

Examples of answers --

- Like work that has a lot of excitement
- Usually have a 'ready answer'
- Usually bound out of bed energetically in the morning
- Often make people laugh
- Yell along with others when watching a game

**Dominant** - A high score shows capacity for taking the initiative and assuming responsibility. The person probably enjoys organizing social activities, promoting new projects, and persuading others.

Examples of answers --

- Like to be the chairman of a meeting
- Likely to take charge in case of an accident
- Find it easy to give instructions to servants
- People do not have to go more than halfway to get to know you
- Like work in which you must influence others
Thurstone Temperament Scales

**Stable** - If the person has a high stable score he probably remains calm in a crisis, can disregard distractions while studying or working, and is not irritated if interrupted when concentrating.

Examples of answers --

- Do not often alternate between happiness and sadness
- Do not tend to become hungry with a sudden pang
- Mood not easily influenced by people around you
- Can return to work easily
- Generally regarded as optimistic

**Reflective** - A high score in this area indicates the person likes meditative thinking and enjoys dealing with theoretical rather than practical problems. He usually prefers to work alone with material requiring accuracy and fine detail.

Examples of answers --

- Often contributes new ideas in your work
- Were inclined to take life seriously as a child
- Tend to take on more things than you can finish well
- More interested in planning a project than in carrying it out
- Like work where you can have peace and quiet.
TROUSER WEAR STUDY QUESTIONNAIRE

1. Please check the phrase which best describes your opinion of the condition of your trousers at the end of the wear study. (If trousers differed, please only rate the poorest pair using an "X" instead of a check).

   _____ Extremely worn
   _____ Very worn
   _____ Moderately worn
   _____ Not worn

2. At the end of the study did you feel that the trousers were appropriate to wear.

   A. for teaching (or other public appearance)

   _____ Would wear
   _____ Would probably wear
   _____ Uncertain about wearing
   _____ Would probably not wear
   _____ Would not wear

   B. around home

   _____ Would wear
   _____ Would probably wear
   _____ Uncertain about wearing
   _____ Would probably not wear
   _____ Would not wear

3. Please indicate the approximate percentage of the total wear period spent in the following categories:

   A. Very active
      Examples: field or greenhouse work, bicycling, yard work
      _____%

   B. Moderately active
      Examples: lab work, teaching, walking
      _____%

   C. Slightly active
      Examples: reading, studying, office work
      _____%

4. Please indicate your height, your weight.
<table>
<thead>
<tr>
<th>Wearer Score</th>
<th>Wear Evaluation</th>
<th>Public</th>
<th>Home</th>
<th>Activity</th>
<th>Height (in.)</th>
<th>Weight (lbs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0.5</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>130</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>3.0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>200</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>8.0</td>
<td>4</td>
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<td>4</td>
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<td>72</td>
</tr>
<tr>
<td>14</td>
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<td>3</td>
<td>5</td>
<td>170</td>
<td>71</td>
</tr>
<tr>
<td>10</td>
<td>12.0</td>
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<td>2</td>
<td>5</td>
<td>145</td>
<td>73</td>
</tr>
<tr>
<td>21</td>
<td>13.0</td>
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<td>4</td>
<td>5</td>
<td>165</td>
<td>73</td>
</tr>
<tr>
<td>1</td>
<td>20.5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>165</td>
<td>59</td>
</tr>
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<td>17</td>
<td>21.0</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>175</td>
<td>69</td>
</tr>
<tr>
<td>23</td>
<td>22.0</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>200</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>22.5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>200</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>23.5</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>200</td>
<td>69</td>
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<td>13</td>
<td>25.0</td>
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<td>5</td>
<td>180</td>
<td>71</td>
</tr>
<tr>
<td>19</td>
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<td>5</td>
<td>160</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>32.2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>200</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>32.5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>200</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>34.0</td>
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<td>1</td>
<td>5</td>
<td>210</td>
<td>71</td>
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<td>18</td>
<td>34.0</td>
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<td>67</td>
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<tr>
<td>12</td>
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<td>5</td>
<td>180</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>40.0</td>
<td>4</td>
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<td>71</td>
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<td>15</td>
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<td>170</td>
<td>71</td>
</tr>
<tr>
<td>24</td>
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<td>3</td>
<td>2</td>
<td>5</td>
<td>200</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>80.5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>300</td>
<td>68</td>
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<tr>
<td>7</td>
<td>93.0</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>230</td>
<td>71</td>
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<tr>
<td>4</td>
<td>97.8</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>200</td>
<td>65</td>
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| Mean | 32.8 | 3.3 | 2.6 | 4.9 | 192 | 70 | 169 |

| Range | 0.5-97.8 | 2-5 | 1-5 | 3-5 | 150-300 | 65-76 | 140-210 |
Correlation Coefficients (r) Between "Wear in Public" Scores and Selected Independent Variables

<table>
<thead>
<tr>
<th>Description of Variable</th>
<th>Coefficient</th>
<th>% Contribution</th>
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<tr>
<td>(constant -7.274)</td>
<td></td>
<td></td>
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<tr>
<td>Wearer's evaluation</td>
<td>-.217</td>
<td>-.097</td>
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<tr>
<td>Height (in.)</td>
<td>.175</td>
<td>.303</td>
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<tr>
<td>Wear score</td>
<td>.004</td>
<td>.086</td>
</tr>
<tr>
<td>Thurstone active</td>
<td>-.135</td>
<td>-.452</td>
</tr>
<tr>
<td>Thurstone vigorous</td>
<td>.053</td>
<td>.154</td>
</tr>
<tr>
<td>Thurstone impulsive</td>
<td>-.022</td>
<td>-.057</td>
</tr>
<tr>
<td>Thurstone dominant</td>
<td>.063</td>
<td>.233</td>
</tr>
<tr>
<td>Thurstone stable</td>
<td>.038</td>
<td>-.137</td>
</tr>
<tr>
<td>Thurstone sociable</td>
<td>.059</td>
<td>-.195</td>
</tr>
<tr>
<td>Thurstone reflective</td>
<td>-.026</td>
<td>-.073</td>
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Multiple R = .65  
R^2 = .42
I was asked to speak to you today about the implications of consumer legislation with emphasis on permanent care labeling. Well, I can talk to you about permanent care labeling without looking at my speech because, as most of you know, we at Celanese have been involved in the whole area of labeling for almost two decades. What I think should be stressed here this morning is not so much the rules and regulations themselves but how they came to be and what that means to the textile industry.

Let’s take a look at where we are in the field of government regulations. Right now, it seems rather apparent by the current rash of bills passed by and pending in Congress that government officials feel it is easier to regulate business than to educate consumers. No one will deny that it is difficult, although not impossible, to educate 208 million United States citizens.

It is also the government's job to enforce its legislation. And because of that difficulty, we may be the best protected society that anyone ever dreamed of, but we'll also be the heaviest taxed society because you-know-who has to pay for the agencies, their rules, and acts, and the enforcement thereof. That is not easy either.

This country is run and has grown on a voluntary basis. Most laws on the books are met voluntarily. But there are many areas where legislation has either not been enacted, or laws not enforced, simply because the regulation needed is in effect, in effect voluntarily.

Leaders in industry began supplying better merchandise requiring less maintenance, safer products and more information on those items as soon as there was a stated or implied need. Not very often will consumers ask for information prior to purchase, but frequently after purchase and use they complain.

The complaint is the stated need - even though it is negative. The implied need for better products and more information is a result of competition. The more complex the market, the more essential are the facts. People seem to forget that the way a company stays in business and makes profits is to give consumers what they want - a better product and information on how to get the most from it.

Therefore, while legislation is being enacted, the need to further educate and inform is even more real.

Education and legislation concerning advertising is a good place to start this discussion today because it is such a controversial point. With the extraordinarily wide variety of products - be they automobiles, detergents or fibers - in today's market, the public needs an information
Advertising has been and is the best and fastest method to reach most people.

Without advertising, consumers would not know of the existence of many goods and services.

The Federal Trade Commission has had the authority to regulate advertising since 1938 but only in 1971 did it decide to act on its power. Claims on products must be made on fact, not Madison Avenue fantasy. If an ad is found to be deceptive, it must be removed, and corrective statements issued. The advertising industry has a self-regulatory system that monitors advertising to prevent abuses. This industry does not want to lose all of its credibility, or its value is lost. And, if its value is lost, the industry weakens, people lose jobs, revenue is lost, products are not sold - a vicious circle that ends up hitting people where it hurts most - in the pocketbook.

Truth-in-advertising does not mean that the consumer has to stop thinking, or questioning claims. It is still a competitive market, and personal decisions must still be made. Much advertising copy is based on psychology, and perhaps if we THINK the Pepsi Generation, we ARE the Pepsi Generation.

Ease-of-care claims are part of advertising. Permanent care labeling is therefore involved in this positive protectionist legislation. The label not only provides information at the point of sale so the purchaser can make a judgment, but it is also a form of a guarantee. The Permanent Care Labeling ruling issued by the Federal Trade Commission in December 1972, has met with an obstacle. Some doubts have been raised as to the power the Federal Trade Commission has in enforcing their rules. And this particular item is a rule, not a law or an Act. It is doubtful that this obstacle will have long-term effects. If it is determined that the Federal Trade Commission has no authority, there are bills pending in Congress making permanent care labeling a law. There is little doubt that one will not be passed. Or, the Federal Trade Commission can call this a trade guide, and go back to the complaint and sue route.

Meanwhile, most manufacturers are complying. There will always be a few "fly by night" operations that ignore all regulations but they are most assuredly in the minority. What we have to remember is that many manufacturers were voluntarily affixing labels before the ruling was issued. The major chain stores are insisting that their garments have permanently attached labels. And their insistence goes even beyond the Federal Trade Commission ruling. For example, some hosiery is exempted from permanent care labels by the Federal Trade Commission, but not by the biggest chain store. Garments that are not labeled are returned to the manufacturer.
Even without the chain store pressure, most manufacturers want satisfied customers, and they want to protect their brand image so they will meet the challenge. It is an expensive challenge, and the consumer will pay for it. The manufacturer will be required to prove that the care instructions are accurate. The evidence will be test results on the garments in question. The cost of testing to determine proper care instructions would be prohibitive if a private testing firm were used. Therefore, the manufacturer must set up his own facility to pretest every item in his line, not just a single fabric component. The facility includes space, equipment and technicians. These are not inexpensive.

Celanese, with its years of experience in pretesting, is assisting by testing and providing accurate care instructions to those garment manufacturers and fabric makers who are using our Fortrel polyester or Arnel triacetate fibers. Celanese continues to provide tags and labels for those fabrics tested under our trademark licensing program.

When adding costs, we should not forget the expenses of the label itself or the cost of affixing it to the garment.

There is some evidence, though, that consumers lose money by guessing how a garment should be washed or dry cleaned when care instructions were not given or they were lost during the life of the garment. It is assumed that the savings will be greater than the cost. The label will not result in savings if the instructions are not understood, or followed by the consumer.

At present there are no restrictions on wording. However, manufacturers are not allowed to low label; that is, state a garment should be dry cleaned only when in fact it is washable. Out of necessity, wording will be brief. Few garments will have the complete instructions that careful shoppers are accustomed to finding on hang tags. Because of this, Celanese advocates the use of labels accompanied by a hang tag. Many other countries give care instructions using pictures instead of words. They have situations where more than one language is frequently spoken within one country. They also do not have the luxuries that we in the United States have. Their laundry equipment is often not as sophisticated as ours - gentle, permanent press, regular, and soak cycles are the norm in the United States. In other countries on and off is the norm.

Often the laundry itself is not as complicated as ours in the United States. No other country has the variety of fibers, fabric types and finishes that is available to every one here. (And I haven't even mentioned the choices of additives).

In a few years, we will more than likely use symbols, but for the present words best meet our needs.
However it is done - pictures or words - permanent care labeling is a positive act that will benefit everyone concerned. The label will build customer confidence in the retailer's product. This leads to better customer relations, fewer complaints and returned garments. The garment manufacturer will enhance his reputation as a maker of quality goods. The fabric maker is assured that his product will be used properly. And finally, the consumer develops more competence as a shopper, and more confidence in herself and everyone connected with the product.

Relative to textiles, legislation in the form of safety bills is not as positive as that of protection and information. Hazardous, or potentially hazardous, products should be removed from the market. We should redesign toys so that children are not stabbed. We should keep poisonous products out of easy access. But, is it the manufacturer's job to keep the drain opener away from inquisitive children, or is that the parents' responsibility? It's a help to make the bottle caps more difficult to open, but it is not the solution. Consumers must accept their responsibilities in many areas but we will discuss one area very close to all of us here today.

The unrealistic flammability restrictions on today's children's sleepwear, and tomorrow's dresses, mattresses and other products would not be in effect if consumers accepted their responsibility. Fires do not often occur spontaneously. Matches, lighters, cooking ranges, and cigarettes are generally the sources of ignition. Where data are available, there is frequently a flammable liquid involved in fires and burn injuries.

Is it the fiber producer, the fabric maker, the garment manufacturer, the retailer, or the consumer's responsibility to protect against fires and burn injuries? It is everyone's job. Everyone is involved in this situation. Unfortunately, the government has placed such a difficult flammability test/standard on children's sleepwear, sizes 0-6X, that one of the consumer's basic rights is taken away - the right to choice, or selection.

This particular test/standard has resulted in some manufacturers going out of business. It has resulted in a marked reduction of items in other manufacturer's lines. It has resulted in at least one major store getting an unprecedented number of returns. Parents do not want a garment that is either labeled FLAMMABLE: (Doesn't meet U.S. Dept. of Comm. Std. DOC-FF-3-71) SHOULD NOT BE WORN NEAR SOURCES OF FIRE, or that has care instructions so complex that the most loving mother does not feel she will carry them out.

But that's the mother's problem. Her only alternatives are using garments not meant for sleeping - underwear, jump suits, etc. - or nudity, but the United States really is not ready for this.
The test/standard will probably be extended to children's sleepwear, sizes 7-14, dresses, pants, shirts and blouses before the end of the year. We all hope that there will be amendments that will make the standard practical, but --

If the standard is not less restrictive, we will see the demise of permanent press polyester/cotton blends. There is currently no technology in the entire industry that can provide the fabric that will meet this standard.

In the smaller sizes, it is bad enough that children have to sleep in uncomfortable fabrics and that parents have to pay more for less durable clothes, and have to follow ridiculously complex care methods, but if we find we are back to the ironing board, or we have no choice but to wear only a few fibers in selected knitted and woven constructions, then woe be unto the retailer, the manufacturer, and the government.

Other flammability legislation is as illogical as the children's sleepwear. The mattress test involves cigarettes on the bare mattress, and then cigarettes sandwiched between cotton sheets. The blanket test will involve a flame as the source of ignition. If cigarettes are logical for mattresses, what's the logic behind a flame on blankets?

All current flammability tests are under review. Most will be strengthened. Manufacturers who have been giving the best product possible for ease-of-care, durability, and the money, may have to sacrifice these characteristics to provide a nonflammable product. While most garment manufacturers realize that the Federal Trade Commission appears to have no power to force them to affix permanent care labels, they are doing it anyway - voluntarily. Those same manufacturers will provide non-flammable garments as they become available.

The implications of consumer legislation are far reaching. Everyone is involved. As it turns out, legislation reinforces the need for more education. As educators, all of us in this room have our responsibilities to carry out and I think most of us do that on a voluntary basis. But I see ours as more than the responsibility of informing our various audiences, whether they are students or consumers. As one of our major roles, we should be acting as the voice between industry, government and consumers. We should be the communicating link that airs the complaints, the criticisms and all the nuances of our complex textile world. And all the while we're talking, listening and interpreting, we should be asking questions: What are the consumer needs and wants? Does the experience correspond to the need? What are consumers paying for? Are they aware of what values and whose values make up the product? Is it necessary to know these values? And finally, is there a better means to achieve the same end?

As educators add the dimension of knowledgeable interpreter to their roles, then I think we will all be well on the road to establishing that much needed communication between consumer, business and government - a communication that will prove mutually beneficial and one that sees imposed regulation give way to self regulation.
Summary of Minutes
Business Meeting
October 20, 1972

Elinor Nugent, Business Chairman, presided.

Reading of the minutes was proposed, but it was moved and seconded that the minutes of the 1971 business meeting be accepted as printed in the proceedings of the Fourth National meeting of ACPTC. Motion carried.

Treasurer's report was presented in summary and submitted for inclusion in the proceedings.

The Membership Committee report indicated the number of paid members is lower this year. Potential members urged to join with payment of $15. dues and reminded only paid members allowed a vote. Discussion emphasized the need for increased membership.

Nominating Committee report gave results of balloting in Spring 1972 for election to the Councils. Members elected are:

Planning Council: Charlotte Bennett
Advisory Council: Beatrice Smith - Shirley Adams

A vacancy on the Advisory Council was filled by a closed ballot vote electing Thelma Berry.

The By Laws Committee reported results of the mailed ballot sent out for vote on Admendments to the By Laws. The Admendments were accepted with only 8 disapprovals. Lois Dickey reported reasons for negative votes. Jo Ellen Uptegraft responded and discussion brought about a decision to refer the matter to the National Executive Board for Clarification of Procedures.

The National Executive Board representative reported that ACPTC had been accepted as an affiliate member of the College and University Section of American Home Economics Association. ACPTC would be represented by an ex-officio member.

Anne Jean Treece reported on the need for a research committee within the National ACPTC organization. Asked for names of faculty active in research.

Announcements were made of future meeting sites.

Jesse Warden reported the selection of the Alameda Plaza Hotel as the meeting place for the 1973 meeting of the Central Region to be held October 17, 18 and 19 in Kansas City, Missouri.

Planned sites for the following years are:
1974 - National meeting, Portland, Oregon
1975 - Central Region, University of Nebraska, October 19, 20, 21
1976 - Central Region, New Orleans, October 27, 28, 29
1977 - National meeting to be held in Central Region
Members were asked to submit possible sites as meeting places for the 1977 National meeting. Cities suggested were:

Dallas, Chicago, St. Louis, Memphis and Minneapolis

Reports were made on publications.

Anna Jean Treece reported the lack of sales of the AHEA Research Abstracts. AHEA proposed to discontinue publication or reducing research information to a listing of thesis titles and eliminating the abstracts.

Patricia Sailor recommended AHEA be urged to continue publication of abstracts even if ACPTC must give financial support.

Patricia Alexander moved ACPTC include a copy of the Textiles and Clothing Research Abstracts with the $15 membership fee. Seconded, discussed and defeated.

Anna Creekmore reported Methods of Measuring Clothing Variables, her publication by Michigan State University was not selling enough to justify expenses.

Anna Jean Treece reported the Textile Laboratory Equipment List needs revision. Moved and seconded that ACPTC recommend that this be retained with a minimum of up-dating. Motion accepted. Donna Sloan and Mary Jo Fickle volunteered to help with up-dating the list.

Anna Jean Treece reported the Williams and Wilkins case concerning the copying of professional materials by the Xerox method. Implications for faculty and students discussed.

Meeting adjourned at 10:30 p.m.

Respectfully submitted,

Lillian B. Matthews, Recorder
for
Clarice Garrett, Secretary
ASSOCIATION OF COLLEGE PROFESSORS OF TEXTILES AND CLOTHING

FINANCIAL STATEMENT - CENTRAL REGION

Balance on hand January 15, 1971

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DISBURSEMENTS

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<td>Meeting Expenses, 1972</td>
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Balance on hand, February 9, 1973

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Minutes of the Planning Council

October 18, 1972

The meeting of the Planning Council, Advisory Council, Proceedings Committee and National Executive Board was held Wednesday October 18, 1972. Members present were: Agatha Huepenbecker, Marcia Metcalf, Elinor Nugent, Charlotte Bennett, Mary Gerlock, Anna Jean Treece, Lillian Matthews, Jean Snyder and Holly Shrank.

Discussion centered around the agenda and procedure for the general business meeting including reports from nominating committee, proceedings committee, by laws committee and the treasurer.

Time was requested by Anna Jean Treece to make an announcement for volunteers from the Central Region to work with a Research Committee for ACPTC.

Future meeting places and need for reservations discussed. Suggested 1978 annual meeting be held in the northern part of the central region subject to consideration of the site of the 1977 national meeting. The site for the 1977 national meeting, to be held in the Central Region, should be selected. Decided members should write suggestions of a city or a campus to the chairman.

October 20, 1972.

The post-conference meeting included the new members of the Planning Council and Advisory Council. Jo Ellen Uptegraft introduced Charlotte Bennett, Beatrice Smith, Shirley Adams and Thelma Berry.

Jessie Warden reported on the reservation of facilities at the Alameda Plaza Hotel for the 1973 annual meeting to be held in Kansas City, Missouri. Suggestions for contacts in the city were made for the program the Planning Committee would develop at the January 1973 meeting.

Charlotte Bennett, reporting from the Advisory Committee, suggested future evaluations of the program not include evaluation of individual speakers but the value of the overall program and suggestions for future programs. The Council agreed.

Responsibilities of Advisory Council discussed. Question arose of alternate representatives to the National Executive Board as stated in amended By Laws, 1972. Recommended National Board discuss policy but this year alternates would be Beatrice Smith and Thelma Berry.

Recommended National Board discuss appropriateness of amended By Laws regarding Central Region's method of electing members to the National Board.
Treasurer's report submitted. Discussed payment of expenses of program speakers. Decisions made on basis of membership in ACPTC, non-members, travel expenses or honorariums.

Discussion on annual audit of books at cost of approximately $25.00 and need for treasurer to be bonded.

Proceedings committee reported cost of publishing. Holly Schrank estimated 300 copies at $770.00 or 200 copies at $600.00. Decided to print 200 copies for members and provide some copies for non-members at $3.50 each. Paid members need to be identified.

Discussed need for a brochure describing the organization, structure, policies and functions of ACPTC to enclose to potential members and speakers.

Elections and Nominations:
Planning Council:

Vice-President - Charlotte Bennett
Treasurer - Marcia Metcalf
Secretary - Elinor Nugent

Nominating Committee:

Chairman - Jo Ellen Uptegraff
Lillian Matthews
Ellen Goldsberry

Membership Committee

Mary Jo Fickle
Nancy Harries
Barbara Schlinkert

Proceedings Committee

To be appointed at January 1973 meeting

Handbook Committee

Same members to complete handbook

Date of next Planning Council meeting

To be January 12-13, 1973 in Kansas City, Missouri.

Meeting adjourned.

Respectfully submitted,

Lillian B. Matthews, Recorder
for
Clarice Garrett, Secretary
COMMITTEES

Planning

President: Mrs. Jo Ellen Uptegraft
University of Oklahoma

Vice President: Dr. Agatha Huenpenbecker
Iowa State University

Business Chairman: Dr. Elinor Nugent
University of Missouri

Treasurer: Dr. Marcia Metcalf
University of Wisconsin - Stout

Secretary: Miss Clarice Garrett
Texas Women's University

Past President: Dr. Lillian Matthews
Northern Illinois University

Advisory

Mrs. Charlotte Bennett, University of Kentucky
Dr. Jewel Golden, University of Southern Mississippi
Mrs. Deanna Munson, Kansas State University

Proceedings

Dr. Nancy Harries, Michigan State University
Miss Demetra Mehas, Michigan State University
Dr. Holly Schrank, Michigan State University (Chairman)

National Executive Board

Miss Mary Gerlach, Texas Tech University
Dr. Margaret Grindereh, University of Minnesota
Dr. Anna Jean Treece, University of Tennessee
Dr. Lillian Matthews (Alt.), Northern Illinois University
Dr. Bethel Caster (Alt.), Texas Women's University
CONFERENCE REGISTRANTS

Shirley Adams, Ball State University, Muncie, Indiana
June Alexander, University of Mississippi, Oxford, Mississippi
Patsy Alexander, University of Mississippi, Oxford, Mississippi
Helen Allen, University of Missouri, Columbia, Missouri
Myrtle Bailey, Texas Christian University, Fort Worth, Texas
Helen Ball, Mary Hardin - Baylor, Belton, Texas
Marguerite C. Barra, Northern Illinois University, DeKalb, Illinois
Virginia Beauchamp, Michigan State University, East Lansing, Michigan
Charlotte Bennett, University of Kentucky, Lexington, Kentucky
Thelma Huff Berry, Southern Illinois University, Carbondale, Illinois
Regina Brinkerhoff, Oklahoma State University, Stillwater, Oklahoma
Esther Broome, Texas Women's University, Denton, Texas
Mary Burton, New Mexico State University, Las Cruces, New Mexico

Kay Caddell, Texas Tech University, Lubbock, Texas
Elsie Cafferty, Kearney State College, Kearney, Nebraska
Charlene Callison, Western Illinois University, Macomb, Illinois
Christine Calvert, Eastern Kentucky University, Richmond, Kentucky
Luanne Carson, University of Oklahoma, Norman, Oklahoma
Bethel Caster, Texas Women's University, Denton, Texas
Francis Coleman, Southwestern Texas State University, San Marcos, Texas
Esther M. Cormany, Kansas State University, Manhattan, Kansas
Anna M. Creekmore, Michigan State University, East Lansing, Michigan
Elizabeth Cunningham, Henderson State College, Arkadelphia, Arkansas

Era Davis, Northeastern Louisiana University, Monroe, Louisiana
Jean H. Davis, Purdue University, Lafayette, Indiana
Mary Ann DeVore, Northwestern Missouri State College, Maryville, Missouri
Lois Dickey, Ohio State University, Columbus, Ohio
Carolyn Sue Dodson, Northern Michigan University, Marquette, Michigan
Johnny Dorsey, Texas Tech University, Lubbock, Texas
Mary Doxsee, Ohio University, Athens, Ohio

Lucille Estes, Middle Tennessee State University, Murfreesboro, Tennessee

Nelma Fetterman, University of Alberta, Edmonton, Alberta, Canada
Mary Jo Fickle, University of Illinois, Urbana, Illinois
Etta L. Finley, Louisiana State University, Baton Rouge, Louisiana
Margaret Fraser, Tennessee Tech University, Cookeville, Tennessee
Charley E. Friend, Southern Illinois University, Carbondale, Illinois

Loretta Gaffrey, Langston University, Langston, Oklahoma
Mary Gerlich, Texas Tech University, Lubbock, Texas
Ellen Goldner, Ohio University, Athens, Ohio
Cecilia Gonzalez, University of Manitoba, Winnipeg, Manitoba, Canada
Kathryn Greenwood, Oklahoma State University, Stillwater, Oklahoma
Helen Greer, Middle Tennessee State University, Murfreesboro, Tennessee
Margaret Gylander, University of Minnesota, St. Paul, Minnesota
Avis M. Hall, North Texas State University, Denton, Texas
Mary Hankammer, Kansas State of Pittsburg, Pittsburg, Kansas
B. Joy Hansen, Eastern Michigan University, Ypsilanti, Michigan
Nancy Harries, Michigan State University, East Lansing, Michigan
Dorothy Harvey, Mississippi State College for Women, Columbus, Mississippi
Margaret Hayden, Illinois State University, Normal, Illinois
Etta Margaret Hill, Sam Houston State University, Huntsville, Texas
Maurine Hofferher, Kearney State College, Kearney, Nebraska
C. Beck Holmes, Southern University, Baton Rouge, Louisiana
Agatha Huepenbecker, Iowa State University, Ames, Iowa
Sue Humphries, University of Southern Mississippi, Hattiesburg, Mississippi

Pauline Jarma, Indiana State University, Terre Haute, Indiana
Dorothy Jensen, University of Wisconsin - Stout, Menomonie, Wisconsin
Nancy Johnson, University of Mississippi, Oxford, Mississippi

Alice Kavanaugh, Western Michigan University, Kalamazoo, Michigan
Darlene Kness, Texas Tech University, Lubbock, Texas
Leona Kocher, Texas Tech University, Lubbock, Texas

Harriett LaGrange, Iowa State University, Ames, Iowa
Rowena Lane, Illinois State University, Normal, Illinois
JoAnn Lefler, University of Dayton, Dayton, Ohio
Verna Lifebow, University of Alberta, Alberta, Canada
Almeria Lindsay, State College of Arkansas, Conway, Arkansas
Kathleen W. Lipp, Central State University, Edmond, Oklahoma
Carolyn Long, Indiana State University, Terre Haute, Indiana
Jerri Looney, University of Wisconsin - Stout, Menomonie, Wisconsin

LeBland McAdams, Lamar University, Beaumont, Texas
Dorothy McAlister, Lamar University, Beaumont, Texas
Lorraine McCoY, North Texas State University, Denton, Texas
Alma McGee, East Texas State University, Commerce, Texas
Lillian Matthews, Northern Illinois University, DeKalb, Illinois
Mattie B. Medford, Sam Houston State University, Huntsville, Texas
Marcia Metcalf, University of Wisconsin - Stout, Menomonie, Wisconsin
Ann Miller, University of Texas, Austin, Texas
Bob Miller, Central Michigan University, Mt. Pleasant, Michigan

Mary Alice Nebold, Purdue University, Lafayette, Indiana
Audrey Newton, University of Nebraska, Lincoln, Nebraska
Flinor Nugent, University of Missouri, Columbia, Missouri
Charlotte Oslund, University of Northern Iowa, Cedar Falls, Iowa
Annette Ostapovich, University of Alberta, Edmonton, Alberta, Canada

Rose Padgett, Southern Illinois University, Carbondale, Illinois
Mary Don Peterson, Kansas State University, Manhattan, Kansas
Virginia Anne Pope, University of Tennessee, Martin, Tennessee

Alvertia Quesenberry, Ball State University, Muncie, Indiana

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Fern Rennebohm, University of Tennessee, Knoxville, Tennessee
Emily Reynolds, North Dakota State University, Fargo, North Dakota
Carole A. Rinard, Kansas State Teacher's College, Emporia, Kansas
Mrs. Fred Roberson, Tennessee Tech University, Cookeville, Tennessee
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Norma Ruth Skaar, University of Texas, Austin, Texas
Donna Sloan, Western Illinois University, Macomb, Illinois
Beatrice Smith, Lincoln University, Jefferson City, Missouri
Lorene Smith, Indiana State University, Terre Haute, Indiana
Patti Smith, Morehead State University, Morehead, Kentucky
Jean Snyder, Mississippi State University, Starkville, Mississippi
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Jessie Warder, Kansas State University, Manhattan, Kansas
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Kathryn Watson, Bradley University, Peoria, Illinois
Maureen Webb, Delta State College, Cleveland, Mississippi
Diane Lee Williamson, Western Michigan University, Kalamazoo, Michigan
Eleanor Woodson, Texas Tech University, Lubbock, Texas
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