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LABEL INFORMATION ON READY-MADE CLOTHING
FOR PRE-SCHOOL CHILDREN

by

Sarah Louise Parnell

5405

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the Faculty of
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S. L. P.

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CHAPTER I

INTRODUCTION

For many years home economists have advocated that garment labeling be more informative to the homemaker. Clothing manufacturers are becoming more conscious of the values of informative labeling, and consumers are demanding more information on labels. Coughlin¹ states that the number of manufacturers using informative tags is comparatively few today but would grow rapidly if more manufacturers were persuaded that consumers wanted tags and would use them in making their buying decisions.

Since various studies show that approximately 75 per cent of pre-school children's clothing is purchased ready-made, it seems apparent that families need help in clothing selection. Clothing the pre-school child is a major problem for many families and remaining within the realms of a clothing budget is often a difficult task. More informative labeling would aid family members in making wiser selections of clothing purchases and also inform them as to definite qualities and services to expect from the garments.

The percentage of the clothing budget spent on pre-school children's clothes tends to vary with family income. A study of 100 families in

¹W. E. Coughlin, Tags and Labels as Guides to Service Qualities in Clothing, (A Teachers' Bulletin from Good Housekeeping Institute. New York: Hearst Magazines Inc., September, 1945), p. 7.

Radford, Virginia reveals that

. . . the cost of clothing children was much more of a burden for the low-income groups than for the higher ones . . . if the cost of the pre-school child's clothing is representative of clothing costs for children, the value of the clothing for children represents 19.8 per cent of the yearly income for the families with incomes under \$2,000 as compared to 7.1 per cent in the highest income group.²

(Mean income for highest group was \$6,300.)

Since clothing is such a demand on the clothing budget, this is, indeed, a large percentage of the family income to spend on children's clothing.

The Radford, Virginia study indicated that

. . . homemakers need help in clothing the pre-school child. They need more training for selecting children's clothes and more suitable children's clothes within a normal price range from which to select.³

An area in which a great deal of help is needed is in the selection of correct sizes of clothing for children. Since authorities and manufacturers in the field of children's clothing have difficulty reaching agreements as to the best and most accurate method of size labeling, it is almost impossible for consumers always to select proper-sized garments for children.

Rathbone and Tarpley state that, "Labels vary in their value to the consumer depending on the information they contain."⁴

²Evelyn Blake, Oris Glisson, and Mildred T. Tate, "A Study of the Preschool Child's Clothing in 100 Families of Radford, Virginia," Journal of Home Economics, 45:180, March, 1953.

³Ibid.

⁴Lucy Rathbone, and Elizabeth Tarpley, Fabric and Dress (New York: Houghton Mifflin Company, 1943), p. 82.

Some labels give only the size of the article or brand name while others contain thorough information regarding the composition of the fabric, how it is made, performance features, how it should be used and cared for, and name and address of the manufacturer or distributor.⁵

The investigator observed that some of the children enrolled in Woman's College Nursery School had difficulty with some of their dressing processes. In some instances this was due to lack of skill but in many cases it was due to clothing selection which did not meet the needs of the child. On many occasions the clothing worn by the children in this group was not suitable to the activities in which they were engaged. This, plus a general interest in children's clothing, led to the organization of this study.

Since mothers of pre-school children purchase a large percentage of the clothing worn by the children, it was believed that mothers should be consulted in order to obtain their opinions concerning label information on pre-school children's ready-made clothing. The first objective for the study was to determine the extent to which mothers use the information which is found on labels of ready-made clothing for pre-school children.

The second objective was to determine what information is desired by mothers of this age-group. By determining the extent to which mothers use the information found on labels and the information that mothers desired when purchasing ready-made clothing for pre-school children, it could be ascertained whether this group of mothers was relatively satisfied with labeling practices currently being used or whether manufacturers might change such

⁵How Informative Labels Help You Stretch Your Dollars (Consumer Series on Informative Labeling, No. 1. New York: National Consumer-Retailer Council, Inc., January, 1944), p. 1.

practices in order to meet the demands of consumers.

Since no one source can give as much valuable information to all consumers as an informative label, the investigator believed that a study of information on labels of ready-made clothing for pre-school children would be a major source of information. The third objective was established to determine what information is available on the labels of ready-made clothing for pre-school children in four selected local stores. After determining the information available on labels in the stores, a comparison of the information used by parents with the information available, and the information desired by parents with the information available, could be made.

For clarification, definitions are given for some of the terms used throughout the remainder of this study:

Pre-school Child. Children three, four, five, and six years of age who have not attended public schools and have not reached school entrance age.

Label Information. The entirety of the information on all labels attached to a garment, with the exception of the information which is of value only to the retailer, such as style number or price code.

Play Clothes. Garments of clothing worn by pre-school children while engaged in play activities.

Chapter II, "Survey of Literature," will emphasize the frequency of ready-made clothing purchases, describe clothing needs for children and the various aspects of labeling. Chapter III will describe the procedure for the selection of parents who were interviewed, the construction of checklists for parent interviews, and a description of the parents who were interviewed and the stores in which the label study was made. An analysis of the information obtained from parent interviews will be presented in Chapter IV. Chapter V will include an analysis of the information obtained from label study. Chapter VI will include summary, conclusions, and recommendations for further study.

CHAPTER II

SURVEY OF LITERATURE

In attempting to review the literature pertinent to this study, it was necessary to delve into many fields and obtain viewpoints on varied topics. Essentially the literature in this area falls into six general categories including: frequency of ready-made clothing purchases; clothing for children; clothing expenditures; problems of size labeling; standards for, purposes and values of informative labeling; and laws and practices concerning labeling.

Frequency of ready-made clothing purchases. In a study, previously cited, of the pre-school child's clothing in 100 families of Radford, Virginia,¹ it was found that mothers purchased approximately 75 per cent of pre-school children's clothing ready-made.

According to the findings of the Bureau of Agricultural Economics, "three-fourths of the mothers in the United States with children 12 years of age or younger said that they bought most of their children's clothes."²

According to Wybourn

Clothing is third in importance among demands on the family income. About half of the families in America in 1951 had money incomes of \$3,100 or less; therefore, a large proportion of the families were

¹Evelyn Blake, Oris Glisson, and Mildred T. Tate, "A Study of the Pre-school Child's Clothing in 100 Families of Radford, Virginia," Journal of Home Economics, 45:180, March, 1953.

²United States Bureau of Agricultural Economics, Mothers' Opinions of Fibers in Selected Items of Children's Clothing, United States Department of Agriculture, Bulletin 65 (Washington: Government Printing Office, October, 1951), p. 43.

buying moderate or low-priced merchandise. Despite low incomes, many families could obtain more satisfaction from their clothing purchases through improved buying practices.³

Wybourn⁴ also states that due to a steady increase and improvement in mass production and distribution, more people are purchasing the majority of their clothing ready-made. It appears that with this improvement, should also come some aids to better buymanship.

Clothing Expenditures. In planning the clothing wardrobe for pre-school children, care must be taken in order that too large a portion of the family clothing budget not be used for clothing a child of this age. Gross and Crandall⁵ state that from 10 to 15 per cent of the family income is spent on clothing.

It is interesting to note how distribution occurs among family members. In 1950 a survey made by the Bureau of Labor Statistics on consumer expenditures reported that:

In the larger cities, around 55 per cent of the family clothing budget was spent on women's and girls' clothing and a little over 40 per cent to outfit male members of the family; the remainder was spent for children under 2 years of age and for clothing materials. In the smaller cities, women shared the clothing budget about equally with the rest of the family.⁶

³Marjory Wybourn, "Family Centered Clothing Course," Journal of Home Economics, 44:627, October, 1952.

⁴Ibid.

⁵Irma H. Gross and Elizabeth Walbert Crandall, Management for Modern Families (New York: Appleton-Century-Crofts, Inc., 1954), p. 449.

⁶Mary C. Ruark and Abner Hurwitz, "Survey of Consumer Expenditures in 1950," Monthly Labor Review, 75:133, August, 1952.

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⁵Irma H. Gross and Elizabeth Walbert Crandall, Management for Modern Families (New York: Appleton-Century-Crofts, Inc., 1954), p. 449.

⁶Mary C. Ruark and Abner Hurwitz, "Survey of Consumer Expenditures in 1950," Monthly Labor Review, 75:133, August, 1952.

Clothing for Children. A variety of clothes are needed for the many activities in which children engage. To meet both children's needs and remain within a budget, wise buying is necessary by purchasers of children's clothing.

The Household Finance Corporation lists standards which all children's clothing should meet:

1. Styled for growth but not too large for ease of movement.
2. Well constructed to withstand hard wear.
3. Washable whenever possible.
4. Easy for little ones to get into by themselves.
5. Becoming and satisfying to the child in color and style.
6. Comfortable and correctly fitted.⁷

Size Labeling, a common problem area. Anticipating the child's rate of physical growth is probably one of the greatest problems that mothers face when purchasing clothing for their pre-school children. In a survey of 990 mothers with children under 12 years of age, this question was asked: "What do you think is the trouble with the way children's sizes are given on garments now?"⁸ The five most common problems follow in decreasing order of frequency:

1. Manufacturers don't follow a standard system of sizing.
2. Age doesn't correspond with size.
3. Within the same age group children vary in size.
4. Some parts of the garment do not fit.
5. Cheaper garments are skimpy, expensive garments are cut full.⁹

⁷Household Finance Corporation, op. cit., p. 26.

⁸United States Bureau of Agricultural Economics, Mothers' Opinions of Fibers in Selected Items of Children's Clothing, United States Department of Agriculture, Bulletin 65 (Washington: Government Printing Office, October, 1951), p. 175.

⁹Ibid.

According to the Bureau of Home Economics¹⁰ it has always been a problem to know what size garment to buy. Through the Works Progress Administration, the Bureau of Home Economics conducted a research project, measuring 147,088 from 15 states. Through this survey it was found that the most accurate method of sizing clothes for children is by height and hip measurements, and the poorest indicator of body dimensions is that of age.

Thompson and Rea¹¹ state that steps have been taken toward obtaining standard body measurements for sizing children's clothes.

In a Virginia Study¹² it was found that more than 62 per cent of 100 homemakers studied wanted the garment size in measurements. There appears to be varying differences of opinions regarding the best method or methods of size labeling. The Human Nutrition and Home Economics Services of the United States Department of Agriculture, after extensive research, found that height, weight, waist, and hip measurements are the best guide to sizing.¹³

O'Brien and Girshick give their reasons for the need of scientific measurement as,

¹⁰Mary Wood McLintock, and Eleanor Sandstrom, Children's Clothing, (Ames: Iowa State College Extension Service, May, 1940), p. 22.

¹¹Henrietta Mary Thompson, and Lucille E. Rea, Clothing for Children (New York: John Wiley & Sons, Inc., 1949), p. 210.

¹²Blake, Glisson, and Tate, op. cit., p. 182.

¹³Household Finance Corporation, op. cit., p. 26.

The rapid growth of the pattern and ready-to-wear industry in the United States has brought with it many difficulties in the proper sizing of garments and patterns, especially those manufactured for women and children.¹⁴

The O'Brien and Girshick study¹⁵ proposed a standard system based on height and girth of hips. They stated that the problem of garment sizing is finding one measurement or a combination of measurements which best predict the other dimensions of the child's body and that if the height of the child is known, his other lengths can be fairly accurately predicted.

What is an informative label? As a basis for construction of the checklist for the parents and the store forms, a master label outline, formulated by the National Consumer-Retailer Council, was followed (See Appendix). It defines an informative label as one which answers the following six questions:

1. What is product made of? (Composition)
2. How is it made? (Construction)
3. How will it perform? (Performance)
4. How should it be used?
5. How should it be cared for?
6. What is the name and address of the manufacturers or distributor?¹⁶

Purpose of an informative label. If both consumer and retailer are to receive the maximum satisfaction for the money expended, the consumer

¹⁴Ruth O'Brien and Meyer A. Girshick, Children's Body Measurements for Sizing Garments and Patterns, United States Department of Agriculture, Miscellaneous Publication, No. 365 (Washington: Government Printing Office, September, 1939), p. 1.

¹⁵Ibid., pp. 2-6.

¹⁶How Informative Labels Help You Stretch Your Dollars, loc. cit.

should be given definite ideas of the quality of the product. According to Wolcott¹⁷ this can only be conveyed by specific facts. Wolcott also states that,

The purpose of an informative label is to enable the consumer to buy wisely and the store to sell intelligently, to the end that the consumer gets the maximum satisfaction for the money expended and the store handles the transaction with the minimum possibility for returns and adjustment.¹⁸

Understanding Labels. Lasser and Porter in their book, How to Live Within Your Income¹⁹ state that it is astonishing how labels influence Americans and sad how little we know about this development. Some labels can be so impressive and yet have very little meaning while others appear insignificant and are very important. They classify labels into two types:

- (a) Of one type are labels giving only the brand name or trade mark and no other information about the product;
- (b) Of a second type are labels providing specific information on the quality, size, grade, etc., of the item.²⁰

Values of Informative labels. Various authors and committees have set up standards for the information that should be included on labels; however, there appears to be none that are in complete agreement. The

¹⁷Roger Wolcott, Informative Labeling (New York: National Consumer-Retailer Council, Inc., 1949), p. 14.

¹⁸Ibid.

¹⁹J. K. Lasser, and Sylvia F. Porter, How to Live Within Your Income (New York: Simon and Schuster, 1948), pp. 29-30.

²⁰Ibid., p. 30.

National Consumer-Retailer Council states that:

Informative labels enables the consumer to judge price in terms of quality, judge the hidden characteristics of an article, compare different products, help in the selection of articles best suited to consumer needs, and how to use and care for the product.²¹

Thompson and Rea²² say that a good label is one which will give facts that help judge the extent to which the garment will meet the needs of the child. It will state the fiber used and give special processes or finishes used in the manufacturing of the fabric. There should also be factual information regarding shrinkage and colorfastness and there will be suggestions for care in order to obtain good service. The name of the manufacturer will also be given.

According to Coughlin²³ a good tag should be worded concisely in simple terms. Although not all qualities or values need to appear on every tag, the service qualities or invisible values which consumers need to know about are:

1. Tensile or breaking strength.
2. Fiber content.
3. The manufacturer's name or trade mark.
4. Color resistance to fading.
5. Shrinkage.
6. Special finishes.
7. Care instructions
8. Manufacturers' guarantees.²⁴

²¹How Informative Labels Help You Stretch Your Dollars, op. cit., pp. 1-2.

²²Thompson and Rea, op. cit., pp. 258-259.

²³Coughlin, op. cit., pp. 8-12.

²⁴Ibid.

Trilling and others²⁵ state that labels are of value to consumers only when they have real meaning in terms of services and performances, while Wingo²⁶ says that labeling can be improved only by consumer demands. From these statements one could conclude that if informative labeling is to be available, consumers must demand the information that they desire.

Wingo also says that labels should give:

1. Trade name.
2. Percentage composition.
3. Finishes such as colorfastness, moth protection, glaze or starch permanency, crease resistance, etc.
4. Directions for care.
5. Manufacturer and address.²⁷

Laws and Practices Concerning Labeling. In using the master label outline, the National Consumer-Retailer Council, Inc.,²⁸ recognizes the existence of local, State or Federal regulations for consumer protection.

The Wool Products Labeling Act, passed by Congress in 1939, sets up the following label requirements:

1. A product must not be falsely or deceptively stamped, tagged, labeled or otherwise identified.
2. A stamp, tag, label, or other means of identification must be affixed to the product showing the following facts:

²⁵Mabel B. Trilling, E. Kingman Eberhart, and Florence Williams Nicholas, When You Buy (New York: J. B. Lippincott Co., 1938), p. 261.

²⁶Caroline E. Wingo, The Clothes You Buy and Make (New York: McGraw-Hill Book Company, Inc., 1953), p. 52.

²⁷Ibid.

²⁸Wolcott, loc. cit.

- (a) The percentage of the total fiber by weight of the product, exclusive of ornamentation which is (1) wool, (2) reprocessed wool, (3) re-used wool, (4) each fiber other than wool if it constitutes five or more per cent of the total weight, and (5) the aggregate of all fibers other than those named above.
- (b) The maximum percentage of the total weight of the product of any nonfibrous loading, filling, or adulterating matter.
- (c) The name of the manufacturer of the wool product and/or the name of the persons delivering the products of shipment, shipping, selling, or offering them for sale.²⁹

The Federal Trade Commission enforces this act. The Federal Trade Commission also has set up similar acts for consumer protection concerning the labeling of silk, rayon, and linen.³⁰

In addition to the existing legislation, however, there seems to be a great need for more and better labeling laws for consumer protection.

²⁹Jessie V. Coles, Standards and Labels for Consumers' Goods (New York: The Ronald Press Company, 1949), p. 441.

³⁰Ibid., pp. 444-448.

CHAPTER III

METHODS AND PROCEDURES

To study the label information on ready-made clothing for pre-school children, literature on labels for clothing was reviewed with particular emphasis on children's clothing.

In order to make the study more meaningful, it was felt that comparisons (1) of information used by parents with that available, and (2) of additional information desired by parents with that available, should be made.

From information derived from literature and from specialists in Clothing and Textiles, a checklist of selected items found on labels of children's clothing to be used for recording interviews with parents was developed.

Data obtained from the parents included:

1. Local stores in which parents purchased ready-made clothing for their pre-school children.
2. Extent to which parents purchased ready-made garments, made them or had them made.
3. Items of information considered most desirable when purchasing clothing for pre-school children.
4. The extent of information used, concerning garment construction, use, and care.
5. The extent of the use of information concerning special performance features.
6. Factors affecting selection when purchasing clothing for pre-school children.

7. Additional information desired.
8. Desired changes in the labeling of clothing for pre-school children.
9. General comments.

The checklist was used to record items which this group of parents used when purchasing clothing for their pre-school children and the degree to which they used said items of information. Open-end questions, which allowed parents to suggest desired types of information not included on the checklist, were also included.

The parent record form was tested on six mothers of pre-school children not included in the sample group. Revisions were made on the basis of the tests. In the revised form, the open-end questions were placed after each group of items instead of at the bottom of the checklist. The revised form (See Appendix) included questions pertaining to the sources of the information concerning special garment construction features.

The revised parent form (See Appendix) also included a list of local stores in which parents purchased clothing for their pre-school children. This was not included on the first form.

Permission was obtained from the director of Woman's College Nursery School and the principal of Curry Demonstration School to interview the parents of the children enrolled in Woman's College Nursery School and Curry Demonstration School Kindergarten.

This study was conducted in Greensboro, North Carolina in the Spring of 1956. Greensboro's industrial structure is a broad one including textiles, furniture, ready-to-wear garment manufacturing, and a variety of other leading

industries.

Data for the parent group were obtained from the twenty mothers of the twenty-two children enrolled in Woman's College Nursery School and from the nineteen mothers of the children enrolled in Curry Demonstration School Kindergarten.

Information on application forms indicated that parents of the children enrolled in the Woman's College Nursery School were generally of middle and upper middle class. From data on occupations and information received from the school, the families of children enrolled in Curry Demonstration School Kindergarten seemed to vary from lower middle class to upper middle class. No attempt was made to classify the families as to socio-economic status since the method of selecting children makes for relative homogeneous grouping in this respect.

Parents of the children in Woman's College Nursery School were selected because the investigator was familiar with the group. The Curry School Kindergarten was chosen in order to make the ages of the sample group extend to the age of public school entrance and to increase the number of parents in the sample.

Arrangements for interviews were made by telephone. Personal interviews were used in order that topics in the checklist and the responses could be more fully explained and better interpreted. The investigator visited most of the parents' homes for the interviews. A small percentage of the mothers in each group who worked outside the home preferred that the investigator come to their offices. On two occasions mothers asked that the checklists be left and called for at a later date.

From sources similar to those used in parent forms, a checklist was constructed for use by the investigator in obtaining information found on labels in the stores. Data obtained from the store form included:

1. Information regarding garment construction, use, and care.
2. Fiber and fabric composition.
3. Special garment construction features.
4. Instructions for care of garment.
5. Special performance features.
6. Recommendations for use of garment.
7. Name and address of garment manufacturer, fabric manufacturer, and brand name.
8. Testing laboratories.
9. Physical description of label or labels.
10. Any other information not included on form.

The store form was tested on twenty-five garments in one store not included in the sample. The revisions for this form were minor. (See Appendix for revised form.)

The local stores selling clothing for pre-school children were categorized on the parent record form as: (1) Department Store, (2) Specialty Shop, (3) Mail Order Retail Store, and (4) Five and Ten Cent Store. The mothers checked the stores in which they purchased ready-made clothing for their pre-school children. In each category, the store that was checked most frequently was selected as a laboratory in which to study labels. (See Appendix for categorizing of stores.)

The Department Store chosen by parents is located in the business

district of Greensboro. It offers a variety of articles in its various departments. Credit systems, lounges, and a Bargain Basement are some of the special services available to the customers of the selected Department Store. It is a chain store, affording to offer goods at lower prices due to quantity buying.

The Specialty Shop is located in one of the shopping centers surrounding Greensboro. It specializes primarily in children's clothing, selling some infants' wear, and a small assortment of toys.

The Mail Order Retail Store is an outlet store located in the shopping district of Greensboro. Merchandise can be purchased directly from the store or by mail order.

The Five and Ten Cent Store is located in the business district of Greensboro. In general, it sells a variety of items smaller in value than is found in the Department Store. It is a chain store, associated with a large firm of Five and Ten Cent Stores in many states.

Permission was obtained from the respective stores to study information on labels on ready-made play clothing for pre-school children.

In this study the garments selected for label study were play-clothing, including: boxer shorts for boys and girls; T shirts for boys and girls; boy's jeans and shirts; and blouses, skirts, and dresses for girls. These items, in general, reflected the wearing apparel of the children enrolled in the Nursery School and Kindergarten Groups.

In selecting the labels to study in the stores, every sixth garment was used. The one exception was in the selection of dresses in three of

the stores where the stocks were rather large. Every twelfth dress was chosen in these stores. Size (according to age) 3 through 8 were studied.

Every label on the garment was studied and all of the information checked on one form. Space was provided on the forms for a physical description of the labels.

The Mail Order Retail Store and the Five and Ten Cent Store did not stock, at this season, enough skirts to make a study of the labels of value to this study.

CHAPTER IV

ANALYSIS OF INFORMATION OBTAINED FROM PARENTS

As was stated in the Methods and Procedures, data for the parent study were obtained from the twenty mothers of the twenty-two children enrolled in Woman's College Nursery School and from the nineteen mothers of the children enrolled in Curry Demonstration School Kindergarten.

The range of all children's ages in the 39 families varied from six weeks to twelve years. The thirty-nine families interviewed, averaged 2.69 children per family.

The ages and sex of the children enrolled in the two schools are shown in Table I.

TABLE I

AGE AND SEX OF CHILDREN ENROLLED
IN WOMAN'S COLLEGE NURSERY SCHOOL AND
CURRY DEMONSTRATION SCHOOL KINDERGARTEN

Ages of Children	Male	Female	Total
3	3	3	6
4	4	7	11
5	6	2	8
6	8	8	16
Total Number	21	20	41

The sex of the children was almost equally divided. This is probably due to the programs carefully planned by school administrators in setting up curricula for the laboratory schools. The ages were less evenly distributed. This may have been due to the varied number of years of eligibility for the children in the respective school. The concentration of children in the six-year age group is probably due to the time of year in which the study was made.

Origin of Children's Clothing In This Study. In order to determine the sources of children's clothing, mothers were asked whether they purchased ready-made clothing, made clothing for their children, had children's clothing made.

Table II shows that over 75 per cent of the mothers indicated that they usually purchased clothing for their pre-school children. Over 60 per cent of the mothers stated that they never made clothing for their pre-school children while 93 per cent stated that they never had clothing made for their pre-school children.

During the interviews with parents, many mothers seemed to be apologetic because of their inability to sew. Comments by the mothers in this group such as: "Need to learn to sew," and "Would love to learn to sew," were frequently heard.

Although a survey of hand-me-downs was not attempted in this study, several of the mothers in this group made comments concerning hand-me-down garments. Some of the comments follow:

Girls wear hand-me-downs.
Fortunate in receiving hand-me-downs.
Never worry about outgrown clothes with three girls.
Children wear quite a few hand-me-downs.

TABLE II
ORIGIN OF CHILDREN'S CLOTHING IN THIS STUDY

	Usually		Occasionally		Never	
	No.*	Per Cent	No.	Per Cent	No.	Per Cent
Do you purchase ready-made clothing for your pre-school children?	32	78	9	22	0	0
Do you make clothing for your pre-school children?	8	20	8	20	25	60
Do you have clothing made for your pre-school children?	0	0	3	7	38	93

* Number of mothers.

Influence of Sex of Child on Items of Label Information. There were two sets of siblings enrolled in Woman's College Nursery School. Mothers of the siblings enrolled in the Nursery School were asked to complete a checklist for each child. It was believed that the sex of the child might have a direct influence upon the information used and desired by the parents. Tables III and IV show the general items of information on labels, ranked in order of desirability by mothers of male and of female pre-school children.

Seven items (See Appendix for Form) were listed on the form with blanks left for additions to be given by the mothers. All of the mothers in both groups checked at least three items; a large percentage ranked seven. Mothers of boys were affected by more items not listed than were

TABLE IV

ITEMS OF INFORMATION ON LABELS RANKED IN
ORDER OF DESIRABILITY BY MOTHERS*
OF MALE PRE-SCHOOL CHILDREN

Choices	Total No.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total Points
Point Rating	Answer- ing	8	7	6	5	4	3	2	1	
Size of Garment	20	144	7		5					156
Price	20		56	36	10	8	3	2		116
Workmanship	20	16	35	36	15	4	9			115
Colorfastness	21		28	24	30	24	3			109
Self-Help Features	17		14	18	15	12		10	1	70
Special Perform- ance Finishes	14			18	25	16	6			65
Results of Lab. Tests	11			6	5	4	12	6	1	34
Others:										
Quality of Material	2		7			4				11
Care of Garment	2			6	5					11
Attractiveness	1	8								8
Brand Name	1				5					5
Child's Taste	1								1	1
Style	1								1	1
*Total of 21 Forms 20 Mothers										

mothers of girls. For clarification, a point rating was used for ranking preferences in order. The size of the garment was ranked as the most desirable item of information by mothers of both boys and girls.

Mothers of boys differed by desiring price of garment as the second item and workmanship the third item in importance when considering a purchase of ready-made clothing for pre-school boys.

Mothers of boys indicated self-help features as the fifth item desired, while mothers of girls listed it as their seventh choice. This may be an indication that mothers of girls do not recognize the need for self-help garments as much in the pre-school years as do mothers of boys. As one investigator expressed it, ". . . girls dress themselves with greater ease and at an earlier age than boys, for they have fine motor coordination and a flexible rotation of the wrist."¹

Factors Affecting Selection of Ready-Made Clothing. Since information on labels is not the only source used in obtaining information about a garment, one question was constructed to ascertain the factors most likely to affect the selection of pre-school children's ready-made clothing.

Table V indicates that the factor affecting the largest percentage of the mothers was quality of material. Ninety-five per cent stated that the quality of the material from which the garment was made usually affected their selection of the garment while only 5 per cent said that they were never affected by quality of material.

It is significant that over 85 per cent of the mothers stated that

¹Thompson and Rea, op. cit., p. 7.

TABLE V
FACTORS AFFECTING PARENTS' CLOTHING SELECTION

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Brand Name	22	53	15	37	4	10
Description on Label	16	39	18	44	7	17
Recommendation of Friend	4	10	20	49	17	41
Advertising in Magazines	5	12	17	42	19	46
Advertising in Newspaper	3	7	22	54	16	39
Advertising on Television	1	2	14	34	26	63
Recommendation of Clerk	4	10	21	51	16	39
Difference in Price	14	34	20	49	7	17
Attractiveness of Garment	34	83	2	5	5	12
Quality of Material	39	95	0	0	2	5
Recommendations and Approval Labels	19	46	15	37	7	17
Recommended Uses	6	15	14	34	21	51
Name of Manufacturer	14	34	19	46	8	20
Service of Store	15	37	16	39	10	24
Previous experience with Same	34	83	2	5	5	12
Others						

they were affected by brand name, attractiveness of garment, and previous experience with same; while 83 per cent of the mothers were affected by description on label, difference in price, and recommendations and approval labels.

Twenty-five per cent of the mothers were not usually affected by advertising in newspapers, magazines, and on television.

Size Labeling. Mothers in the parent group were asked to check the methods of size labeling they used in purchasing clothing for their pre-school children. Size according to age was used by more mothers than any other methods. Size according to body measurements and size according to weight were used by over one-third of the mothers. (See Table VI.)

A small per cent of the mothers indicated the use of height, leg length, and an overall look at the garment as methods employed when selecting pre-schoolers' clothing.

Table VII also shows the desired changes in sizes that were indicated by parents of pre-school children. Sizes that fit with allowance for growth was checked most frequently, with 75 per cent of the mothers indicating a desire for this change.

Additional changes that were listed by mothers indicate a variety of changes desired concerning present methods of size labeling. A list of additional changes expressed follow:

1. Size labels sewn in -- woven ones.
2. Size to appear on permanent label rather than one which is to be torn off.

TABLE VI
METHODS OF SIZE LABELING USED BY PARENTS

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Size According to Age	23	56	8	20	10	24
Size According to Weight	17	41	12	29	12	29
Size According to Body Measurements	19	46	7	17	15	37
Others:						
Height	1	2				
Leg Length	1	2				
Look at Garment	1	2				

TABLE VII
 CHANGES IN SIZES DESIRED BY PARENTS*

	Number	Percentage
Size standardized	14	34
Size in body measurements	13	32
Sizes that fit with allowance for growth	30	75
Three sizes in each age group: (Tall and thin, average, short and plump)	28	70
Others:		
Odd sizes	3	7
Sized more correctly	2	5
Sizes relating to weight and build	2	5
Sizes sewn in better	2	5

*Forty of forty-one forms were checked at least once

3. Size labels waterproof and permanent.
4. Size labels that stay in during laundering.
5. More size labels.
6. More durable labels with sizes that will hold up in case of hand-me-downs.
7. Sizes more accurate--that run true to age.
8. Sizes in weight.
9. Tall and plump sizes.
10. Small, medium, large or full sizes.
11. Waist, hip, and chest measurements.
12. Three sizes in each age group.
13. Three sizes in each age group in better items.
14. Better selection of odd sizes.
15. Chubby sizes same price as regulars.
16. Size baby clothes according to weight rather than age (age 0 months to 2 years).
17. Size according to weight, waist, chest, and hip measurements (3, 4, and 5 year olds).

Comments made concerning sizes and size labeling denote confusion of methods used in sizing. An open-end question was placed at the end of the checklist for comments. Specific comments made by mothers follow:

Different manufacturers' sizes vary. In size 5, none are alike.
 Have to buy larger than age.
 Can't buy for two years' wear. They look too big. Rather have worn clothes too small, than new ones so large.
 Sizes don't seem to run large enough. One boy $5\frac{1}{2}$ years old, wears size 8.
 Use size according to age tho one learns that chronological age is not equivalent to "size age."
 Sizes don't run true.
 Sizes vary.

Sizes are misleading.

Seldom look for anything except size and price.

Age four wears a 4.

Size according to child's age is wrong from six months on up.

I believe that families would welcome more of the "body measurements" sized clothes.

Influences of Fiber and Fabric Compositions. Parents did not appear to be noticeably influenced by fiber and fabric composition. Table VIII reveals that 78 per cent of the mothers in this group stated that they were usually affected by fiber content, while thread count and gauge was stated by over 70 per cent of the mothers in this group as never influencing their selection of ready-made clothing for pre-school children.

TABLE VIII

EXTENT TO WHICH FIBER AND FABRIC COMPOSITIONS
INFLUENCE PARENTS WHEN PURCHASING CLOTHING
FOR PRE-SCHOOL CHILDREN

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Fiber Content	32	78	2	5	7	17
Weave	16	39	11	27	14	34
Thread Count	5	12	7	17	29	71
Gauge	4	10	3	7	34	83
Runproof	11	27	7	17	23	56

Garment Construction Features and Source of Information. Generally speaking most of the garment construction features on the checklist were of importance to the mothers when purchasing ready-made clothing for pre-school children with the exception of number of stitches per inch. Fasteners were ranked by 35 of the mothers or 85 per cent as being of importance when making purchases (Table IX).

Over 75 per cent of the mothers were influenced by special seam finishes, special openings, and self-help features. Additional construction features desired by mothers of pre-school children included: reinforced knees; prepared patches with jeans; suspender loops on shirts; durable trimmings; and two-way zippers.

When asked the source of the information concerning garment construction features, the majority of the mothers indicated that this information was obtained from the garment. This may be due to a lack of this type of information on labels.

Comments made by parents concerning garment construction features were not concentrated on any particular feature. One comment expressed, "Children's clothes made well on the whole. Suitable and available for any occasion for any size child," seems to be the general expression of the mothers in the sample group, concerning garment construction features.

Garment Care and Extent of Its Use. Garment care was one of the areas in which mothers of pre-school children expressed a very positive use of information available. All of the mothers in this group stated that they used the washing instructions on labels. (See Table X). Ironing instructions,

TABLE IX
 IMPORTANCE OF GARMENT CONSTRUCTION FEATURES
 TO MOTHERS AND THE SOURCE OF INFORMATION

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
No. of stitches per inch	4	10	7	17	30	73
Special seam finishes	25	61	7	17	9	22
Special openings	28	68	5	12	8	20
Self-help features	21	51	13	32	7	17
Decorative features	18	44	11	27	12	29
Fasteners	30	73	5	12	6	15
Do you get this information from garment	33	80	5	12	3	7
Do you get this information from labels	10	24	22	54	9	22

TABLE I
 LABEL INFORMATION CONCERNING GARMENT CARE
 AND EXTENT OF ITS USE*

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Washing Instructions	40	98	1	2	0	0
Ironing Instructions	33	80	5	12	3	7
Drying Instructions	30	73	4	10	7	17
Hanging Instructions	19	46	12	29	10	24
Daily Storage Instructions	8	20	13	32	20	49
Dry Cleaning	36	88	2	5	3	7
Seasonal Storage	13	32	13	32	15	37
Removal of Spots and Stains	17	41	15	37	9	22

*Total Number of Responses was 41.

and dry cleaning instructions were used by over nine-tenths of the mothers and over three-fourths of the mothers indicated their use of drying instructions, hanging instructions, and instructions for the removal of spots and stains.

Only 7 per cent of this group of mothers stated that they never used ironing instructions or dry cleaning instructions found on a label.

Mothers in this group listed additional information that they desired on labels concerning garment care. Some of the information that mothers indicated a desire for, follows:

1. Wash and no-iron garments.
2. Ease in care--little handwashing, little fussy ironing.
3. Temperature of water for specified items.
4. Colorfast in washing machine under usual care of colored clothing.
5. Instructions for care in washing machine.

One mother stated that she felt that manufacturers of children's clothing were beginning to realize the use of automatic dryers in the home. She also stated that she had recently found children's garments with drying instructions on labels for use of automatic dryer.

Recommendations for Use of Garment. In order to ascertain the extent to which the recommendations for garment use were helpful to parents when purchasing ready-made clothing for pre-school children, one question was constructed on the parent form. Answers were almost equally divided with 15 mothers stating that they usually found the information helpful. Nine of the mothers indicated that recommendations were occasionally helpful

while 16 of the mothers stated that they never found the information helpful. One mother did not answer.

The following comments express some of the feelings that mothers in this group stated concerning the recommendations for use of the garment.

Use own discretion.

If article is appropriate, pay no attention to label, usually. Recommendations for use would not determine purchase. These features usually raise price of garment.

Buy what I like if I can afford it.

Special Performance Features. Table XI shows the extent of use of information concerning special performance features.

The outstanding feature in this table was the 90 per cent of mothers who stated that they usually used "Sanforized" as criteria in purchasing a ready-made garment for a pre-school child.

About four-fifths of the mothers indicated that they used colorfast, pre-shrunk, water repellency, and crease resistant features.

Over half of the mothers in this group stated that they never used colorfast to perspiration, and fire retardant features when purchasing ready-made clothing for pre-school children.

Data obtained from the parent interviews were utilized to determine extent of use of label information as well as such information desired by parents. In order to determine label information available for use by these parents when purchasing ready-made clothing for their pre-school children, it was necessary to analyze the actual information found on labels of certain types of clothing for these children which were sold in retail establishments. This analysis is given in the next chapter.

TABLE XI
 EXTENT OF USE OF LABEL INFORMATION CONCERNING
 SPECIAL PERFORMANCE FEATURES

	Usually		Occasionally		Never	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Colorfastness						
Vat Dyed	19	46	5	12	17	41
Colorfast	34	83	1	2	6	15
Colorfast to:						
Sunlight	25	61	4	10	12	29
Washing	31	78	1	2	8	20
Perspiration	7	17	3	7	31	76
Degree of colorfastness	17	41	8	20	16	39
Dimensional Stability						
Preshrunk	30	73	4	10	7	17
"Sanforized"	37	90	0	0	4	10
Stretchage	10	24	12	29	19	46
Special Finish Features						
Water Repellency	22	53	11	27	8	20
Crease Resistance	23	56	10	24	8	20
Fire Retardant	8	20	12	29	21	51
Permanent Crispness	15	37	10	24	16	39
Permanent Glazing	13	32	11	27	17	41
Moth Resistant	12	29	14	34	15	37

CHAPTER V

ANALYSIS OF INFORMATION OBTAINED FROM STORES

As was stated in Chapter III, data for this chapter were obtained from four selected local stores selling ready-made clothing for pre-school children. The garments selected for the label study consisted of play-clothing.

Information obtained from labels in the label study included: methods of indicating garment size, garment construction features, instructions for care of garment, special performance features, special finish features and other information given, and other types of information given.

Table XII shows the total number of garments studied in the respective stores. This is the same on all tables in Chapter V.

Methods of Indicating Garment Size. On Table XII, the various sizing methods were categorized according to: age; weight; weight and height; size charts; and others. Others included: full size; neck size; waist, length, chest measurement; age, weight, height, waist; waist, length; age, waist; inseam; waist, hips, height; waist size; waist, hips; and 8/26.

Size according to age represents the chronological age of the child. Size according to weight is total weight of child in pounds. The size method 8/26 on the garments in this study, indicates size according to age plus chest measurements. Other methods are self-explanatory.

A total of sixteen different methods was found with size according to age being used by a much larger percentage than any other method. This

is probably due to the availability of this method of indicating sizes on children's garments.

Size according to weight was used less frequently than other methods of indicating sizes.

The weight and height method was found on 39 garments in the entire study.¹ This method was used most frequently on the T shirts for boys and girls, and boxer shorts for boys and girls.

Size according to age, weight, and height was found on less than 7 per cent of all labels studied.

Size charts were almost exclusively found on labels of trousers. These charts usually indicated size according to age, height, and weight, although some gave the waist and inseam measurements. Other combinations were found on specific garment labels.

The information used by mothers of pre-school children concerning methods of size labeling was not always found to be indicative of that available on the labels in the stores. Over 75 per cent of the mothers in this group stated that they used size according to age while 70 per cent used size according to weight to some extent when purchasing ready-made clothing for pre-school children. On the label study it was found that size according to weight appeared on labels of only four garments in the entire study, while size according to age appeared on all garment labels except one. The fact that this information was found on the labels in this study may indicate that mothers are not completely satisfied with the

¹A total of 894 labels were included in the label study.

present methods of indicating garment size.

Garment Construction Features as Indicated by Information on Labels.

During the interviews with the mothers, they stated that garment construction features were of importance when purchasing ready-made clothing for pre-school children. Mothers in this group stated that fasteners was the most important feature, while special openings, and special seam finishes were ranked by these mothers, second and third, respectively as being important.

Jeans were the only items in the label study where a noticeable amount of information was found concerning fasteners. This information on labels included: large belt loops, number of belt loops on various sized garments, bar tacks on suspenders, and elastic features to keep shirt in.

Information concerning special openings was found almost entirely on the jeans. Eighty-six per cent (See Table XIII) of the jeans in the Five and Ten Cent Store had some information concerning openings, while 41 per cent of the garments in the Specialty Shop, 38 per cent of the garments in the Department Store, and 33 per cent of the garments in the Mail Order Retail Store had information on the labels concerning openings.

It was also found that labels on jeans contained more information concerning seams and hems than other garments studied.

It is significant to note that although 27 per cent of the mothers felt that the number of stitches per inch was important, no trace of information was found on the labels concerning this feature.

TABLE XIII
GARMENT CONSTRUCTION FEATURES

	Self-Help				Construction						Service it will give		Others	
	Fasteners		Openings		Seams Hems		Decoration Sleeves		Reinforces Growth Features					
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Dresses (Girls)														
Department	0	0	0	0	1	1	3	4	5	7	65	94	4	5
Mail Order	0	0	0	0	5	17	10	33	0	0	0	0	5	17
Specialty Shop	0	0	0	0	0	0	2	14	0	0	4	29	0	0
Five and Ten	0	0	0	0	4	17	2	9	1	4	0	0	4	17
Blouses (Girls)														
Department	0	0	0	0	2	8	8	30	0	0	0	0	0	0
Mail Order	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specialty Shop	0	0	0	0	0	0	0	0	0	0	2	18	0	0
Five and Ten	0	0	0	0	0	0	0	0	0	0	2	13	0	0
Skirts (Girls)														
Department	0	0	0	0	0	0	0	0	0	0	5	50	0	0
Mail Order	0	0	0	0	0	0	0	0	0	0	2	29	0	0
Specialty	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Five and Ten	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jeans (Boys)														
Department	0	0	5	38	8	62	4	31	8	62	4	31	0	0
Mail Order	9	100	3	33	7	78	0	0	9	100	7	78	0	0
Specialty	1	6	7	41	13	76	8	41	13	76	11	65	19	112*
Five and Ten	2	29	6	86	0	0	4	57	8	114*	0	0	4	57

*Percentages over 100 indicate a combination of features under one heading.

Service the garment will give includes such items of information as:

1. Special thread for best wear on each sewing operation.
2. Rust-resisting hardware.
3. Guaranteed against any defects in workmanship or material.
4. Money back guarantee.
5. Lasting size and shape to insure pride and comfort.
6. Cool.
7. Wears like iron.
8. Unconditionally guaranteed.
9. Feel cool, stay fresh, travel light, pack in small space.
10. Nylon gives extra seam strength.

Reinforcements and growth features were predominantly found on jeans.

Other garment construction features which were referred to on labels included: full elastic waistband, cut of garment, and tailored to fit.

When mothers were asked the source of the information concerning garment construction features, the majority stated that they obtained the information by looking at the garment instead of from the label. Since the additional information desired by this group of mothers seemed to be personalized, one could conclude that the information available concerning garment construction features is adequate for mothers when purchasing ready-made clothing for pre-school children.

Instructions for Care of Garment, Found on Labels. Garment care instructions was an area of garment labeling which mothers indicated that they used to a large extent. Information on labels concerning instructions for care of garment was probably the most thoroughly labeled area in the study of labels. A large percentage of all of the labels in the study gave some information pertaining to the care of the garment.

Table XIV shows that the instructions for garment care were categorized according to: washable, washing instructions, soaps and detergents, drying, ironing, dry cleaning, and others. Information regarding washable included such terms as: laundry carefully, guaranteed washable, unconditionally washable, and completely washable.

Washing instructions which included: length of washing, washing, rinsing, temperature of water, and do not boil or soak, appeared to be very adequately labeled. Over 50 per cent of the dresses in the Mail Order Retail Store, and the Specialty Shop, skirts in the Department Store and Mail Order Retail Store, shirts in the Mail Order Retail Store, and the Five and Ten Cent Store, had instructions on the labels for washing of garment.

Over 60 per cent of the jeans in the Department Store had information on the label concerning instructions for use of soaps and detergents. Bleaching directions were also included under this heading.

Drying instructions were available on over one-half of labels on dresses in the Specialty Shop, and shirts in the Mail Order Retail Store. Drying instructions included smoothing instructions and hanging instructions.

TABLE XIV (continued)

	Instructions Included													
	Washable		Washing		Soaps and Detergents		Drying		Ironing		Dry Cleaning		Others	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Shirts (Boys)														
Department	5	22	5	22	0	0	5	22	7	30	0	0	0	0
Mail Order	9	53	22	129*	9	53	0	0	8	47	0	0	0	0
Specialty Shop	5	42	1	8	0	0	2	17	4	33	0	0	0	0
Five and Ten	7	37	11	58	1	5	5	26	0	0	0	0	0	0
T-Shirts (Boys and Girls)														
Department	10	12	5	6	0	0	0	0	0	0	0	0	0	0
Mail Order	15	41	0	0	0	0	0	0	0	0	0	0	0	0
Specialty Shop	7	23	14	45	3	10	0	0	0	0	0	0	0	0
Five and Ten	22	52	5	12	0	0	0	0	4	10	0	0	0	0
Boxer Shorts (Girls)														
Department	26	25	23	22	25	24	40	38	17	16	1	1	0	0
Mail Order	1	7	1	7	1	7	0	0	0	0	0	0	0	0
Specialty Shop	3	33	0	0	1	11	0	0	0	0	0	0	0	0
Five and Ten	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Boxer Shorts (Boys)														
Department	14	12	5	4	2	2	0	0	0	0	0	0	0	0
Mail Order	3	9	4	12	4	12	6	18	4	12	0	0	2	6
Specialty Shop	11	33	5	15	0	0	2	6	0	0	0	0	0	0
Five and Ten	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Percentages over 100 indicate a combination of features under one heading.

A portion of the dresses in all of the stores had some information on the labels concerning ironing instructions. The temperature of iron for trimmings and starching instructions were included under this heading.

Dry cleaning instructions were found on only eight garments in the entire study of labels probably because most play clothes are meant to be washed rather than dry cleaned.

Other information concerning instructions for care of garment included: the removal of detachable trimmings before washing, wash before wearing, and washable elastic.

Special Performance Features. In ascertaining the availability of special performance features, it was found (See Table XV) that statements concerning shrinkage were found on the labels studied more often than any other feature. Since 90 per cent of the mothers of pre-school children in the study specifically used "Sanforized," a separate category was used to show the frequency and percentage of garments indicating this feature.

Special performance features on Table XV included: colorfast, dyeing, other features concerning colorfastness, "Sanforized," shrinkage, stretchage, and other dimensional stability features.

Colorfast included: colorfast, fast color, reasonably fast color, absolutely fast color, and guaranteed fast color. Statements concerning colorfast were available on 73 per cent of the labels of T shirts in the Department Store and on 73 per cent of the boy's boxer shorts labels in the Department Store.

Dyeing, which included vat dyed, vat color, fast dye, and indigo

TABLE XV
SPECIAL PERFORMANCE FEATURES

	Colorfastness						Dimensional Stability							
	Color Fast		Dyeing		Others		"Sanforized"		Shrinkage		Stretchage		Others	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Dresses (Girls)														
Department	1	1	0	0	3	4	5	7	14	20	0	0	0	0
Mail Order	0	0	0	0	0	0	0	0	9	30	0	0	1	3
Specialty Shop	1	7	0	0	2	14	0	0	5	36	0	0	2	14
Five and Ten	12	52	0	0	0	0	0	0	8	35	0	0	0	0
Blouses (Girls)														
Department	8	31	0	0	1	4	7	27	14	54	0	0	6	23
Mail Order	0	0	0	0	0	0	4	44	2	22	0	0	0	0
Specialty Shop	2	18	1	9	1	9	2	18	7	64	0	0	1	4
Five and Ten	2	13	2	13	0	0	12	80	2	13	0	0	0	0
Skirts (Girls)														
Department	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mail Order	0	0	0	0	0	0	0	0	0	0	1	14	0	0
Specialty Shop	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Five and Ten	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jeans (Boys)														
Department	0	0	8	62	5	38	9	69	8	62	0	0	0	0
Mail Order	2	22	7	78	2	22	7	78	7	78	0	0	0	0
Specialty Shop	0	0	3	18	0	0	13	76	13	76	0	0	0	0
Five and Ten	0	0	0	0	0	0	7	100	7	100	0	0	0	0

TABLE XV (continued)

	Colorfastness						Dimensional Stability							
	Color Fast		Dyeing		Others		"Sanfor-ized"		Shrinkage		Stretchage		Others	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Shirts (Boys)														
Department	1	4	0	0	0	0	10	48	13	57	0	0	0	0
Mail Order	4	24	0	0	0	0	0	0	4	24	0	0	4	25
Specialty Shop	1	8	0	0	0	0	8	67	3	25	0	0	0	0
Five and Ten	1	5	0	0	0	0	1	5	1	5	0	0	5	26
T-Shirts (Boys and Girls)														
Department	27	73	3	2	0	0	0	0	0	0	0	0	0	0
Mail Order	0	0	0	0	11	30	0	0	4	11	0	0	7	19
Specialty Shop	0	0	3	10	9	29	0	0	0	0	7	23	0	0
Five and Ten	5	12	0	0	0	0	0	0	0	0	0	0	6	14
Boxer Shorts (Girls)														
Department	3	3	0	0	4	4	39	38	58	56	0	0	6	6
Mail Order	0	0	0	0	0	0	14	93	0	0	0	0	0	0
Specialty Shop	1	11	0	0	0	0	3	33	0	0	0	0	0	0
Five and Ten	0	0	0	0	0	0	43	100	0	0	0	0	0	0
Boxer Shorts (Boys)														
Department	84	73	0	0	1	3	10	9	3	9	0	0	0	0
Mail Order	0	0	0	0	12	35	8	24	7	21	0	0	0	0
Specialty Shop	10	30	0	0	1	3	12	39	15	45	0	0	0	0
Five and Ten	0	0	0	0	0	0	15	79	0	0	0	0	0	0

dyed, was found almost exclusively on the labels of jeans.

Other features concerning colorfastness included: wash fast; fast to light, laundering, and atmospheric fumes, cracking, gas fading, and cleaning fluids; "Superfast, Sta Bright Colors;" and wash fast colors.

Reference to "Sanforized" which was classified under dimensional stability, was found on a portion of all of the blouses, jeans, and boxer shorts in the label study. Garments on which "Sanforization" was referred to most frequently were the blouses sold by the Five and Ten Cent Store (80 per cent), jeans in the Mail Order Retail Store and the Five and Ten Cent Store, boxer shorts for girls in the Mail Order Retail Store and the Specialty Shop, and boxershorts for boys in the Five and Ten Cent Store. On these garments the word "Sanforized" appeared on labels over 75 per cent of the time.

Under shrinkage was included: shrinkage controlled, pre-shrunk, and percentage of residual shrinkage. Over 60 per cent of all of the jeans had label information concerning shrinkage.

Over 50 per cent of the blouses in the Department Store, and in the Specialty Shop, shirts in the Department Store, and girl's boxer shorts in the Department Store had information on the label concerning shrinkage. This percentage did not include the information labeled "Sanforization."

Information regarding stretchage was found on labels in two of the stores but did not total 1 per cent of the labels studied; however 53 per cent of the mothers in the parent group stated that they usually or occasionally used information concerning stretchage. From these figures, we can assume that mothers would use more information regarding stretchage

if it were available.

Other dimensional stability features included such items as shrunk finish, shrunk proof, shrink resisting, controlled residual shrinkage, will not shrink out of fit, and fully shrunk.

Special Finish Features and Other Information Given. Reference to water repelling which included "Zelan," and water repellency (See Table XVI) was found on only 18 per cent of the boxer shorts for boys in the Specialty Shop. A lack of label information concerning water repellency may be due to the specific garments selected for the study. Other seasons of the year may have made a difference in this feature.

Reference to crease resistance features included: wrinkle resistant, resists wrinkles, "Wrinkl-shed," wrinkles smooth out, wrinkles hang out, crease resistant, and sheds wrinkles. These special finishes were found primarily on clothing for girls; however, they were not significant.

Permanency included: permanent crispness, permanent crispness and luster, permanent crisp and fresh, permanent wrinkles, perma pleating, perma pressed, retains crispness and brightness, and "Everglaze." The highest percentage of permanency appeared on the labels of skirts in the Department Store where one-half of the garments had information on the label concerning this feature.

Resistant to specific items included: wind, soil, perspiration, moths, abrasions, fading, non-oily stains, moth proof, non-allergic, imparts soil resistance, retards perspiration odors, and resists stains. Sixty-five per cent of the shirts in the Department Store had information concerning

TABLE XVI

SPECIAL FINISH FEATURES AND OTHER INFORMATION GIVEN

	Special Finish Features								Other Information Listed			
	Water Repelling		Crease Resistance		Permanent Finishes		Resistant to Specifics		Fiber Treatments		Fabric Construction	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Dresses (Girls)												
Department	0	0	13	19	13	19	28	41	1	1	6	8
Mail Order	0	0	9	35	7	23	0	0	0	0	12	40
Specialty Shop	0	0	3	21	1	7	4	28	1	7	7	50
Five and Ten	0	0	10	44	1	4	7	30	0	0	4	17
Blouses (Girls)												
Department	0	0	7	27	1	4	12	46	6	23	11	42
Mail Order	0	0	1	11	0	0	0	0	0	0	1	11
Specialty Shop	0	0	2	18	0	0	7	65	1	9	1	9
Five and Ten	0	0	0	0	0	0	1	7	7	47	4	27
Skirts (Girls)												
Department	0	0	0	0	5	50	0	0	0	0	5	50
Mail Order	0	0	2	29	1	14	1	14	0	0	5	71
Specialty Shop	-	-	-	-	-	-	-	-	-	-	-	-
Five and Ten	-	-	-	-	-	-	-	-	-	-	-	-
Jeans (Boys)												
Department	0	0	0	0	0	0	0	0	0	0	17	130*
Mail Order	0	0	0	0	0	0	0	0	0	0	13	144*
Specialty Shop	0	0	0	0	0	0	0	0	0	0	14	82
Five and Ten	0	0	0	0	0	0	0	0	0	0	12	170*

*Percentages over 100 indicate a combination of features.

TABLE XVI (continued)

	Special Finish Features								Other Information Listed			
	Water Repelling		Crease Resistance		Permanent Finishes		Resistant to Specifics		Fiber Treatments		Fabric Construction	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Shirts (Boys)												
Department	0	0	14	61	0	0	15	65	5	22	6	26
Mail Order	0	0	8	47	0	0	10	59	0	0	4	24
Specialty Shop	0	0	3	25	0	0	6	50	0	0	1	8
Five and Ten	0	0	0	0	0	0	10	53	0	0	11	58
T-Shirts (Boys and Girls)												
Department	0	0	0	0	0	0	0	0	25	31	31	38
Mail Order	0	0	0	0	0	0	0	0	33	89	27	73
Specialty Shop	0	0	0	0	0	0	0	0	7	23	34	109*
Five and Ten	0	0	0	0	0	0	0	0	14	33	6	14
Boxer Shorts (Girls)												
Department	0	0	14	13	24	23	33	32	0	0	12	11
Mail Order	0	0	1	7	0	0	3	30	0	0	1	7
Specialty Shop	0	0	1	11	0	0	0	0	1	11	3	33
Five and Ten	0	0	0	0	0	0	0	0	0	0	0	0
Boxer Shorts (Boys)												
Department	0	0	0	0	0	0	0	0	0	0	6	5
Mail Order	0	0	0	0	2	6	0	0	3	9	7	21
Specialty Shop	6	18	6	18	1	3	9	27	7	21	10	30
Five and Ten	0	0	0	0	0	0	0	0	0	0	15	79

*Percentages over 100 indicate a combination of features.

this feature while over 50 per cent of the shirts in the Mail Order and Five and Ten gave information regarding resistances.

Information under Fiber Treatments included mercerizing and combing. Under this heading a total of 89 per cent of the T-shirts gave this information in some form or other.

Fabric construction included: fiber content, percentage of fiber in blend, ply yarn, weight, and knit.

Other Types of Information. Table XVII shows additional information that was obtained from the stores such as: recommendations for use of garment, brand name, fabric and garment manufacturers, addresses of fabric and garment manufacturers, testing laboratories, and physical description of labels.

Recommendations for use of garment were found to be most prevalent on girl's boxer shorts in the Mail Order Store with 47 per cent of the garments having information regarding this feature.

The name of the fabric manufacturer and garment manufacturer appeared more often than their addresses. Sixty-five per cent of all of the garments had name of fabric manufacturer and/or garment manufacturer on their labels while only 22 per cent gave the address of fabric manufacturer and/or garment manufacturer.

Information regarding testing laboratories appeared in two instances in over 100 per cent. This indicated the appearance of more than one testing laboratory on a portion of the jeans in the Department Store and Mail Order Store.

TABLE XVII
OTHER TYPES OF INFORMATION

	Recommendations for use of garment		Brand Name		Fabric Mfr. Garment Mfr.		Addresses of Fabric & Garment Mfr.		Testing Labs.		Physical Description			
	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	Labels 1, 2, 3		Labels 4, 5, 6	
		Cent		Cent		Cent		Cent		Cent	Cent	No.	Per Cent	No.
Dresses (Girls)														
Department	1	1	59	86	30	43	14	20	55	80	32	46	37	54
Mail Order	0	0	30	100	35	116*	1	3	12	17	30	100	0	0
Specialty Shop	0	0	13	93	14	100	11	79	3	21	9	64	5	36
Five and Ten	2	9	4	17	11	48	2	9	2	9	18	78	5	22
Blouses (Girls)														
Department	5	19	26	100	14	54	11	42	12	46	20	77	6	23
Mail Order	0	0	8	90	10	110*	2	22	0	0	9	100	0	0
Specialty Shop	4	36	11	100	6	55	2	18	1	9	6	55	5	45
Five and Ten	0	0	7	49	3	20	0	0	2	13	15	100	0	0
Skirts (Girls)														
Department	0	0	9	90	7	20	1	10	10	100	3	30	6	60
Mail Order	0	0	3	43	6	86	0	0	0	0	7	100	0	0
Specialty Shop	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Five and Ten	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jeans (Boys)														
Department	0	0	8	62	8	62	4	31	16	123*	4	31	9	69
Mail Order	0	0	7	78	12	133*	5	56	14	156*	7	78	2	22
Specialty Shop	0	0	17	100	22	129*	14	82	13	76	17	100	0	0
Five and Ten	2	29	7	100	5	71	1	14	2	29	1	14	6	86

*Percentages over 100 indicate a combination of features.

TABLE XVII (continued)

	Recommendations for use of garment		Brand Name		Fabric Mfr. Garment Mfr.		Addresses of Fabric & Garment Mfr.		Testing Labs.		Physical Description			
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	Labels 1, 2, 3		Labels 4, 5, 6	
Shirts (Boys)														
Department	2	9	14	61	28	122*	17	74	0	0	10	43	13	57
Mail Order	0	0	13	76	13	76	4	24	0	0	17	100	0	0
Specialty Shop	0	0	9	75	6	50	3	25	0	0	12	100	0	0
Five and Ten	0	0	4	21	17	100	5	26	0	0	18	95	1	5
T-Shirts (Boys and Girls)														
Department	0	0	46	57	24	30	0	0	28	76	75	93	6	7
Mail Order	0	0	11	30	19	52	0	0	0	0	37	100	0	0
Specialty Shop	0	0	17	55	11	35	11	35	19	61	29	94	2	6
Five and Ten	2	5	31	74	17	40	0	0	0	0	42	100	0	0
Boxer Shorts (Boys)														
Department	3	3	28	24	18	16	0	0	6	5	112	97	3	3
Mail Order	0	0	9	26	8	24	0	0	0	0	33	97	1	3
Specialty Shop	3	9	29	88	25	76	0	0	3	9	29	88	4	12
Five and Ten	0	0	0	0	12	63	0	0	0	0	19	100	0	0
Boxer Shorts (Girls)														
Department	4	4	72	69	53	51	45	43	60	58	78	75	26	25
Mail Order	7	47	8	53	15	100	1	7	0	0	14	93	1	7
Specialty Shop	0	0	4	44	7	78	3	33	2	22	9	100	0	0
Five and Ten	0	0	19	44	0	0	0	0	0	0	43	100	0	0

*Percentages over 100 indicate a combination of features.

Data from the stores were analyzed from a general point of view. Manufacturers of ready-made garments, consumers of ready-made clothing for children, and retailers may have interpreted the data in other manners.

Shopping has been expressed by both consumers and garment manufacturers. Clothing the pre-school child is a major problem for many families. Furthermore, the percentage of the clothing budget spent on pre-school children's clothing tends to vary with the family income and family members. Since a study of labels appeared to be the major source of information, the purposes of this study were: (1) to determine the extent to which mothers used the information on labels of ready-made clothing for their pre-school children, (2) to find out what information was desired by mothers of a selected group, and (3) to find out what information was available on the labels of ready-made clothing for pre-school children.

A review of literature revealed that approximately three-fourths of children's clothing is purchased ready-made. For wise purchasing, special skill and good judgment is needed to meet the children's needs and to remain within a clothing budget.

Since anticipating the child's rate of physical growth varies so greatly among children, size labeling is probably the biggest problem area to both consumers and manufacturers of children's clothing. Various solutions were recommended in the review of literature. In one survey it was found that the most accurate method of sizing clothes for children is by the height and hip measurements, while another survey found that height, weight, waist, and hip measurements are the best guide to sizing.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A need for more and better informative labeling for children's clothing has been expressed by both consumers and garment manufacturers. Clothing the pre-school child is a major problem for many families; furthermore, the percentage of the clothing budget spent on pre-school children's clothing tends to vary with the family income and family members. Since a study of labels appeared to be the major source of information, the purposes of this study were: (1) to determine the extent to which mothers used the information on labels of ready-made clothing for their pre-school children, (2) to find out what information was desired by mothers of a selected group, and (3) to find out what information was available on the labels of ready-made clothing for pre-school children.

A review of literature revealed that approximately three-fourths of children's clothing is purchased ready-made. For wise purchasing, special skill and good judgment is needed to meet the children's needs and to remain within a clothing budget.

Since anticipating the child's rate of physical growth varies so greatly among children, size labeling is probably the biggest problem area to both consumers and manufacturers of children's clothing. Various solutions were recommended in the review of literature. In one survey it was found that the most accurate method of sizing clothes for children is by the height and hip measurements, while another survey found that height, weight, waist, and hip measurements are the best guide to sizing.

Informative labeling enables the consumer to buy wisely and the store to sell intelligently. Many standards have been set up for an informative label; however, there seems to be an agreement in that specific facts reap best results. The consumer should be able to obtain a definite idea of the quality of the product and what can be expected of it.

Although some laws and practices have been established for consumer protection, there is a great need for more and better labeling laws.

The study was conducted by personal interviews with the thirty-nine mothers of the forty-one children enrolled in Woman's College Nursery School and Curry Demonstration School Kindergarten. A checklist was constructed, tested, revised, and used for recording the information that this group of mothers indicated a use of and a desire for, when purchasing ready-made clothing for pre-school children.

A similar checklist was constructed, tested, revised, and used to record the label information available on pre-school children's playclothing in four selected local stores. The four types of stores included: Department Stores, Mail Order Retail Stores, Specialty Shops, and Five and Ten Cent Stores.

Children's garments selected for label study were play clothing, including boxer shorts and T-shirts for boys and girls, boy's jeans and shirts, and girl's blouses, skirts, and dresses. Every sixth garment in the sizes (according to age) 3 through 8 was studied and the information was recorded on the checklists.

Although the parent sample was small and confined to a limited group, the results of the study indicated the extent to which mothers of this group

stated that they used the information found on labels of ready-made clothing when making clothing purchases for their pre-school children, plus the information desired by these mothers. The labels on the garments in the store sample represented the types and amounts of information available on labels of ready-made clothing for pre-school children.

Some of the conclusions reached from this label study on clothing for pre-school children follow:

1. The majority of the mothers interviewed for this study stated that they purchased ready-made clothing for their pre-school children. Few of them made clothing for their pre-school children, and even fewer had clothing made for this age-group.
2. Mothers in this group indicated that the sex of the child was not a great influence on items of label information used and desired when purchasing ready-made clothing for their pre-school children, although some minor differences were shown.
3. Mothers in this group did not appear to be affected by any one factor exclusively when purchasing ready-made clothing for pre-school children. The factor usually affecting the largest percentage of these mothers was indicated as being the quality of the material, while more than three-fourths of the mothers in this group stated that advertising in magazines, newspapers, and on television never affected their clothing selection.
4. Size labeling was an area about which parents in this study seemed to express great concern. Many expressed changes that

they would like to see made concerning the present methods of size labeling. All of the garments in the label study gave at least one method of size labeling on the labels.

5. Mothers in the sample group did not appear to be noticeably influenced by fiber and fabric compositions. Information on labels concerning fabric construction was found in fairly large percentages; however, information regarding fiber treatments was not found to be as abundant.
6. Garment construction features were indicated by mothers in this group as being of importance when purchasing ready-made clothing for pre-school children. These mothers stated that they obtained this information from the garment more often than from the label. References to construction features were found on the labels of more jeans than on other garment labels in the study.
7. The use of garment care instructions was indicated by a majority of the mothers interviewed for this study. This was also an area that was well labeled. Special performance features were stated as being used less frequently than instructions for care of garment.
8. On the whole, recommendations for garment use were not indicated as being of much value to mothers in this group when purchasing ready-made clothing for their pre-school children. Perhaps this was due to the lack of information available to mothers on labels concerning recommendations for garment use.

9. Nine-tenths of the mothers in the sample group stated that they used "Sanforized" when making clothing purchases for their pre-school children. It is interesting to note that reference to this particular performance feature was found only on approximately one-third of the labels in the entire label study. However, other dimensional stability features appeared on many of the garment labels.
10. Over one-half of the mothers in the sample group indicated that they used crease resistant features. This feature appeared on labels more often than any other special finish feature. Water repellency was also stated as being used by over one-half of the mothers in this group; however, reference to this feature appeared on only six garments in the entire label study.
11. Mothers of this group stated that they were influenced by brand names quite extensively. The label study revealed that 59 per cent of all of the labels studied gave brand names.
12. From this study it was found that the mothers in this group indicated a need for more and better labeling of pre-school children's clothing. From literature survey it appeared that manufacturers of children's clothing were anxious to supply the informative labels. A study to reveal the cause of the lack of informative labeling is suggested.
13. Other suggested studies in this area might include:
 - (a) A survey of "size age" of children compared to chronological age of children. Some of the mothers in this

study seemed to feel that the size according to age was not equivalent to the chronological age of children.

(For this reason, sizes according to age was extended through size 8, in this study.)

- (b) A systematic observation on the effects of clothing on pre-school children. This might possibly be done on one child or a group of children such as a nursery school or kindergarten group. The comments made by pre-school children concerning clothing might also reveal the ways that clothing affect them.
- (c) A comparative study of label information available on ready-made clothing for children in a Mail Order Retail Store with the information available about the same garments in Mail Order Catalogues.
- (d) A study of the clothing needs and requirements for nursery school and kindergarten wear. Parents interviewed for this study seemed to express a great deal of concern over the proper clothing for nursery school and kindergarten wear. If a study of this type could be made and the findings made available, it would probably be invaluable to parents when selecting clothing for pre-school children.

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READY-MADE CLOTHING

Name of parent _____ (Date) _____

Address _____ Telephone No. _____

Age and sex of children: Boy _____ Girl _____

In what local stores do you purchase ready-made clothing for your pre-school children?
Department Stores: Specially Sized, Well-tailored Retail Stores, Dept. Stores
Walt's, Toys 'n' Tots, Montgomery Ward, Sears & Co.,
Charles Street, Junior Strada, Sears Roebuck & Co.,
Dorothy's,
Ellis Store, Red Star,
W. J. Smith, Others,
A. H. Long and,
Hess Inc.,
Wagner's Dept.,
Dixie's Dept.,
Others

APPENDIX

- 1. Do you purchase ready-made clothing for your pre-school children? Usually Occasionally Never
2. Do you make clothing for your pre-school children?
3. Do you hire clothing made for your pre-school child?
4. What, in order, the class of information on labels that you consider most desirable, when purchasing ready-made clothing for your pre-school children?

- 1. Size of garment
2. Workmanship
3. Quality of Laboratory Tests
4. Price
5. Special Performance Features
6. Colorfastness
7. Self-help features
8. Others

5. To what extent do you use information on labels concerning general construction, use, and care when selecting garments for your pre-school children?

- 1. Which methods of size labelling do you use when purchasing ready-made garments of clothing for your pre-school children?
Usually Occasionally Never
Size according to age
Size according to weight
Size according to body measurements
Others

PARENT RECORD FORM

Name of parent _____ (Date) _____

Address _____ (Telephone No.) _____

Ages and sex of Children	Age	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____

In what local stores do you purchase ready-made clothing for your pre-school children?

Department Stores	Specialty Shop	Mail Order	Retail Stores	Five and Ten Cent Stores
Belk's _____	Togs for Two _____	Montgomery Ward _____	Kress & Co. _____	
Charles Stores _____	Junior Circle _____	Sears Roebuck & Co. _____	Moore's _____	
Deifells Dept. _____	Scotty's Child- ren Shop _____	Others _____	Rose's _____	
Ellis Stone _____	Others _____		Silvers _____	
W. T. Grants _____			Woolworth _____	
A. W. Long and Sons Inc. _____			Others _____	
Meyer's Dept. _____				
Pickett's Dept. _____				
Others _____				

A. Do you purchase ready-made clothing for your pre-school children? Usually _____ Occasionally _____ Never _____

B. Do you make clothing for your pre-school children? _____

C. Do you hire clothing made for your pre-school child? _____

D. Rank in order, the items of information on labels that you consider most desirable, when purchasing ready-made clothing for your pre-school children?

1. Size of garment _____
2. Workmanship _____
3. Results of Laboratory Tests _____
4. Price _____
5. Special Performance Finishes _____
6. Colorfastness _____
7. Self-help features _____
8. Others _____

E. To what extent do you use information on labels concerning garment construction, use, and care when selecting garments for your pre-school children?

1. Which methods of size labeling do you use when purchasing ready-made garments of clothing for your pre-school children?

	Usually	Occasionally	Never
Size according to age _____	_____	_____	_____
Size according to weight _____	_____	_____	_____
Size according to body measurements _____	_____	_____	_____
Others _____	_____	_____	_____

PARENT RECORD FORM (continued)

2. What changes in the sizes of pre-school children's clothing would you like to see made?

Sizes standardized _____

Sizes in body measurements _____

Sizes that fit with allowance for growth _____

Three sizes in each age group: tall and thin, average, short and plump _____

3. To what extent do fiber and fabric compositions influence your purchasing of a garment?

	Usually	Occasionally	Never
Fiber content _____	_____	_____	_____
Weave _____	_____	_____	_____
Thread count _____	_____	_____	_____
Gauge _____	_____	_____	_____
Run proof _____	_____	_____	_____
Others _____	_____	_____	_____

4. To what extent are special garment construction features of importance to you?

	Usually	Occasionally	Never
Number of stitches per inch _____	_____	_____	_____
Special seam finishes _____	_____	_____	_____
Special openings _____	_____	_____	_____
Self-help features _____	_____	_____	_____
Decorative features _____	_____	_____	_____
Fasteners _____	_____	_____	_____
Others _____	_____	_____	_____

5. Do you get this information from garment _____

6. Do you get this information from labels _____

7. Which instructions for garment care

do you use and to what extent?

Washing instructions _____

Ironing instructions _____

Drying instructions _____

Hanging instructions _____

Daily storage instructions _____

Dry cleaning _____

Seasonal storage _____

Removal of spots and stains _____

Others _____

8. To what extent are the recommendations for use of garment, helpful to you when purchasing ready-made clothing for your pre-school children?

- F. To what extent do you use information on labels concerning special performance features when selecting garments for your pre-school children?

1. Colorfastness

Vat dyed _____

Colorfast _____

PARENT RECORD FORM (continued)

		Usually	Occasionally	Never
Colorfast to:	Sunlight	_____	_____	_____
	Washing	_____	_____	_____
	Perspiration	_____	_____	_____
	Degree of colorfastness	_____	_____	_____
	Others	_____	_____	_____
2.	Dimensional Stability			
	Freshrunk	_____	_____	_____
	"Sanforized"	_____	_____	_____
	Stretchage	_____	_____	_____
	Others	_____	_____	_____
3.	Special Finish Features			
	Water Repellency	_____	_____	_____
	Crease Resistance	_____	_____	_____
	Fire Retardant	_____	_____	_____
	Permanent Crispness	_____	_____	_____
	Permanent Glazing	_____	_____	_____
	Moth Resistant	_____	_____	_____
	Others	_____	_____	_____
4.	List any other performance features that you desire on labels and the extent to which you use them.			

G. When purchasing clothing for your pre-school children, which of the following factors are most likely to affect your selection:

	Usually	Occasionally	Never
Brand Name	_____	_____	_____
Description on label	_____	_____	_____
Recommendation of friend	_____	_____	_____
Advertising in newspaper	_____	_____	_____
Advertising in magazines	_____	_____	_____
Advertising on television	_____	_____	_____
Recommendation of clerk	_____	_____	_____
Difference in price	_____	_____	_____
Attractiveness of garment	_____	_____	_____
Quality of material	_____	_____	_____
Recommendations and Approval Labels	_____	_____	_____
Recommended Uses	_____	_____	_____
Name of Manufacturer	_____	_____	_____
Service of Store	_____	_____	_____
Previous experience with same	_____	_____	_____
Others	_____	_____	_____

H. What additional information do you think should be included on labels of ready-made clothing for pre-school children?

PARENT RECORD FORM (continued)

I. List any changes that you would like to see made in the labeling of clothing for your pre-school children.

A. Information regarding garment construction, use, and care:
Size according to age
Size according to weight
Size according to height
Size in height and weight
Size in height and weight
Ripe, weight, and weight
Small, medium, large

J. General Comments.

Size according to body measurements
Size in height and body measurements
Height and length measurements
Age, height, and weight
Size charts
Others

K. Fiber and Fabric Composition

Fiber content
Percent of fiber in blend
Weave
Thread count
Fly yarn
Gauge
Knot proof
Densities
Number of yarns per inch
Weight
Metallic threads
Tensile strength
Type of yarn
Solid
Framed
Strapped
Yarned
Knot
Fabric Manufacturer
Others

L. Special Garment Description Features

No. of stitches per inch
Sew neck
Machine made
Cut of garment
Special wash finishes
Special openings
Self-help features
Decorative features
Fasteners
Growth features
How
Service it will give
Brand name
Others

M. Instructions for Care of Garment

Washable
Unwashed washable
Washing instructions
Darning instructions
Ironing instructions
Drying instructions
Dry cleaning
Bleaching
Daily storage
Special instructions
Spot removal
Spot resistant finishes
Special usage and do's/don'ts
Smoothing instructions
Others

N. Special Performance Features

1. Colorfastness

Colorfast
Not dyed
Degree of colorfastness
Fast dye
Fast to light
laundrying
soaps & detergents
pergiring
dry cleaning
gas fumes

2. Dimensional Stability

Shrinkproof
Frostproof
"Unfaded"
Sanforized
Shrinkage Control
Percent of residual shrinkage
Stretchage
Others

STORE RECORD FORM

Name of Store _____ Type Store _____ Date _____
Garment _____ Description _____ Price _____

A. Information regarding garment construction, use, and care:

Size according to age _____ Size according to body measurements _____
Size according to weight _____ Size in height and body measurements _____
Size according to height _____ Waist and length measurements _____
Size in height and weight _____ Age, height, and weight _____
Hips, height, and weight _____ Size charts _____
Small, medium, large _____ Others _____

B. Fiber and Fabric Composition:

Fiber content _____ Metallic threads _____
Percent of fiber in blend _____ Tensile strength _____
Weave _____ Type of yarns _____
Thread count _____ Molded _____
Ply yarn _____ Pressed _____
Gauge _____ Stamped _____
Run proof _____ Felted _____
Denier _____ Knit _____
Number of yarns per inch _____ Fabric Manufacturer _____
Weight _____ Others _____

C. Special Garment Construction Features:

No. of stitches per inch _____ Decorative features _____
Hand made _____ Fasteners _____
Machine made _____ Growth features _____
Cut of garment _____ Hems _____
Special seam finishes _____ Service it will give _____
Special openings _____ Brand Name _____
Self-help features _____ Others _____

D. Instructions for Care of Garment:

Washable _____ Daily storage _____
Guaranteed washable _____ Seasonal instructions _____
Washing instructions _____ Spot removals _____
Starching instructions _____ Spot resistant finishes _____
Ironing instructions _____ Special soaps and detergents _____
Drying instructions _____ Smoothing instructions _____
Dry cleaning _____ Others _____
Bleaching _____

E. Special Performance Features:

1. Colorfastness
Colorfast _____
Vat dyed _____
Degree of colorfastness _____
Fast dye _____
Fast to: light _____
 laundering _____
 soaps & detergents _____
 perspiration _____
 dry cleaning _____
 gas fading _____

2. Dimensional Stability:
Shrinkproof _____
Preshrunk _____
"Sanforized" _____
Sanforlan _____
Shrinkage Control _____
Percent of residual shrinkage _____
Stretchage _____
Others _____

STORE RECORD FORM (continued)

3. Special Finish Features: (c) Other Special Finishes:
- (a) Water Repellency _____
 - Rensolite _____
 - Water Retarding _____
 - Water Resisting _____
 - Water Repelling _____
 - Cravanette _____
 - Zelan _____
 - Koroseal _____
 - Neva-wet _____
 - Others _____
 - (b) Crease Resistance _____
 - Permanently crease resistant _____
 - Bellmanized _____
 - Truberize _____
 - T. B. L. _____
 - Tebelized _____
 - Wrinkl-shed _____
 - Resistant _____
 - Tru-set _____
 - Anti-Wilt _____
 - Wrinkle resistant _____
 - Others _____
 - (c) Other Special Finishes:
 - Air conditioned _____
 - Fire retardant _____
 - Permanent Glaze _____
 - Sizing _____
 - Permanent Sizing _____
 - Mercerizing _____
 - Durene _____
 - Combed _____
 - Crepe _____
 - Luminescent substances _____
 - Everglaze _____
 - Embossing _____
 - Dureneyarn _____
 - Resistant to:
 - Moths _____
 - Mildew _____
 - Heat _____
 - Wind _____
 - Wear _____
 - Friction _____
 - Odors _____
 - Perspiration _____
 - Soil _____
 - Others _____

- F. Recommendations for use of garment _____
- G. Name of Manufacturer _____ Address of Manufacturer _____
- Brand name _____ Fabric Manufacturer _____
- H. Testing Laboratories _____
- I. Physical Description of label/labels _____
- J. Any other information found on labels, not included above: _____

MASTER LABEL OUTLINE*

PURPOSE OF AN INFORMATIVE LABEL

The purpose of an informative label is to enable the consumer to buy wisely and the store to sell intelligently, to the end that the consumer gets the maximum satisfaction for the money expended and the store handles the transaction with the minimum possibility for returns and adjustment. An informative label should give the consumer a definite idea of the quality of the product by telling its composition and construction, what it will do, how to use it, and how to care for it--as a basis for intelligent choice, and to enable her to compare qualities. A definite idea can only be conveyed by specific facts. It is suggested that these facts be grouped under the six headings listed below. The order and the form used here are not significant.

OUTLINE FOR INFORMATIVE LABELS

It is understood, of course, that labels should conform to local, State or Federal regulations where such exist.

WHAT IT WILL DO (Performance)

Degree of color permanence; shrinkage or stretch-age; breaking strength; seam slippage; resistance to water, perspiration, wind, wear; light, heat and power tests; power consumption; cost of up-keep; etc.

WHAT IT IS MADE OF (Composition)

Kind and quality of fiber, metal, wood, leather, ceramics, cement, rock, fur, plastic, petroleum products, rubber, paper, bone, chemicals, drugs; ingredients of food products; etc.

HOW IT IS MADE (Construction)

Size, weight, number of yarns per inch, weave, number of stitches per inch, finish, ply, cut, hand or machine made, pressed, molded, stamped, inlaid; etc.

HOW TO CARE FOR IT

Detailed instructions for washing and/or cleaning; precautions to be observed in cleaning or in

*Roger Wolcott, Informative Labeling (New York: National Consumer-Retailer Council, Inc., 1949), p. 14.

storage; refrigeration; oiling and greasing;
polishing; etc.

RECOMMENDED USES

Purpose for which it is most suitable; recipes,
etc.

NAME OF MANUFACTURER OR DISTRIBUTOR

Name and address of the manufacturer or
distributor.