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Title: ANALYSIS OF THE FABRIC SALESPERSONS' ANSWERS TO SPECIFIC CONSUMER QUESTIONS

The purpose of this study was to analyze the quality of information fabric salespersons gave in three types of stores to answer five specific consumer questions on aesthetics, fiber content, sewing techniques, amount of fabric needed, and notions and relate these answers to four items of background information: general education, classes in clothing and textiles, sewing experience, and selling experience.

Data were collected from tape recorded responses to the five consumer questions and background information questionnaires. The sample consisted of twenty-four fabric salesperson participants from eight independently owned fabric stores, six department stores with fabric departments, and ten chain fabric stores. The tape recorded responses were analyzed by a panel of three home economists who scored the answers for quality.

The background information items were statistically analyzed by means, medians, and percentages. The F test was used to test for significant relationships between the quality of the answers and the following: the fabric salespersons' general educational background; classes taken in clothing and textiles; sewing experience; and years of selling experience. A significant relationship (.05 level) was found between the following: (1) the quality of answers pertaining to fiber content and the sewing experience within the last three years of the fabric salespersons; (2) the quality of answers pertaining to construction techniques and the sewing experience within the last three years; (3) the quality of answers on the amount of fabric needed and classes in clothing and textiles taken in colleges, universities, or "other" sources; (4) the quality of answers pertaining to notions and general educational background and classes in clothing and textiles in junior and senior high schools, community college, 4-H, in-store programs, community education, extension, colleges and universities; and (5) the quality of answers pertaining to aesthetics among the three types of stores.

Analysis of the Fabric Salespersons' Answers to Specific Consumer Questions

by

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ANALYSIS OF THE FABRIC SALESPERSONS' ANSWERS TO SPECIFIC CONSUMER QUESTIONS

I. INTRODUCTION

Home sewing products are continually changing. Advance developments in the textile industry create new fibers, fabrics, and fabric finishes with unique performance, aesthetic and care properties. Along with these developments are new approaches to clothing construction, a wide variety of notions and interfacings, and new expressions of fashion.

The home sewer enters this market with many options available. There are choices of fabric based on fiber content, care, sewability, and aesthetic properties. It is necessary to select notions for their color, compatibility with fabric, and care. Within the wide variety of alternatives the consumer makes choices of fabrics and notions.

Trade publications such as Sew Business, Home Sewing Trade News, and Fabricnews are means of keeping the retailer informed with new product information, fashion forecasts, and retail events. In an attempt to help the retailer better understand and meet the consumer's needs and wants such publications conduct consumer surveys. Results of one survey ("Consumer Viewpoint", 1976) indicated the consumer was requesting information in the area of fabric care, desirable equipment, aesthetic choices and sewing machines.

At the same time the consumer is requesting information, there is an indication that the need is continually being fulfilled. According to Spero (1974), Lowe (1972), and Steinger and Dardis (1971), there are many sources of textile information for the consumer. Such sources of information include product labels, sales personnel, mass media, personal past experience, brand names, recommendations of friends, and hang tags.

Of importance to this study was the fabric salesperson as a source of information for the consumer. There is little known about the quality of information the fabric salesperson is giving in response to the consumers questions. The purpose of this study was to determine the quality of information the fabric salesperson gave in response to specific consumer questions.

Objectives

1. To determine the types of questions asked by consumers in chain fabric stores, department stores with a fabric department, and independently owned fabric stores.
2. To analyze the quality of information fabric salespersons gave to answer the consumers' questions.
   a. To determine the relationship between the quality of answers and the educational background of the fabric salesperson.

b. To determine the relationship between the quality of answers and classes taken in clothing and textiles by the fabric salesperson.

c. To determine the relationship between the quality of answers and the sewing experience of the fabric salesperson.

d. To determine the relationship between the quality of answers and the years of fabric selling experience of the fabric salesperson.

e. To determine the relationship between the quality of answers and the type of store.

II. REVIEW OF LITERATURE

This review of literature was divided into the following four sections: sources of information available to the home sewer, textile knowledge of the fabric salesperson, sales training, and the role of the salesperson.

Sources of Information Available to the Home Sewer

Attempts have been made to make the consumer more aware of available information. Achievements in consumer education have been accomplished through the combined efforts of educators, politicians, consumer advocates, and businessmen. In addition, legislation such as Truth-in-Lending, and Truth-in-Packaging, and regulations such as Permanent Care Labeling of Textile Products have been levied to force manufacturers and retailers to bring more information to the consumer.

According to Lowe (1972), consumers in the home-sewing field have a variety of information sources available. Her study of 117 women indicated the most important sources of information were labels, sales personnel, local newspapers, and television programs. Respondents indicated "inadequate information from salespeople" was a significant problem within the textile areas of men's and women's ready-to-wear clothing and home-sewing fabrics.

Research by Steigner and Dardis (1971) indicated the consumer used a variety of sources of information. A questionnaire was used to obtain data on consumer satisfaction, sources of information, recent textile purchases, textile complaints, and action taken in regards to a complaint. Analysis of 279 useable replies indicated sources of information in order of importance were (1) past experience; (2) brands; (3) labels, hang tags, packaging; (4) friends; (5) mass media; (6) consumer magazines; (7) the salesperson.

Cranor (1974) studied the consumer behavioral patterns of home sewers in urban and rural communities in Indiana. A total of 344 questionnaires were obtained with 172 responses from urban communities and 172 responses from rural communities. Results indicated that urban women in Indiana with family incomes of $15,000 to $19,999 were much more likely than rural women with the same family income to rely on the salesperson and labels for information.

Spero (1974) determined the relationship between the home sewers' knowledge of textiles and the sources of textile information used most frequently. One hundred and seventy-seven participants were asked to use a five part numerical scale to rate the amount of use given ten textile sources of information. Participants were next asked to indicate which one source they used most frequently and the reason for using that one source. Results indicated that the most frequent source of information for care and wear

was the label or hang tag. The salesperson and personal experience were rated as important sources of information for interfacing selection. The pattern envelope was used as an important source of information for interfacing selection and sewing and care information. The most used sources of information were considered reliable and convenient at the point of purchase.

Thurman (1968) interviewed ninety-one women to determine the availability, the use, and the understanding of textile information. Findings indicated forty-four of the respondents frequently requested information from the salesclerk while twelve women always requested information from the salesperson. The majority of the women felt that the salesclerk frequently gave reliable information. However, more than half of the women who were satisfied with the information given by the salesclerk were in the twenty-one to thirty year age group and had some home economics training.

One objective of Orsini's study (1972) dealt with the use of sources of fabric performance information by home economists and consumers. Questionnaires were obtained from 241 consumers and 144 home economists. No significant difference was found between the two groups on the use of fabric performance information sources. The most frequently used source of information on performance and new fabrics was past experience. Sales personnel, relatives, and friends were the least used sources. Over 20 percent

of the two groups indicated they used the salesperson for information on performance and care of garments when purchasing clothing. However, this percentage was greater than the amount of information the two groups said they got from sales personnel. Orsini concluded that a positive relationship existed between the confidence in the accuracy of information given by the sales personnel and the use of sales personnel for fabric performance information by home economists and consumers.

Textile Knowledge of the Fabric Salesperson

In order to determine the type of textile information needed by fabric salespeople, Lamb (1976) obtained data from thirty-four questionnaires administered to salespersons in fabric departments, and specialty stores. Fabric salespersons were asked to rate how frequently the consumer asked questions within six fabric categories: (1) wools, wool types, and fake furs, (2) polyester knits, (3) kettlecloth, (4) sportswear cottons, (5) dress and blouse prints, and (6) crepes and dressy fabrics. Results indicated questions most frequently asked related to the care of fabrics. The questions the fabric salespersons found most difficult to answer pertained to shrinkage. Some salespersons were unable or unwilling to make decisions about the end use of fabrics.

Research by Hansen (1966) examined the amount of textile information possessed by sales personnel in textile related departments such as women's fashion, furniture and home furnishings, and men's and boy's apparel. Data were obtained from 198 questionnaires in which the responding sales personnel were asked to indicate textile knowledge they thought their colleagues possessed. Responding sales personnel felt their colleagues understood the meaning of wash and wear, labeling laws, vat dyes, sanforizing, mercerization, and types of knits. Many of the responding sales personnel wanted additional information for themselves on various weaves, cotton and wool, stretch fabrics, blending or combining fibers, stain and spot removal, properties of Kodel, and knits. No significant relationship was found between the topics which most responding clerks felt their colleagues knew and the topics they themselves would like included in a personnel training program.

Orsini (1972) investigated the knowledge of sales personnel as another part of her study on search and transmission of fabric performance information. A textile product knowledge test was given to 108 salespersons in women's departments of department stores. Results of the test indicated sales personnel had difficulty answering questions that pertained to fabric performance. High test scores were significantly associated with confidence in one's own knowledge, influencing customers to try new

fabrics, length of time employed in department, and number of years in garment sales.

Williams (1971) identified specific textile knowledge possessed by eighty-four salesclerks of clothing for school age children. A questionnaire was developed to determine what information the salesclerks knew about the properties of cotton and polyester fiber, permanent press and soil release finishes, and the relationship of these properties to fabric performance and care. The results indicated many salesclerks were aware of the properties of cotton and its relationship to fabric performance. Salesclerks were generally knowledgeable of the desired properties polyester gives to a blend, but were less familiar with the undesirable qualities of polyester. Salespersons recognized that a permanent press finish increased the wrinkle resistance of a blend but were less aware of the disadvantages of the finish. Salesclerks had a limited understanding of soil release. Over three-fourths of the salesclerks were aware of the proper care procedures of the different fibers and finishes.

Bensman (1975) assessed the textile knowledge possessed by 177 full and part-time retail personnel by means of the Textile Product Knowledge Test. The sample was employed in the men's wear, children's wear, and household textile departments of discount and traditional department stores in a metropolitan area. She also examined the

perception of the sales personnel regarding the possession and adequacy of their textile knowledge. Bensman determined how frequently the consumer questioned the clerk about textile care, performance, and legislation. Finally, Bensman examined reactions of clerks when they were unable to answer the consumers' questions.

The Bensman Textile Product Knowledge Test consisted of twenty-five multiple choice questions. Six of the questions pertained to the care of fabrics, and an additional sixteen questions related to the performance of fibers, fabrics, and finishes. The remaining three questions pertained to textile legislation and regulation. Sales women had higher Textile Product Knowledge Test scores than men. Retail clerks who indicated experience was an important source of textile knowledge obtained high scores on the Textile Product Knowledge Test.

Knowledge of textile care and knowledge of textile performance were considered very important or above average in importance by many of the salesclerks. However, only two-fifths of the respondents considered knowledge of textile legislation very important or above average in importance. Three-fourths of the retail clerks felt they could answer the consumer's questions most of the time. When asked to rate their own textile knowledge in comparison with that of other clerks 53.7 percent of the respondents rated their knowledge as "average," while 5.6 percent of the clerks rated their knowledge of textiles as "above average."

Bensman found that 62.7 percent of the clerks obtained information from tags, labels or other printed material when unable to answer consumer's questions. When unable to answer a consumer's question, 19.2 percent of the sales personnel indicated they would ask another salesclerk or buyer for information.

Sales Training

Sales training is a method of educating the salesperson. Through such training the salesperson is prepared to sell according to the stores' established standards. Although each store may have different emphases in its training program the salesperson may be exposed to company knowledge, the art of selling, store policies, and store procedures. Besides a diversity of subjects included in a training program, stores may allot time to each of these categories differently. Burstiner (1975-1976) reported that a study of fifty-eight stores in California and New York indicated the median training time allotments for the following categories were:

Company Knowledge	1 hour
Product knowledge	1.5 hours
Art of Selling	2 hours
Customer Knowledge	1 hour
Register/Policies/System	6 hours

Burstiner concluded that management strives to limit the time spent on a training program with the intention of getting the salesperson on the floor sooner.

In addition to the clerk training program for beginning sales personnel, efforts were made to continue informing the experienced clerk. Gold (1968) investigated ways to increase the effectiveness of sales personnel. She concluded that a store should have a continuing sales training program after the initial training period. Such a program should be arranged in conjunction with the training department, the buyer, and the department manager. The purposes of continuing sales training would be: (1) to keep salespeople informed so they will be able to better explain merchandise to the consumer and (2) to help the salespeople generate and maintain positive attitudes toward customers, merchandise, and the store.

In an attempt to continue educating the salesperson some stores hold regular meetings to discuss new merchandise, ads, and information about different departments within a store. Newsletters may be distributed on a regular basis. Venders are given an opportunity to work with the clerk on the use and selling of their products. Educational representatives from various phases of the home sewing industry conduct clerk education programs in the belief the more the clerk knows about a particular product, the more he or she can educate the consumer. Some industries are

making concentrated efforts to educate retailers, distributors and others via industry training schools. Curriculum within these schools is not sales oriented but directed toward product information.

Lamb (1970) assumed that fabric salespeople must have knowledge of textiles in order to perform their jobs. As a consequence a training program was developed to educate the fabric salesclerk. Questionnaires were administered to thirty-four fabric salesclerks. Data from the questionnaire shed light on what information the consumer was requesting of the fabric salesclerk and in what area of textiles the fabric salesclerk needed additional information. The training program was based on this data. Information in the educational program included properties of fabrics, discussion of knits and durable press fabrics, and recognition of the need for current information. Fabric salespeople felt the training program was beneficial in performing their jobs.

The Role of the Salesperson

The salesperson is in a position to give information that may influence and determine which product the consumer selects. Besides being a source of information the clerk influences the image of a store. Berry (1969) conducted a study on the department store image. Image was defined as "...the total conceptualized or expected reinforcement that

an individual associated with a particular store." A questionnaire was mailed to 1,050 female charge-account customers from three stores and 744 useable replies were received. Results of the questionnaire were categorized under 12 components of department store image. The three most important components were quality and assortment of merchandise, sales personnel and store atmosphere. Additional results indicated the consumer perceived the salesperson in a positive or a negative sense. Sales personnel were perceived in a positive sense by respondents over sixty years of age; respondents who were widowed, divorced or separated; respondents with fewer children at home; and respondents with low incomes. Sales personnel were perceived in the negative sense by college graduates, wives of college graduates, wives of men classified in the manager-office group, and higher income groups. Sales personnel were more important to respondents whose husbands had a high school diploma but not a college degree.

Jolson and Spath (1973) sought to determine what factors influence where the consumer shops, how the retailer views the consumer's preference, and the relationship between the retailers' understanding of patronage and how he fulfilled the consumer's needs. Participants were the eight largest retail establishments in a Maryland shopping center and 422 customers who had visited each of those

eight stores twice in the past year. Participants were asked to rank in order of importance the fourteen components of customer patronage and to rank the eight stores in order of preference based on satisfaction. Results of the study in order of importance were price/value relationship, store specialization, quality of merchandise and salesclerk service.

Churchill, Collins and Strang (1975) studied the relationship of similarity between the consumer and the salesclerk. Data were obtained from the women's sportswear, men's wear, men's furnishings, and dress departments in a large department store in Milwaukee, Wisconsin. Information on the clerk was acquired through employment files and a questionnaire. Information on the consumer was obtained by a questionnaire, observation, and interview. Some evidence was found indicating more sales were likely to occur when the salesperson and the consumer had the following similar variables: education, religious preference, political preference, age, height, nationality, race and sex.

Summary

With technological developments in the textile industry the consumer is faced with many decisions about new products. As a result the fabric consumer must have information to make a wise product choice, to select

construction techniques satisfactory for the item to be sewn and to establish performance criteria for end use of the item. Research (Lowe, 1972; Steinger and Dardis, 1971; Cranor, 1974; Spero, 1974) indicates the salesperson is a source of information. However, in other studies, Lamb (1970), Hansen (1966), Williams (1971) and Bensman (1975) concluded the salesperson has difficulty answering some questions asked by the consumer and as a result needs additional information.

Clerk training is a method of educating the clerk. According to Burstiner (1975-1976) management limits the time spent on a training program with the intention of getting the salesperson on the floor sooner. Lamb (1970) recognized the importance of education the fabric salesclerk and developed a training program. Gold (1968) felt that besides the initial training period a store should continue informing the experienced clerk.

As a source of information the clerk influences the image (Berry, 1969) and patronage of a store (Jolson and Spath, 1973).

III. METHODOLOGY

The purpose of this study was to analyze the quality of information the fabric salesperson gave to answer consumers' questions. In order to achieve the objective of this study, hypotheses were formulated and data were collected by recording the fabric salespersons' answers to the Interviewing Instrument, and distributing a questionnaire to fabric salespersons. The fabric salespersons' answers were analyzed by a panel of home economists.

Hypotheses

To achieve the purpose of this study, the following hypotheses were posed:

I. A relationship will exist between the quality of the answers pertaining to aesthetics and
   a. the educational background of the fabric salesperson.
   b. the classes taken in clothing and textiles.
   c. the sewing experience of the fabric salesperson.
   d. the years of selling experience of the fabric salesperson.

II. A relationship will exist between the quality of the answers pertaining to fiber content and
   a. the educational background of the fabric salesperson.

b. the classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the years of selling experience of the fabric salesperson.

III. A relationship will exist between the quality of the answers pertaining to construction techniques and

a. the educational background of the fabric salesperson.

b. the classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the years of selling experience of the fabric salesperson.

IV. A relationship will exist between the quality of the answers pertaining to amount of fabric needed and

a. the educational background of the fabric salesperson.

b. the classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the years of selling experience of the fabric salesperson.

V. A relationship will exist between the quality of the answers pertaining to notions and

a. the educational background of the fabric salesperson.

b. the classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the years of selling experience of the fabric salesperson.

VI. A difference will exist among the three types of stores in the quality of answers pertaining to

a. aesthetics

b. fiber content

c. sewing techniques

d. amount of fabric needed

e. notions.

Definitions

For the purpose of this study the following terms have been defined as follows:

1. Quality of Answer: A numerical score assigned to the fabric salesperson's answers by the panel of home economists after considering the length and accuracy of the answer.

2. Fabric Salesperson: A person employed to sell fabrics, patterns, and notions.

3. Fabric Salesperson Participant: A person employed to sell fabrics, patterns, and notions whose conversation is recorded, who completes the questionnaire, and who gives permission for the recorded answers to be used in the sample.

4. Independent Store: "A store, usually only one unit, owned and operated by one or more persons" (Nanassy and Selden, 1960).

5. Department Store: "A retail store that handles many different lines of merchandise. It is like a group of specialty stores under one roof" (Nanassy and Selden, 1960).

6. Chain Store: "One of several stores engaged in the same general kinds of business owned and operated by one large company" (Nanassy and Selden, 1960).

Limitations

The results of this study may not represent all fabric salespersons because of the following limitations:

1. The sample size of the fabric salespersons was limited.

2. The fabric salesperson sample was limited by the willingness of the store's managers to grant participation permission and fabric salespersons willingness to participate.

3. There was no guarantee that the fabric salespersons would be representative of different educational backgrounds, sewing experiences, years of selling experience, or stores.

The following general procedures were used in collecting the data:

1. Development of the Interviewing Instrument.

2. Development of the recording procedure.

3. Selection of the store sample.

4. Selection of the fabric salesperson sample.

5. Panel analysis.
6. Statistical analysis.

Development of the Interviewing Instrument

Data were gathered by posing a standard set of questions called the Interviewing Instrument to individual fabric salespersons and tape recording the responses. The Interviewing Instrument was developed based on actual questions asked by consumers.

The investigator felt it was necessary to determine the types of questions the consumer was asking. Three stores were selected to participate in the development of the Interviewing Instrument. Bases for store selection were the following: (1) willingness to allow the investigator to listen to the conversation between the salesperson and the consumer, (2) convenience of location without contamination of fabric salespersons in stores to be used in the population, and (3) a representative of each of the three different types of stores to be investigated. As a consequence, the investigator listened to the conversation between fabric salespersons and consumers for seven hours in a fabric department of a department store, seven and one-half hours in a chain fabric store, and six hours in an independently owned fabric store.

The questions the consumers asked were categorized and tallied under the following headings: fiber content, fabric

construction, amount needed, width, price, aesthetics, sewing techniques, types of interfacing, notions, care of the fabric, wearability, sewing equipment, patterns, and other (Table 1). Questions were asked by twenty-six consumers in the fabric department or a department store, forty-three consumers in a chain fabric store, and forty-one consumers in an independently owned fabric store.

Table 1. Types of questions asked by consumers.

Type of Questions	No. of questions asked by the consumer			
	Fabric Department	Chain	Independent	Total
Aesthetics	4	13	16	33
Price	4	16	12	32
Amount needed	3	15	6	24
Other	2	12	10	24
Sewing techniques	2	13	7	22
Width	7	10	4	21
Notions	4	5	8	17
Fiber content	5	2	7	14
Fabric construction	5	4	4	13
Patterns	3	3	2	8
Wearability	0	4	3	7
Care of the fabric	2	4	1	7
Sewing equipment	1	4	1	6
Types of interfacings	1	3	1	5
Total questions per store	43	108	82	233
Total consumers per store	26	43	41	
Average questions per consumer	1.6	2.5	2.0	2.1

The nine types of questions asked most frequently pertained to (1) aesthetics; (2) price; (3) amount needed; (4) other; (5) sewing techniques; (6) width; (7) notions; (8) fiber content; (9) fabric construction.

Criteria for selecting and developing the standard set of questions used by the investigator for interviewing the salesperson included the following:

1. Questions that reflected requests made by the consumer.
2. Questions that required answers which would reveal the textile knowledge of the fabric salesperson.
3. Questions that could be answered with a general textiles background.
4. Questions that pertained to merchandise found in all participating stores.
5. Questions that could be analyzed by a panel of home economists.

Based on these criteria and the nine types of questions asked most frequently, questions were developed in the area of aesthetics, the amount of fabric needed, sewing techniques, notions, and fiber content. The areas "price" and "width" were not included in the Interviewing Instrument because the investigator felt such information was usually available on bolt ends and did not indicate the textile knowledge of the salesperson. Although "fiber content" is information included on the bolt ends the

investigator felt that the salesperson would have to have an understanding of textiles to answer the question pertaining to fiber content.

In order to determine what merchandise would be found in all of the participating stores it was necessary to consider the current fashion and the season of the year. As a consequence, it was decided to show the fabric salesperson a sundress pattern (Vogue 9799) and ask questions with regard to a cotton or polyester/cotton crinkle finished fabric. The following questions were asked as the Interviewing Instrument:

1. Do you think this fabric will work with this pattern? (Vogue 9799) (based on aesthetics)
2. What is this fabric made of? (based on fiber content)
3. Should I line or underline the dress? (based on sewing techniques)
4. How much fabric will I need to line/underline the entire dress? (based on amount needed)
5. Do you have pre-packaged piping or do you suggest I make my own? (based on notions)

Development of the Recording Procedure

In order to achieve the objectives of this project it was necessary to obtain exact answers given by the fabric salesperson to the researcher's questions. The most exact method of obtaining answers was tape recording. The

investigator could wear the recording instrument and the fabric salesperson would be unaware that the conversation was being recorded. Selection of a tape recorder was determined by the size of the equipment, mobility permitted the investigator, and quality of the recorded conversation. The Craig 2620 Compact Portable Cassette Recorder with a lapel microphone was selected for use in this study. The lapel microphone was attached with a wire running to the tape recorder. In order to conceal the tape recorder and maintain the mobility of the investigator, it was necessary to carry the recorder. A tote bag was constructed with a wide knotted shoulder strap to enable the lapel microphone to be hidden.

Selection of Store Sample

Names of department stores with fabric departments, fabric chain stores, and independently owned fabric stores were obtained from the yellow pages of the metropolitan Portland, Oregon, and Vancouver, Washington phone books under the listings of "fabric shops" and "department stores." The three stores involved in developing the Interviewing Instrument were eliminated from the population.

Letters of introduction (Appendix A) were mailed to the owner or manager of all thirteen independently owned fabric stores, nineteen randomly selected department stores with fabric departments, and fifteen randomly selected

fabric chain stores. The letter included information on the purposes of the study, details of the data collection, and an explanation that the investigator would be contacting them by phone. Consultation enabled further explanation of the study, encouragement of the store to participate, and an opportunity to answer any questions. The owner or manager of eight independently owned fabric stores, six department stores with fabric departments, and ten chain fabric stores gave permission for their stores to participate in the research study.

Selection of the Fabric Salesperson Sample

After approval of the owner or manager the investigator entered the fabric department or store. The investigator began asking the questions contained in the Interviewing Instrument when approached by the first fabric salesperson. At the conclusion of the Interviewing Instrument the investigator said, "I have just asked you five questions which are part of my thesis research to learn about the kinds of consumer help given by retail salespersons. While I record your answers, would you mind filling out this questionnaire? Your store/department manager has given permission for employees to participate. The recorded answers and the questionnaire will be used anonymously and in the aggregate so that there is no way to identify your responses. I am using only an identifying number (number will be mentioned) on your set of paper" (Appendix B). Only those fabric

salespersons whose conversations were recorded, who completed the brief questionnaire, and who gave permission for the use of the answers were included in the sample.

Eight fabric salespersons from independently owned fabric stores, six fabric salespersons from department stores with fabric departments and ten salespersons from chain fabric stores were included in the sample. One fabric salesperson from the department store with the fabric department and one fabric salesperson from the chain fabric store refused to give permission for their answers to be included in the study.

Fabric Salesperson Data

Salesperson background information was obtained through a questionnaire distributed after all recorded data was collected. Information included general educational background, classes taken in clothing and textiles, recent sewing experiences, and years of experience as a fabric salesperson. These categories were selected based on the findings of Bensman (1975) and Orsini (1972).

Panel Analysis

A panel of home economists analyzed the salespersons' answers to the Interviewing Instrument by listening to the tapes. Members of the panel were three home economists with classes beyond the bachelors degree in home economics and teaching experience in clothing and textiles.

The home economists utilized a numerical scale to rate the quantity and the accuracy of the answers given by the fabric salesperson (Appendix C). Answers were rated for quantity on a 1 to 3 with the value of 1 indicating "did not or poorly answered;" 2 indicating "answered;" and 3 indicating "answered including additional information not requested." A zero indicated the judge was "unable to judge the answer." Answers were rated for accuracy on a scale of A, B, or C with the value of A indicating "answers that give above average information;" B indicating "answers that give average information;" C indicating "answers that give little or no information."

Statistical Analysis of the Data

Statistical tests used for the salesperson self-administered questionnaire were frequency distribution, mean values, medians, and percentages. The F test was used to test for significant associations between the fabric salespersons' answers and the following: their general educational background; classes taken in clothing and textiles; sewing experience; and years of fabric selling experience. A one way analysis of variance was used to determine the relationship between the quality of answer and type of store. The level of significance in this study was .05.

IV. FINDINGS AND DISCUSSION

Results of the statistical analysis of data are presented under the following sections: description of the sample, description of the quality of salespersons' answers determined by home economists' analysis, and discussion of the objectives.

Description of Sample

The Store Sample

Eight independently owned fabric stores, six department stores with fabric departments, and ten chain fabric stores were included in the store sample.

Fabric Salespersons' Background Information

Background information was obtained from a self-administered questionnaire distributed to twenty-four salespersons. The information requested included general educational background, classes taken in clothing and textiles, number of garments constructed, and number of years as a fabric salesperson. Of the sample, five persons (20.8 percent) had less general education than high school graduation, ten persons (41.7 percent) graduated from high school while nine persons (37.6 percent) had completed additional work beyond high school graduation (Table 2).

Table 2. General educational background of fabric salespersons.

Years of School Completed	Number of Respondents	Percent
less than 10	1	4.2
10 years	2	8.3
11 years	2	8.3
12 years	10	41.6
13 years	4	16.7
14 years	4	16.7
16 years	1	4.2
Total	24	100.0

For purposes of statistical evaluation, classes in clothing and textiles were divided into the following three groups: (1) classes taken in junior and senior high school, community college, 4-H, in-store programs, community education and extension; (2) classes taken in college or university; (3) classes taken from "other" sources. Three-fourths of the sample (75 percent) had taken two or more classes in clothing and textiles from such sources as junior and senior high school, community college, 4-H, in-store programs, community education, or extension (Table 3).

Of the sample, only two respondents (8.4 percent) indicated they had taken classes in clothing and textiles in colleges and universities (Table 4), while two respondents (8.3 percent) indicated they had taken classes in clothing

Table 3. Number of classes in clothing and textiles taken in junior and senior high school, community college, 4-H, in-store classes, community education, extension.

Number of Classes	Number of Respondents	Percent
0		25.0
2	3	12.5
3	2	8.3
4	3	12.4
5	2	8.3
6	1	4.2
7	2	8.3
8	1	4.2
10	1	4.2
25	1	4.2
30	1	4.2
75	1	4.2
Total	24	100.0

and textiles from "other" sources. The "other" category was identified as private classes.

The number of articles sewn in the last three years ranged from 0 to 571. The median number of items sewn was 44.5 items while the mean number of items was 98.5. Most salespersons (20) had sewn between 10 and 199 articles. One salesperson had sewn no articles and one had sewn only 3 articles. The mean was skewed high by two salespersons

Table 4. Classes in clothing and textiles taken through colleges and universities.

Number of Classes Taken	Number of Respondents	Percent
0	22	91.6
1	1	4.2
5	1	4.2
Total	24	100.0

who had sewn over 500 items; one had sewn 522 articles while the other had sewn 571 articles (Table 5).

Table 5. Number of articles sewn by fabric salespersons in last three years.

Number of Articles	Number of Respondents	Percent
0- 5	2	8.3
5-10	0	0
10-19	2	8.4
20-29	2	8.3
30-39	4	16.7
40-49	3	12.6
50-59	2	8.3
60-99	3	12.5
100-149	2	8.3
150-199	2	8.3
500+	2	8.3
Total	24	100.0

Nine of twenty-four salespersons (37.5 percent) reported they had worked as a fabric salesperson for one year or less. Eight reported working two to five years. Only seven out of twenty-four worked six years of more (Table 6).

Table 6. Years of selling as a fabric salesperson.

Years of Selling Experience	Number of Respondents	Percent
1 year or less	9	37.5
2- 5	8	33.4
6-10	3	12.5
11-19	2	8.3
20 or more	2	8.3
Total	24	100.0

Quality of Answers as Determined by Home Economists' Analysis

A panel of home economists rated the answers given by the fabric salesperson on a numerical scale. The panel judged the quantity of the answers on a scale of 1 to 3 with the value of 1 indicating "did not or poorly answered;" 2 indicating "answered;" and 3 indicating "answered including additional information not requested." The accuracy of the answers was judged on a scale of A, B, or C with the value of A converted to 3, the value of B equivalent to a numerical score of 2, and C equivalent to a value of 1. For both quantity and accuracy 3 was the highest value point. The

quantity score and accuracy score for each answer judged by the home economist were added together to obtain the quality score (Appendix C). The mean scores for the answers given by the fabric salespersons as judged by the panel of home economists were the following: answers pertaining to aesthetics 2.9; answers pertaining to fiber content 3.6; answers pertaining to sewing techniques 3.5; answers pertaining to amount of fabric 3.5; answers pertaining to notions 3.8 (Table 7).

Table 7. Ratings of answers as judged by home economists.

	Quantity Mean Score	Accuracy Mean Score	Score
Aesthetics	1.5	1.4	2.9
Fiber content	1.8	1.7	3.5
Sewing techniques	1.8	1.7	3.5
Amount of fabric	1.8	1.7	3.5
Notions	2.7	1.1	3.8

Findings Based on Objectives

One objective of this study was to analyze the quality of information the fabric salesperson gave to answer five specific consumer questions. The F test was used to determine if there was a linear relationship between the ratings of fabric salespersons' answers and the following independent variables: the educational background of the fabric salesperson; the classes taken in clothing and textiles; the

sewing experience of the fabric salesperson; the years of selling experience of the fabric salesperson.

The research hypothesis developed to test the relationship of the ratings of salespersons' answers to the question pertaining to aesthetics and the background information was:

I. A relationship will exist between the quality of the answer pertaining to aesthetics and
   a. the educational background of the fabric salesperson.
   b. classes taken in clothing and textiles.
   c. the sewing experience of the fabric salesperson.
   d. the selling experience of the fabric salesperson.

No significant difference at the .05 level of confidence was found between the ratings of salespersons' answers to the question pertaining to aesthetics and any of the following: general educational background; classes in clothing and textiles, sewing experience, and years of selling experience as a fabric salesperson (Table 8). Therefore, the research hypothesis cannot be accepted.

The research hypothesis developed to test the relationship of the ratings of salespersons' answers to the question pertaining to fiber content and the background information was:

II. A relationship will exist between the quality of the answer pertaining to fiber content and

Table 8. Results of the F test: relationship between answers pertaining to aesthetics and specific categories of general educational background, classes in clothing and textiles, sewing experience, selling experience.

Variable	F
General Educational Background	.36894
Classes in Clothing and Textiles	
Junior, senior high school; community college, 4-H, in-store classes, community ed., extension.	.15293
College, University	.30040
Other	.00694
Sewing Experience	2.73021
Selling Experience	.26101

*P ≤ .05, df = 1

a. the educational background of the fabric salesperson.

b. classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the selling experience of the fabric salesperson.

No significant difference (.05 level of confidence) was found between the ratings of salespersons' answers to the question pertaining to fiber content and each of the following: general educational background, classes in in clothing and textiles; and selling experience. However,

a significant difference was found between the ratings of salespersons' answers to the question pertaining to fiber content and sewing experience (Table 9). Therefore, the entire research hypothesis cannot be accepted.

Table 9. Results of the F test: relationship between answers pertaining to fiber content and specific categories of general educational background, classes in clothing and textiles, sewing experience, selling experience.

Variable	F
General Educational Background	.38964
Classes in Clothing and Textiles	
Junior, senior high school; community college, 4-H, in-store classes, community ed., extension.	.31437
College, University	.35852
Other	.26326
Sewing Experience	5.74203*
Selling Experience	.00086

*P ≤ .05, df = 1

The research hypothesis developed to test the relationship of the ratings of salespersons' answers to the questions pertaining to construction techniques and the background information was:

III. A relationship will exist between the quality of the answer pertaining to construction techniques and
   a. the educational background of the fabric salesperson.

b. classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the selling experience of the fabric salesperson.

No significant difference (.05 level) was found between the ratings of salespersons' answers to the question pertaining to construction techniques and each of the following: general educational background; classes in clothing and textiles; and selling experience. A significant difference was found between the ratings of salespersons' answers to the question pertaining to construction techniques and sewing experience (Table 10). Therefore, the entire research hypothesis cannot be accepted.

Table 10. Results of the F test: relationship between answers pertaining to construction techniques and specific categories of general educational background, classes in clothing and textiles, sewing experience, selling experience.

Variable	F
General Educational Background	6.0267*
Classes in Clothing and Textiles	
Junior, senior high school, community college, 4-H, in-store classes, community ed., extension.	2.10644
College, University	.78138
Other	.06863
Sewing Experience	13.09060**
Selling Experience	.00085

*P ≤ .05 **P ≤ .001, df = 1

The research hypothesis developed to test the relationship of the ratings of salespersons' answers to the question pertaining to amount of fabric needed and the background information was:

IV. A relationship will exist between the quality of the answer pertaining to amount of fabric needed and
    a. the educational background of the fabric salesperson.
    b. classes taken in clothing and textiles.
    c. the sewing experience of the fabric salesperson.
    d. the selling experience of the fabric salesperson.

No significant difference (.05 level) was found between the ratings of salespersons' answers to the question pertaining to amount of fabric needed and each of the following: general educational background; sewing experience; and selling experience. A significant difference was found between the ratings of salespersons' answers to the question pertaining to amount of fabric needed and classes in clothing and textiles taken in colleges, universities or from "other" sources (Table 11). Therefore, the entire research hypothesis cannot be accepted.

The research hypothesis developed to test the relationship of the ratings of salespersons' answers to the questions pertaining to notions and the background information was:

Table 11. Results of the F test: relationship between answers pertaining to amount of fabric needed and specific cateogires of general educational background, classes in clothing and textiles, sewing experience, selling experience.

Variable	F
General Educational Background	.19683
Classes in Clothing and Textiles	
Junior, senior high school, community college, 4-H, in-store classes, community ed., extension.	2.9099
College, University	5.82794*
Other	3.97211*
Sewing Experience	2.62248
Selling Experience	.40844

$P \leq .05$, df = 1

V. A relationship will exist between the quality of the answer pertaining to notions and

a. the educational background of the fabric salesperson.

b. classes taken in clothing and textiles.

c. the sewing experience of the fabric salesperson.

d. the selling experience of the fabric salesperson.

No significant difference (.05 level) was found between the ratings of salespersons' answers to the questions pertaining to notions and each of the following: classes in clothing and textiles taken from "other" sources not

indicated in the questionnaire, and selling experience. A significant difference was found between the ratings of salespersons' answers to the question pertaining to notions and each of the following: general educational background; classes in clothing and textiles taken in junior and senior high school, community college, 4-H, in-store programs, community education, extension, colleges and universities (Table 12). Therefore, the entire research hypothesis cannot be accepted.

Table 12. Results of the F test: relationship between answers pertaining to notions and specific categories of general educational background, classes in clothing and textiles, sewing experience, selling experience.

Variable	F
General Educational Background	5.69472*
Classes in Clothing and Textiles	
Junior, senior high school, community college, 4-H, in-store classes, community ed., extension.	4.30938*
College and University	4.45883*
Other	2.31481
Sewing Experience	.04555
Selling Experience	1.13774

*$P \leq .05$, df = 1

An analysis of variance was used to determine if there were differences among the quality of answers to the five

specific consumer questions and the three types of stores. No statistical test was used to determine if the answers from fabric salespersons in one type of store were better than the answers from fabric salespersons in another type of store.

The research hypothesis developed to test the differences of the ratings of the salespersons' answers to the five specific consumer questions and the three types of stores were:

A difference will exist among the three types of stores and answers pertaining to consumer questions on:

a. aesthetics
b. fiber content
c. sewing techniques
d. amount of fabric needed
e. notions.

A significant difference was found for the quality of answer pertaining to aesthetics given by the fabric salespersons among the three types of stores. No significant difference (.05 level) was found between the mean scores for the quality of answers given by the fabric salespersons in the chain fabric store, the department store, and the independently owned fabric store in the following categories: answers pertaining to fiber content; answers pertaining to construction techniques; answers pertaining

to amount of fabric; and answers pertaining to notions (Table 13). Therefore, the entire research hypothesis cannot be accepted.

Table 13. Relationship between answers pertaining to aesthetics and types of stores.

Variable	F
Aesthetics	7.1729*
Fiber content	2.9808
Sewing techniques	2.9403
Amount of fabric needed	.1444
Notions	1.3194

$P \leq .05$, $df = 2$

In an attempt to explain the significance for the answers pertaining to aesthetics the test of least significant difference (LSD) was performed (Table 14).

Table 14. Mean scores for the quality of answers pertaining to aesthetics by fabric salespersons of three different types of stores.

	Mean	Difference	LSD
Department Store	3.7		
		.3	.26
Independent Store	3.4		
		1.3	.98
Chain Store	2.1		

Answers pertaining to aesthetics given by fabric salespersons were significantly different between chain fabric stores and independent stores.

V. SUMMARY AND RECOMMENDATIONS

Summary

Statement of Problem

The objectives of this study were to analyze the quality of information the fabric salesperson gave in response to five specific consumer questions and relate this to four types of background information.

The Sample

Ten chain fabric stores, six department stores with fabric departments, and eight independently owned fabric stores allowed the investigator to pose as a consumer and record a salesperson's answers given to the Interviewing Instrument. Conversations from twenty-four fabric salespersons were tape recorded and analyzed by a panel of three home economists to determine the quality of answer.

Data Collection

An Interviewing Instrument was developed based on twenty and one-half hours of observing consumer questions obtained in one chain fabric store, a department store with a fabric department, and an independently owned fabric store. Based on nine types of questions consumers asked most frequently and five criterion statements, a set of

questions was developed to be the Interviewing Instrument. These questions were related to the topics of aesthetics, fiber content, sewing techniques, amount of fabric needed, and notions.

The five questions included in the Interview Instrument were:

1. Do you think this fabric will work this this pattern? (based on aesthetics)
2. What is this fabric made of? (based on fiber content)
3. Should I line or underline the dress? (based on sewing techniques)
4. How much fabric will I need to line or underline the entire dress? (based on amount needed)
5. Do you have pre-packaged piping or do you suggest I make my own? (based on notions)

After the Interviewing Instrument was administered, responses tape recorded and permission obtained for the answers to be used in the research project, the fabric salesperson was asked to complete a questionnaire on (1) general educational background, (2) classes taken in clothing and textiles, (3) number of garments constructed within the last three years, and (4) number of years as a fabric salesperson.

A panel of home economists analyzed the answers to the Interview Instrument to determine the quantity of the

answers on a scale of 0, 1, 2, or 3 and the accuracy of the answers on a scale of 3, 2, or 1. These were combined to give a quality of answer score for each of the five questions on aesthetics, fiber content, sewing techniques, amount of fabric needed, and notions included in the Interviewing Instrument.

Statistical tests used in the analysis of data were frequency distribution, mean values, and medians for sample description. The F test was used to determine the relationship between the quality of the fabric salespersons' answers and the following independent variables: (1) the educational background of the fabric salesperson, (2) the classes taken in clothing and textiles, (3) the number of garments constructed, and (4) the number of years as a fabric salesperson. A one way analysis of variance was used to determine if there were relationships between the mean score for the quality of answers and the types of stores.

Findings

Five (20.8 percent) of the twenty-four participating fabric salespersons had less general education than high school graduation. Ten of the respondents (41.7 percent) graduated from high school while nine persons (37.6 percent) had completed some college education. Eighteen respondents (75 percent) had taken two or more classes in clothing and

textiles from such sources as junior and senior high school, community college, 4-H, in-store programs, community education, or extension. Classes taken in clothing and textiles in colleges, universities, or "other" sources were checked by four respondents (8.3 percent). The number of articles sewn in the last three years ranged from 0 to 571 items; the median number was 44.5 items, the mean was 98.5. Nine participants (37 percent) of the sample had worked as a fabric salesperson for one year or less.

The mean quality for the answers given by the fabric salesperson as judged by the panel of home economists was the following (of a possible 6): answers pertaining to aesthetics 2.9; answers pertaining to fiber content 3.6; answers pertaining to sewing techniques 3.5; answers pertaining to amount of fabric 3.5; answers pertaining to notions 3.8.

The significant findings from the F test and one-way analysis of variance were as follows:

1. A significant relationship was found between the quality of answers pertaining to fiber content and the sewing experience within the last three years of the fabric salespersons.

2. Results indicated that there was a significant relationship between the quality of answers pertaining to construction techniques and the sewing experience within the last three years.
3. Findings indicated a significant relationship between the quality of answers on the amount of fabric needed and classes in clothing and textiles taken in colleges, universities, or "other" sources.
4. A significant relationship was found between the quality of answers pertaining to notions and general educational background and classes in clothing and textiles taken in junior and senior high school, community college, 4-H, in-store programs, community education, extension, colleges and universities.
5. A significant difference was found for the quality of answer pertaining to aesthetics among the three types of stores.

Recommendations

Recommendations for Uses of This Study

It is hoped that educators, businessmen, and store owner managers might use this information to develop effective clerk education programs. Furthermore, the results of this study might help determine criteria for the hiring of the fabric salesperson.

Recommendations for Further Study

Because research by Spero (1974), Lowe (1972), and Steinger and Dardis (1971) verified the fabric salesclerk is a source of information to the fabric consumer, future research could focus on the satisfaction of the consumer with the fabric salesperson's answers. A parallel study might concentrate on analyzing the quality of information related to textiles that the salespersons from other departments, such as ready-to-wear and home furnishings, are giving to answer consumer questions. In addition, research might be conducted to determine if the background of the consumer determines the type of question asked of fabric salespersons. Also, it is suggested that studies be conducted to determine if the quality of the answers is perceived by the consumer. Variables such as phrasing of the question, dress of the consumer, male/female consumer, and age of consumer might be studied.

In the process of collecting data for this study, the investigator listened to a variety of comments about consumers from fabric salespersons. As a consequence of the data collection process, the fabric salesperson's attitude toward fabric consumers might be studied. Also, it is recommended that fabric consumers' attitudes toward the fabric salesperson be analyzed.

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APPENDICES

APPENDIX A

School of
Home Economics
Oregon State University
Corvallis, Oregon 97331 (503) 754-3551

June 9, 1977

Dear

As a graduate student at Oregon State University I am doing research to complete the requirements for a masters in clothing and textiles. The purpose of my study is to learn more about the information the fabric salesperson is giving the fabric consumer. I am requesting your permission to do research in your store.

You and your staff have probably experienced the consumer who asks a variety of questions. In turn you have shared your knowledge and experience to answer these questions. Research verifies the clerk is a source of information for the consumer. As the result of my research I hope to develop educational programs that will assist salespersons in answering consumer's questions.

In order to achieve the purpose of this research I am requesting your cooperation to allow the researcher to pose as a consumer and record the answers to five specific questions asked of salespersons. At the conclusion of the questions the researcher will ask the fabric salesperson to fill in a questionnaire that asks for four types of background information.

I will be calling you by June 16 to obtain permission and to answer any questions you might have. Thank you for considering this research project.

Sincerely,

Barbara Davis

Ardis W. Koester, Ph.D.
Major Professor and Research Advisor

P.S. In an attempt not to bias the research, please do not discuss this with your sales staff.

APPENDIX B

No. _____

FABRIC SALESPERSON QUESTIONNAIRE

I am working on a research project at Oregon State University in the area of Clothing and Textiles. I need to know more information about your background as a retail salesperson. Will you please complete the following questions?

GENERAL EDUCATIONAL BACKGROUND

Would you tell me the last grade you completed by circling the correct number.

Grade School 1 2 3 4 5 6 7 8

High School 1 2 3 4

Community College 1 2

College or University 1 2 3 4

Graduate Study..... 1 2 3 4

CLASSES IN CLOTHING AND TEXTILES

Would you indicate how many classes, if any, you have taken from the following groups.

Years in 4-H clothing ..... _____

Number of semesters of clothing in junior and high school..... _____

Number of classes taken in community college..... _____

Number of classes taken in college or university..... _____

Number of classes taken in a store ..... _____

Number of classes taken through community education or extension..... _____

SEWING EXPERIENCES

Would you indicate, as best you can, the number of garments you've sewn in each category in the last three years.

Blouses _____	Coats _____	Sleepwear _____
Skirts _____	Jackets _____	Lingerie _____
Pants _____	Dresses _____	Other _____

EXPERIENCE AS A FABRIC SALESPERSON

How many years as a fabric salesperson have you worked? Circle the number of years worked as a fabric salesperson.

less than 1 year _____

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

over 20 years _____

HOME ECONOMIST'S WORKSHEET

Quantity

0-unable to judge the answer
1-did not or poorly answered
2-answered
3-answered including additional information not requested

Accuracy

A-answers that give above average information
B-answers that give average information
C-answers that give little or no information

Fabric Sales-person No.		Aesthetics (pattern and fabric)	Fiber Content	Construction Technique (line or underline)	Amount Needed	Notions (pre-packaged make own)
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					
	quantity					
	accuracy					

APPENDIX C

RESULTS OF HOME ECONOMIST'S ANALYSIS

Quantity

0-unable to judge the answer
1-did not or poorly answered
2-answered
3-answered including additional information not requested

Quality

A-answers that give above average information
B-answers that give average information
C-answers that give little or no information

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
1	1	quantity	0	1	3	2	3
		quality	0	B	B	B	B
2	1	quantity	0	2	1	1	3
		quality	0	B	C	C	B
3	1	quantity	0	2	0	2	3
		quality	0	B	0	A	B
1	2	quantity	1	2	3	3	1
		quality	C	B	B	B	C
2	2	quantity	2	1	2	1	1
		quality	B	C	B	C	C
3	2	quantity	2	2	1	2	2
		quality	B	B	C	B	B
1	3	quantity	2	2	3	3	2
		quality	C	B	A	A	B
2	3	quantity	0	2	3	3	2
		quality	0	B	A	A	B
3	3	quantity	0	2	2	3	2
		quality	0	B	B	A	B

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount needed	Notions
1	4	quantity	2	2	2	2	3
		quality	C	B	B	B	C
2	4	quantity	0	2	1	2	1
		quality	0	B	C	B	C
3	4	quantity	1	2	2	1	1
		quality	C	B	B	C	C
1	5	quantity	1	2	2	2	2
		quality	C	B	B	C	A
2	5	quantity	2	2	2	2	2
		quality	C	C	C	C	B
3	5	quantity	1	2	2	2	3
		quality	C	B	C	C	B
1	6	quantity	2	2	1	2	3
		quality	C	B	C	B	B
2	6	quantity	0	1	1	0	2
		quality	0	C	C	0	B
3	6	quantity	2	2	2	2	2
		quality					
1	7	quantity	2	2	2	2	3
		quality	C	B	A	B	B
2	7	quantity	2	1	2	2	2
		quality	B	C	B	B	C

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
3	7	quantity	3	2	2	2	3
		quality	A	B	A	B	A
1	8	quantity	0	3	1	1	1
		quality	0	B	C	C	C
2	8	quantity	0	0	1	1	2
		quality	0	0	C	C	B
3	8	quantity	3	1	1	2	2
		quality	A	C	C	A	A
1	9	quantity	2	2	1	1	0
		quality	C	B	C	C	C
2	9	quantity	1	1	1	1	1
		quality	C	C	C	C	C
3	9	quantity	2	3	2	2	0
		quality	B	A	B	B	0
1	10	quantity	2	2	3	1	2
		quality	C	B	B	C	B
2	10	quantity	1	2	2	2	2
		quality	C	B	B	B	B
3	10	quantity	2	2	3	1	2
		quality	B	B	A	C	B
1	11	quantity	2	2	0	1	2
		quality	C	C	0	C	C

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
2	11	quantity	0	0	0	0	2
		quality	0	0	0	0	A
3	11	quantity	0	0	2	2	2
		quality	0	0	0	0	0
1	12	quantity	3	0	2	2	2
		quality	A	0	B	B	B
2	12	quantity	3	0	2	2	3
		quality	A	0	B	B	A
3	12	quantity	3	2	2	2	2
		quality	B	B	B	B	B
1	13	quantity	2	2	3	2	2
		quality	C	B	B	B	B
2	13	quantity	3	3	3	3	3
		quality	A	B	A	A	A
3	13	quantity	2	3	1	2	3
		quality	C	A	A	B	A
1	14	quantity	1	2	2	2	2
		quality	B	B	B	B	B
2	14	quantity	2	2	3	2	3
		quality	B	A	A	B	A
3	14	quantity	1	2	0	2	2
		quality	C	B	0	B	B

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
1	15	quantity	1	3	2	2	2
		quality	C	A	B	B	A
2	15	quantity	2	2	2	0	2
		quality	B	B	B	0	B
3	15	quantity	3	2	2	2	2
		quality	A	B	B	B	B
1	16	quantity	2	2	2	0	2
		quality	C	B	C	0	B
2	16	quantity	2	2	2	0	3
		quality	C	B	A	0	A
3	16	quantity	2	2	2	2	3
		quality	B	B	B	B	A
1	17	quantity	2	2	2	2	2
		quality	C	C	B	B	C
2	17	quantity	2	2	1	1	2
		quality	B	C	C	C	B
3	17	quantity	2	2	1	2	3
		quality	B	B	C	B	B
1	18	quantity	2	2	2	2	2
		quality	C	B	C	C	C
2	18	quantity	1	2	1	1	1
		quality	C	B	C	C	C

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
3	18	quantity	2	3	1	2	1
		quality	B	B	C	B	C
1	19	quantity	2	2	2	2	2
		quality	C	C	C	A	C
2	19	quantity	1	2	1	1	2
		quality	C	B	C	C	C
3	19	quantity	2	2	2	2	2
		quality	B	B	C	A	B
1	20	quantity	2	2	2	2	2
		quality	B	B	B	C	C
2	20	quantity	2	2	1	2	2
		quality	C	C	B	A	B
3	20	quantity	2	2	3	2	2
		quality	B	B	A	B	A
1	21	quantity	2	2	2	2	1
		quality	C	C	C	C	C
2	21	quantity	2	2	2	2	1
		quality	B	B	C	B	C
3	21	quantity	2	2	2	2	1
		quality	B	B	C	B	C
1	22	quantity	2	2	2	2	2
		quality	C	B	C	B	B

Results of Home Economist's Analysis (continued)

Judge	Fabric Sales-person No.		Aesthetics	Fiber	Construction Techniques	Amount Needed	Notions
2	22	quantity	0	3	3	3	0
		quality	0	A	B	A	0
3	22	quantity	3	1	2	3	2
		quality	A	C	B	A	B
1	23	quantity	2	2	2	2	2
		quality	C	C	B	C	B
2	23	quantity	2	2	2	2	2
		quality	C	C	B	B	B
3	23	quantity	2	2	1	3	3
		quality	B	B	B	B	A
1	24	quantity	2	2	2	2	2
		quality	C	C	B	C	B
2	24	quantity	2	2	3	3	3
		quality	B	B	B	A	A
3	24	quantity	2	2	2	2	2
		quality	B	B	A	B	B