UTILIZATION OF TIME BY STUDENTS IN TAILORING A SUIT

Thesis for the Degree of M. A.
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Helen Viola Moseson

1960

UTILIZATION OF TIME BY STUDENTS IN TAILORING A SUIT

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AN ABSTRACT

Submitted to the College of Home Economics
of Michigan State University in partial
fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Textiles, Clothing, and Related Arts

1960

Approved Margaret C. Harm

ABSTRACT

One of the popular courses in the area of clothing construction is tailoring; but the time involved in making a custom tailored garment has occasionally posed a problem. The purpose of this study was to determine the amount of time required by students to make a custom tailored suit, and to ascertain the factors that affect this use of time.

The tailoring class at Michigan State University, winter 1960, was used for the study. Each student kept a record of the total time spent constructing the suit, as well as time spent on special areas of tailoring. These records were compared to those kept by the investigator in making a suit as a control. The attitudes, interests, and experiences of the students, disclosed by means of questionnaires and interviews, were correlated with the use of time in tailoring. The student's work organization, assimilation of knowledge, and quality of the finished product were also considered in relation to the amount of time required to make a suit.

The time required for tailoring a suit is influenced by many variables such as: the sewer's skill, knowledge, and experiences, pattern design; fabric used; and standards of workmanship. The average time required by the class under study to tailor a suit was 102.5 hours. The control suit was made in eighty hours. Approximately half of the time required by students to tailor a suit was spent learning and constructing special areas of tailoring as: fitting the pattern, making the body linings, pockets, buttonholes, collar, and lining.

The general conclusion found in this study was that the utilization of time in tailoring a suit is relative to:

1) previous experience in clothing construction, both in formal classes and personal sewing,
2) standards of workmanship,
3) ability to read and interpret written directions.

Tailoring was considered time consuming but not necessarily more so than for other courses for which equal credits were gained. The significant compensation for the time element in making a custom tailored suit was a well fitted garment at a moderately low cost. The challenge and valuable learning experience that tailoring offers makes it an eminent part of the clothing construction program.

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INTRODUCTION

The suit has a very important role in the mature women's wardrobe. Hochstim's study of 2,425 wardrobes revealed that 63% of the active wardrobes included suits.[1] It is probably the most versatile of all garments since the right accessorization makes it an appropriate costume for business appointments, travel, shopping, or after-five wear. The cost of a smart, well-constructed suit may appear prohibitive to many, but since current fashions do not readily outmode the classic suit, it is actually a wise investment for most wardrobes.

The ready-to-wear suit is available in a variety of qualities, both of fabric and workmanship, so it is possible to purchase one even on a limited budget. Since fit is a very important factor in determining the acceptability of a suit, many discriminating women turn to the custom tailor for a garment with individuality and perfection in fit and workmanship. Custom tailoring is done for an individual by a tailor who is a highly skilled craftsman in his line. He specializes either in men's or women's garments but seldom in both. The design of the suit or coat and the choice of fabric is a personalized service. Individual measurements are taken and several fittings made during the construction of the garment. The product involves much handwork of superior quality in order to produce a suit or coat with individuality of design, perfection in fit, and a high degree of durability of shape.

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[1]Esther S. Hochstim, "Women's Attitudes Toward Wool and Other Fibers in Suits, Skirts, and Sweaters," United States Department of Agriculture Publication AMS-115, April 1956, p. 1.

This specialized service in custom tailoring demands such a high price that it may be prohibitive to persons of average means. The home sewer or student with initiative, patience, and a high degree of skill in clothing construction may learn and use the same techniques employed by the custom tailor to produce a tailored garment at a fraction of the price charged for this service. The money saving factor is important to most home sewers. In Frazier's study, on the home sewing practices of Home Economics graduates, 82% of those questioned sewed, primarily, because it saved them money.[1] Besides its economic value, tailoring has another advantage for the home sewer in that it may give her an opportunity to express her creative ability. A beautifully tailored garment is an achievement and a source of true satisfaction to its maker.

Students' wardrobes, during their school years, have consisted mainly of sweaters, blouses, skirts, and cotton dresses. Now, on the doorstep of an adult world, they feel the need for a costume which will outfit them for this position, and therefore turn to the suit. Most budgets cannot include a suit of the quality a college girl desires, so, for many girls, "do-it-yourself" seems to be the answer. The complexity of tailoring techniques makes it practically impossible to obtain this knowledge from printed directions alone. Students, therefore, turn to tailoring courses for the necessary knowledge to equip themselves for this undertaking.

However, the real value of a tailoring course may not be fully appreciated until a student has been able to put the knowledge to use, either in her home sewing or in a job. In Frazier's study, tailoring was indicated to be the most valuable of the clothing courses by 78.4%

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[1]Manette Egbert Frazier, "Home Sewing Practices of Graduates in Home Economics from the University of Utah," (unpublished Master's thesis, College Library, Oregon State College, 1955), p. 45.

of the Home Economics graduates. Twenty-two and one-tenth percent of the graduates, who had not taken tailoring, listed it as a course for which they since felt a definite need.[2]

The time necessary to construct a tailored suit is much greater than that required in making a garment using dressmaker techniques. Various short-cut methods have been devised, but, according to Carlson's investigation on different tailoring techniques, the custom tailored method produced a finished garment superior, in most respects, to that produced by other less time-consuming methods.[3] The smooth fit of the jacket and the professionally tailored appearance were the features in which the custom tailored technique excelled over other methods. The original appearance of the garment was also maintained after several dry cleanings when made by this method, whereas in other short-cut methods the shifting of seam lines and rippling of edges became progressively worse with each dry cleaning.[4] In order to produce an excellent fit and lasting shape in a tailored garment, accuracy in construction is important. Much of the work involved in tailoring is not apparent, but the inside construction is vitally important to the appearance and up-keep of a smartly made garment.

The amount of time required to make a tailored suit is the excuse most frequently given by the home sewer to exclude tailoring from her construction projects. Discouraging remarks made by clothing students regarding the time involved in tailoring, the anomalous number of hours

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[1]Ibid., p. 11.

[2]Ibid., p. 17.

[3]Mary Ellen Carlson, "A Critical Investigation of Tailoring Techniques Which Might Be Effectively Employed by the Home Sewer," (unpublished Master's thesis, College Library, Michigan State University, 1953), p. 133.

[4]Ibid., p. 127.

reported by some students on work done outside of class time, plus the fact that many students never make a second tailored suit stimulated the author to make this study on the utilization of time in tailoring a suit.

The purpose of this study was to determine the average amount of time needed by a student, experienced in dressmaking but inexperienced in tailoring, to complete a suit. It was also hoped that this study would discover the underlying factors which affect this use of time. Of special interest to the investigator was the amount of time required to complete certain areas of work included in the tailoring course. Such processes as: checking and altering the pattern through a muslin fitting; making and incorporating the body lining (see p. 20) and reinforcements in the jacket; construction details such as buttonholes, pockets, and cuffs; making, shaping, attaching, and covering the collar; and the making and attaching of the lining were timed and recorded. Since the skirt is distinctly divided from the jacket in a suit, the time for the construction of the skirt was recorded separately. The time spent, as recorded by the students, would then be compared to the amount of time used by the investigator, who had some experience in tailoring, in making a suit of similar style. It was expected that this study, through questionnaires, interviews, and observations, would reveal some of the factors which contribute to the discrepancies in the amounts of time required by students to execute a custom tailored suit. It was hoped that this study would also show some definite trends relating the quality of construction in the finished garment to the time element.

The class taking tailoring (TCRA 452d) at Michigan State University during the winter term 1960 was selected for the study. Although this was a small population with which to work, it was felt that enough information could be obtained to shed some light on the problems pertaining to the use of time in tailoring.

METHODS AND PROCEDURE

Investigation of Conditions Under Which Study was Made

Tailoring is considered one of the most advanced clothing construction courses taught at Michigan State University. It carries a prerequisite of three courses in clothing construction, namely: a course in beginning clothing construction; a course in pattern making, fitting, and construction; and a course in designing and constructing a "custom-made" wool costume. Students that take tailoring are, therefore, considered fairly well skilled and experienced in dressmaking techniques.

Although there are many variations of method in tailoring, as interpreted by different people, the course at Michigan State University includes these basic procedures:

1. Molding of the jacket to shaped interfacings.
2. Shaping of the lapel roll by pad stitching and taping the breakline of the lapel to hold it close to the body.
3. Maintaining a flat seam by keeping the interfacings of "hymo" (see p. 20) out of those seams where the "hymo" would be pressed back on itself.
4. Staying the front edge of the jacket by taping.
5. Provision of ease in the facing to allow for roll of lapel.
6. Shaping of the under collar by pad stitching and pressing so that it hugs the neck at the breakline and fits comfortably to the neck.
7. Provision of ease on the top collar to allow for smooth turning and concealment of under collar.
8. Reinforcement of: upper back of jacket, lower edge of sleeve, lower edge of jacket skirt, and set-in pockets.

9. Shaping and shrinking the sleeve at cap and elbow curve to insure a smooth fit.
10. Invisible tacking of hems and seams for maintenance of smooth appearance.

In order that the students may gain as much knowledge of tailoring as possible in the one course, the learning of special techniques is stressed, rather than individual design. The instructor recommends that students make a suit with a jacket design that is fitted or semi-fitted, and which includes a tailored collar with lapel, and a two-piece sleeve. However, a club collar or a similar modification of the design is acceptable.

Students were advised to purchase an all wool suiting material for their tailoring project, since wool is considered superior to other fibers in its molding characteristics. The student had a choice in the weave, weight, and color of any suitable wool suiting fabric. Fabric samples were provided for the student's convenience but no stipulation was made on the place of purchase or the price paid.

There was no text book for TCRA 452d, but written instructions were provided in mimeographed form for each student. These directions were clear and concise and the students could continue working on their garments out of class by following the steps in these instructions. Tailoring books were available for reference. The teacher demonstrated each new technique as the students were ready to apply it to their garment. Illustrative material, showing the steps used for these various techniques, was displayed on the classroom bulletin boards. The instructor gave individual assistance whenever needed. The students worked as partners, helping each other in the fitting of the pattern and the suit. This gave valuable experience in fitting, since the fitter would pin the pattern or suit as she thought it should be and then the instructor checked and corrected the fitting.

The winter term consisted of ten weeks and the tailoring class met six hours per week for laboratory and one hour per week for lecture, discussion and demonstrations. Each laboratory period was two hours and fifty minutes in length, and each lecture period was fifty minutes. The total hours used for laboratory classes and for lectures cannot be calculated exactly, since demonstrations and short lectures were interspersed in the laboratory time and portions of the lecture periods were used for construction. The approximate total time available for laboratory work was fifty-six hours for the whole term.

Since the class hours were limited, every effort was made to save time for the students. The similarity in the general style of suit made class demonstrations beneficial to all. Students did not have to wait so often for individual assistance, as is necessary when styles are very different. The molding and shaping required in parts of the tailored jacket is faster and more successful in wool fabrics than in fabrics of other fibers or blends. In order to organize the students' time, a class schedule was given to each member listing the work which was to be completed each day.

Since the general style and fabric were relatively similar in the suits, it was felt that these factors were fairly constant in determining the time required to tailor a suit. It was, therefore, assumed that work habits, ability, interest, and experience were the main influencing factors in the variations of time used to construct a suit in this tailoring class.

Selection and Description of the Population

The sampling used for the study in the utilization of time in tailoring a suit was representative of three years of university study and four different majors. The tailoring class was composed of eleven students:

two graduate students, six seniors, and three juniors. Of this number, four were majoring in Home Economics Teaching, three in Dress Design, three in Textiles and Clothing, and one in General Home Economics.

The class was approached during one of their first regular laboratory periods. The investigator advised the students, both verbally and in writing, as to the purpose of the study and asked their cooperation in contributing information. All were willing to supply the information requested.

The students had already chosen the commercial patterns for their suits. Slight variations were made in some of the patterns to make the lines of the suit more becoming to the individual. The sketches on the following pages depict the individual suits as they were made by the students.

PLATE 1

Suit Made by Students A, B, and J

Variations from the commercial pattern were: the underarm dart was shifted to a dart extending towards the bust from the neckline under the collar; the undercollar was cut and attached separately to the jacket instead of making it as part of the jacket front.

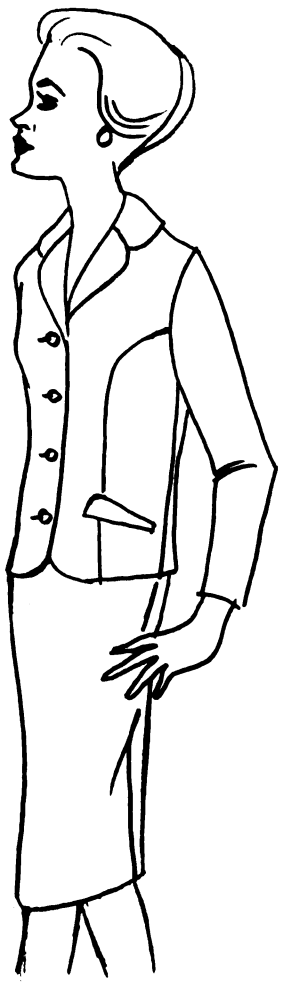

PLATE 2

Suit Made by Student C

Variations from the commercial pattern were: the front dart line was changed into a modified French dart line extending into the armscye line; set-in welt pockets were added.

PLATE 3

Suit Made by Student D

Variations from the commercial pattern were: the collar was enlarged; the neckline and lapels were lengthened; two buttonholes were used instead of four.

PLATE 4

Suit Made by Student E

No changes were made in the design of the commercial pattern.

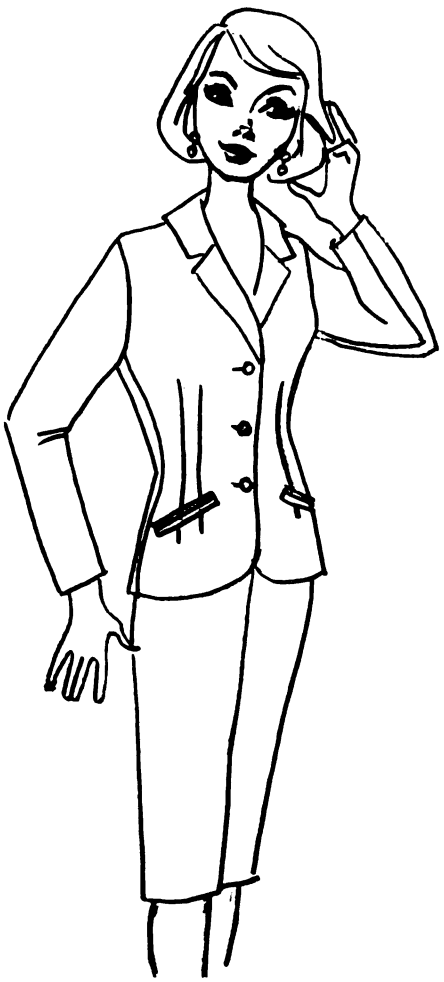

PLATE 5

Suit Made by Student F

Variations from the commercial pattern were: slot pockets were used instead of welt pockets; sleeve vents were eliminated.

PLATE 6

Suit Made by Student G

Variations from the commercial pattern were: cuffs were added; a velvet collar was applied over the regular collar.

PLATE 7

Suit Made by Student H

No changes were made in the design of the commercial pattern.

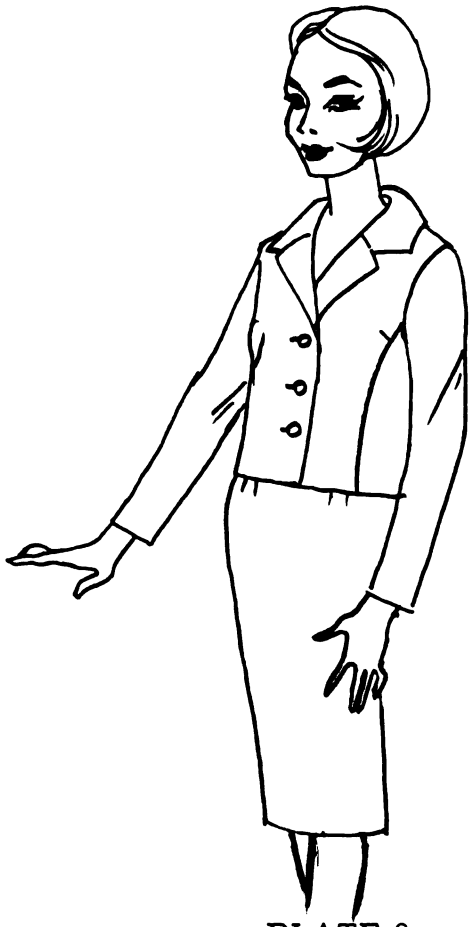

PLATE 8

Suit Made by Student K

Variations from commercial pattern were: three buttonholes were used instead of one.

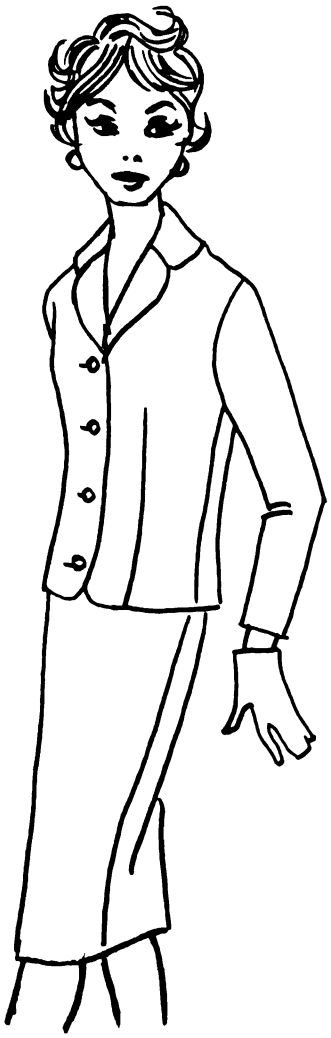

PLATE 9

Suit Made by Student L

Variations from the commercial pattern were: the skirt was made from the student's personal master pattern instead of from the commercial pattern. There was no change in the design of the jacket.

Formulation and Administration of the Instruments

Information for this study was collected from the students in the following ways:

a) Record of the total time spent on the suit

b) Record of the time spent on separate areas of work on the suit

c) Questionnaire on previous experience

d) Individual interviews

e) Questionnaire at completion of suit.

Each student was asked to record the daily time spent on the suit in class and to keep a separate account of the time spent on it out of class. A record sheet was constructed and given to the student to assist her in keeping these times. The time spent on the suit included: all the time spent on the preparation of both the tissue paper and the muslin patterns, the cutting and marking of all the various fabrics and details, the sewing and pressing of all parts, and the fitting of the suit. The class times which were not recorded as time spent on the suit were: lecture and demonstration time used by the instructor, time taken to purchase material or equipment, time used to fit partner's suit, class time if student was absent from class. Class time used in ways other than for the production of the suit, such as visiting with other students, idly waiting for assistance or equipment, was counted as time spent on the suit. If time in class was not used to its best advantage it was an indication of poor time management.

The approximate amount of work to be done on the suits each week was set up in the class schedule provided by the instructor. The students were expected to adhere to this schedule as closely as feasible. On the time record sheet a space was provided for the student to

indicate her progress according to this schedule by checking whether she was ahead, on, or behind schedule. The investigator collected these time sheets from the students on a specified day each week.

Since many techniques used in tailoring differ from those in dressmaking, a separate time sheet was given to the students to record the actual time spent on some selected areas of work. Most of the areas of work chosen for time recording were those which apply specifically to tailoring and do not usually apply to dressmaking. It was assumed that the areas of construction chosen for time recording were the most time consuming sections in tailoring. The areas chosen were:

a) Preparing the jacket pattern

b) Setting in the body linings

c) Specific details as pockets, buttonholes, cuffs, or other significant trimmings

d) Collar

e) Jacket lining.

A separate record sheet was also made of the time used in making the skirt. Since the skirts were repeat experiences for the students they were made independently and class time was not used for comprehensive teaching procedures in skirt making. The time for learning techniques would not apply to the skirt as it did to the jacket.

The first area of work for which the time was recorded was the preparation of the tissue paper and muslin patterns. In the tailoring class it is customary to make a trial jacket in muslin, so that all corrections for proper fit and pleasing design are exactly marked. This procedure makes it possible to complete the construction work necessary on the fronts of the garment before assembling and fitting the complete jacket. The muslin jacket is then taken apart and used as the pattern for cutting the suit fabric. Since this procedure is not

customary in dressmaking when using a commercial pattern, the extra time in making this muslin pattern would apply more frequently to tailored garments.

A significant part of any tailored jacket is the application of the body linings. Even though interfacings are used to some extent in dressmaking, the shaping and application of the body lining in a tailored jacket involves a great deal more work and skill. The body linings included the use of various fabrics such as wigan, "hymo," cotton felt, and tailor's canvas. The wigan was used to reinforce the upper back of the jacket and the hem edge of the jacket skirt and sleeves. "Hymo," trade-name for a haircloth interfacing, was attached to the front jacket across the shoulders and down the front edges to give the desired stiffness and shape. It was also used in the jacket skirts of some of the suits. The cotton felt, attached to the "hymo" and extended around the armholes, added to the tailored contour of the jacket. Tailor's canvas was the interfacing used in the tailored collars since it gave a sharp creaseline, while "hymo" was used in the flatter round collars.

The procedure for applying the body linings was taught by means of demonstrations and written directions. The time recorded for this area of work included making the pattern for and the cutting of the body linings, as well as the necessary steps used to attach and shape this to the jacket. These steps included: sewing darts in the "hymo," attaching the felt to the "hymo," attaching the prepared body lining to the jacket, attaching wigan to jacket back and sleeve edge, lapel stitching, taping the breakline, and taping the front edge of the jacket.

Details such as pockets, bound buttonholes, and cuffs are usually considered very time consuming. Although the procedures used in making these are used by both dressmakers and tailors, the proportion of time involved in this phase of suit making seems to be worthy of recognition and study. Therefore, the students recorded the time

separately for the application of pockets, bound buttonholes, and cuffs whenever these details were included in the suits.

The application of the collar is a very important part of the suit. The tailor's method of applying a collar is usually quite different from a dressmaker's method. A separate time record which included making, shaping, pressing, and attaching of the under collar as well as attaching, sewing and pressing the upper collar was requested from each member of the class for this part of the construction.

The time for lining the jacket was also recorded. This time included cutting and making up the lining and attaching it to the jacket by hand.

Assistance in the making of the suit skirt was provided by the instructor only upon request of the student. It was expected that a student, advanced enough to take the tailoring course, could make a suit skirt without assistance. The student was asked to keep the time spent on making the skirt separate from that spent on the jacket, in order to determine the time division between the jacket and the skirt of the suit. The time records for each of these specific areas of tailoring were collected from the students as each job was completed.

It was assumed that the time used to construct a garment depended on factors such as experience, skill, interests and attitudes of the individual, and the sewing environment. Questionnaires and interviews were used to discover these time influencing factors for each girl. The first questionnaire, which dealt mainly with past experience, asked for straight fact answers. For the interview and second questionnaire, questions were formulated and presented in such a manner as to obtain answers which would disclose the student's own opinion.

The first questionnaire was constructed and given to the students at the beginning of the term to gain the necessary information on the experience and training of each class member. These questions dealt

with what clothing construction courses had been taken at a college or university, and whether or not the student had held any kind of job or position which was related to clothing. Questions were also asked to find out what clothing construction details had been attempted, and to obtain an estimate as to the number of garments of various types that each had made. Included in this questionnaire was information on the type and cost of the fabric chosen for the suits; since quality, ease of handling, and pressing characteristics of the fabric can greatly affect the time element in construction.

Each member of the tailoring class was interviewed individually at a time agreed on by the student and investigator. The interviews were all given within one week, and given early in the term in order that the answers would reflect the student's opinions before taking the tailoring course. It was assumed that taking the course might bring about some changes in responses. The interviews ranged from three-quarters of an hour to one hour in length. The purpose of this interview was to discover what aims, attitudes, and interests each had toward clothing construction in general and tailoring specifically. Through questions it was hoped to learn the student's specific clothing interests and how tailoring would fit into her future plans. The girl was questioned as to why she made her own clothes, and as to her attitudes toward the sewing processes and the finished result. Each girl evaluated herself through the interview questions as to her sewing skill, speed, problems, work organization, and expectations in the finished garment. Since some environments are more conducive to work than others, each student was asked questions concerning length of desirable work periods, preferred location of optimum production, as well as factors which may hinder such production. A few questions were inserted to make the student aware of good time management and

profitable work habits. Also asked for were opinions as to the preferred method of instruction in tailoring.

A second questionnaire was formulated and administered to the class after the suit was completed. These questions dealt with the student's reactions toward the finished product and the tailoring techniques learned. Attitudes toward tailoring were discovered through questions on the future use of the tailoring techniques learned. The student was asked to make comments on some issues of tailoring, such as the time element, tailoring as an expression of individuality, and tailoring as a learning experience. Further information about the students was gained through observation both by the instructor and the investigator. This included many factors, such as work habits in class, standards of workmanship, and ability to understand and follow directions.

Control Suit

For most of the students taking the tailoring course, it was their first experience in making a custom tailored suit. It is assumed that a first experience would involve more time than repeat performances. The beginner would need time for learning the various tailoring techniques, which would not be necessary for the more experienced sewer. Since the investigator had had previous tailoring experience, she made a suit as a control on the actual time needed to construct a tailor-made suit. Time records kept by the investigator corresponded to those kept by the student, except that the hours were not divided into work done in class and out of class, since this suit was made entirely out of class.

The investigator chose a pattern similar in line to the suits made by the students. Several small changes were made in the pattern in order to soften the mannish lines and make the suit more becoming to the wearer. The sketch on page 24 portrays the suit after the changes were made. Alterations in the investigator's tissue paper pattern were

PLATE 10

Control Suit Made by the Investigator

Variations from the commercial pattern were: the neckline and collar patterns were altered for better fit and appearance; the corners of the collar and lapels were rounded instead of pointed; five buttonholes were used instead of three; pockets were varied to include flaps; sleeve vents were eliminated; skirt was designed from the investigator's personal master pattern instead of using the commercial pattern.

determined from experience rather than fitting the paper pattern to the individual. The muslin pattern was self fitted and checked by the instructor of the tailoring class. The amount of work done on the investigator's muslin pattern for the necessary fit and alterations was probably more extensive than for the majority of the student's patterns. However, since she had had experience in making such alterations less time was required to make the changes than for the inexperienced sewers.

Evaluation of Tailoring Ability of Students

The instructor and investigator evaluated the construction techniques and work habits of the students by direct observation. The suit coats were thoroughly examined and the interior workmanship appraised when the jackets were finished except for the top collar and the lining. The completed suit was again judged by inspecting the finished product both on and off the wearer.

The construction procedures and accomplishments of each member were under close observation by the instructor. The investigator would enter the class occasionally and also witness the girls' work habits and techniques.

From the observation of the instructor and investigator, students were evaluated on: ability to make good use of class time; ability to understand readily and apply instruction, and quality of workmanship of the finished garment.

ANALYSIS OF DATA FROM THE TIME RECORDS

Total Time for Construction of Suits

The main purpose of this study was to discover the actual number of hours students use to construct a suit. The population used was small but was quite representative of students who take the tailoring course in universities. There was some variation in the background of the students as to general sewing experience, and as to the number and kind of clothing construction courses taken at the college level. The different majors and class levels represented in this group would indicate varied interests and reasons for taking the course. The results obtained from these eleven students showed a wide range in the total number of hours used in making a tailored suit which seems to be indicative of the range one might expect to find in a larger group. However, the investigator realized that the average results of a small group were not considered as reliable a portrayal as the average results from a large group, since any error made by one person would affect the total average.

It was felt that the records of total hours spent on the suit by each student were quite reliable. The errors, if any, were more likely to be made in recording time spent on the separate areas of tailoring. These separate areas of construction, chosen for specific time records, constituted only part of the total construction of the suit. Areas of sewing which were repeats of techniques learned in dressmaking were not timed separately, but were included in the total time used in making the suit. Since the work on the timed areas of tailoring was interspersed with work on the areas of construction which were not separately timed,

it was difficult to get an exact point at which work on one area ended and another began. In such cases the students estimated the division of time as closely as possible. The times for the control suit, however, were recorded for every change from one part of work to another and were considered accurate.

Another possibility of variation was in the amount of time spent working in the scheduled laboratory periods. Variations in the time spent in class would result from the length of laboratory periods indicated by the individual student. The class hours were scheduled from 1:10 p.m. to 4:00 p.m. If a student started working at 1:00 p.m. the total hours for the laboratory time was recorded as three hours but if she arrived at 1:10 p.m. the total time for the laboratory period was counted as two and three-quarter hours. This made no effect on the total number of hours spent on the suit but resulted in slight differences in dividing the time spent working in the class periods and working out of class time.

The total number of hours spent constructing the suit was calculated for each student from the time record sheets. The total time included all work connected with the construction of the suit, after the purchasing of the fabric and pattern to the modelling of the finished product. The total time for each suit, recorded to the nearest quarter of an hour, is tabulated on the following page.

The total number of hours for tailoring the suits ranged from seventy-two to 137 with an average of 102.5 hours for the eleven suits. The total time for the control suit was eighty hours. The general sewing experience and the individual ability of each student contributed to the variations of time for making the suits. Other influencing factors were individual fitting problems and variations in trimming details. Some students required less alterations than others, both in the pattern and the wool garment. A trimming detail which made a

TABLE I

TOTAL TIME FOR CONSTRUCTING EACH SUIT

Suit	Time in Hours
A	86.25
B	105.25
C	123.75
D	72.00
E	101.25
F	126.25
G	94.00
H	94.25
J	106.00
K	137.00
L	81.25
Average	102.5
Control Suit	80.00

difference in the time spent on the suit was the use of pockets. Only four of the eleven suits had pockets. Judging from these four suits the average time for making two pockets was five and three-quarter hours (see page 34). If all the girls had added set-in pockets the average time for making a suit would be slightly higher. This time can be estimated by adding the average time for making two pockets to the suits which had not included pockets. The calculated average time for making a suit with pockets would then be 106 hours.

Another time difference was in the making of the skirts. The amounts of time ranged from six to fourteen hours (see page 34). The number of pleats, use of partial or full lining, and varied methods of applying the lining to the skirt accounted for some of this time difference. Since most of the skirts were made out of class, the complete reasons for the variations in time are difficult to determine for each student.

Time Spent on Separate Areas of Tailoring

Separate areas of construction which pertained more specifically to tailored garments were timed by the students. These areas included:

a) Preparing the jacket pattern

b) Setting in the body linings

c) Specific details as pockets, bound buttonholes, cuffs, and other significant trimmings

d) Collar

It was assumed that these areas of work accounted for most of the time spent in the construction of a suit jacket.

Jacket

Pattern. Making the pattern was the first area of work for which the class recorded the time used. This time included fitting and altering the paper pattern, then cutting a muslin jacket from this

paper pattern. The muslin jacket was fitted and alterations were made in the muslin to insure a good fit for the individual. The fitted muslin was clearly marked, ripped apart and prepared as a pattern for cutting the suiting fabric. This muslin fitting was an important step in the construction of the suit since the placing of the darts, break-line, buttonholes, and waistline were determined exactly. This was necessary because the body lining was to be attached before a wool fitting would be made.

The time for preparing the pattern ranged from six and one-half to fourteen hours (see page 34). The average time for this area of work was nine hours or 8.8 percent of the total time spent on the suit. Student D, who recorded the lowest number of hours in this and all sections timed, was the most experienced student in sewing. She did not feel weak in the fitting aspect and made the desired changes quickly. While pattern fitting is not peculiar to tailoring, nine students expressed need for help in this area and many proceeded slowly in this part of the work. The highest number of hours for this area of preparing the pattern was required by the student who did not exercise good time management at the first of the term. Pattern alterations were more extensive for some students than for others. Any changes made in the design lines of the garment also accounted for extra time used to prepare the pattern. Making the pattern for the control suit took seven and one-half hours or 9.1 percent of the total time. The greater experience of the investigator would account for less time being required to make the pattern of the control suit.

Body Linings. A very important aspect of tailoring was the making and attaching of the body linings since this was the part that gave the jacket its desired shape. A well made body lining, attached correctly to the jacket, retains its shape for the full life of the garment. "Hymo" was used for the interfacing fabric in the front of the jacket.

Cotton felt was used around the armscye to give a smooth tailored appearance to shoulder and sleeve line. The felt was attached to the "hymo" between the front armscye line and the bustline with a special "stab stitch." Wigan was used to reinforce the upper part of the jacket back and the lower edges of the sleeves.

The patterns for these body linings were made from the muslin pattern. These were then cut and applied according to special instructions. After the lapel was shaped the breakline was taped to prevent stretching. Tape was also attached along the front edge of the jacket in such a way that it not only served to stabilize the front edge but also covered the raw edge of the "hymo" interfacing. The application of the body linings involved a great deal of hand work in order to produce and keep the desired shape.

The time for making and attaching the body linings ranged from fourteen and three-quarters to twenty-four and a half hours. The average time was eighteen and three-quarter hours or 18.3 percent of the total time spent on suits. The time used to make and attach the body linings in the control suit was ten and one-quarter hours, or 12.8 percent of total time. This was a new technique to the girls in the tailoring class and more time would be required to learn and perfect the technique than for a sewer who had had some experience in tailoring. The student who required twenty-four and a half hours for her body linings was unsuccessful in her first attempt at lapel stitching and had to re-do it. Table II on page 34 includes a complete list of the hours used by the girls for this job.

Details. Separate amounts of time were kept for the making of pockets, buttonholes and cuffs. These amounts are tabulated on page 34. Only four of the students included set-in pockets in their jackets. The time required for making two pockets ranged from four to eight hours. The average time for making the two pockets was

five and one-half hours. The pockets in the control suit were not true set-in pockets but were set into the seams. These would probably always require less time to make than a pocket which is set into a slash in the garment. The time required to make the pockets in the control suit was three hours for the two pockets. All students reported that they had previously made set-in pockets, but they apparently had not had enough experience to make pockets without involving a great deal of time and effort.

Bound buttonholes were included in all the suits but the number of buttonholes varied from two to four. Averaging the time for making all the buttonholes in the eleven suits, each buttonhole took one hour to make. The average time for making one buttonhole in the control suit was half an hour. All but one student took more time to make a buttonhole than that used in the control suit. There were no real difficulties with the fabrics as far as making buttonholes was concerned but even though the students had made bound buttonholes before they had not mastered the technique as well as the investigator. The tuck strip method for making bound buttonholes was recommended for use in the tailoring class.

Since cuffs were made on only one suit the time spent cannot be considered average for a tailoring process.

Collar. There were variations in the methods used to apply the upper collar. The applications of the under collar were fairly similar in all the suits but the most appropriate method for the particular style of collar was used in applying the top collar.

The time recorded for making the collar included both the upper and under collar. The time spent by the students ranged from five to seventeen and three-quarter hours, with an average of eleven hours per collar. This was 10.7 percent of the total time for making the suit.

The time used to make the collar on the control suit was eight and one-half hours, or 8.1 percent of the total time. The average time for the five strictly tailored collars was eight and three quarter hours, which approximated the time required to make the collar on the control suit. Since this was only the second experience for the investigator in making this type of collar it could be expected that the student's time would be fairly comparable.

Lining. All the jackets were completely lined. The lengthwise darts and seams of the lining were stitched together by machine. The lining was then fitted into the jacket and shoulder seams and edges were attached throughout with hand stitching. The sleeve seams were sewed by machine but sleeves were fastened into the jacket with hand stitching, both at the armscye and the bottom edge of the sleeve. The time required for cutting, making, and attaching the lining ranged from four to eighteen and one-half hours. The average time for lining the jacket was ten and one-quarter hours or 10 percent of the total time. The control suit was lined in six and one-half hours which is 8.1 percent of the time for constructing the whole suit. Apparently experience, again, was the determining factor in establishing the time required to construct and attach the lining. Although all reported that they had lined a garment before, the student who reported the highest number of hours for this area of work had had only one experience in lining a jacket, whereas those that required the least number of hours had considerable experience. The individual records of time used for lining the jacket are shown in Table II on page 34.

On the average, 52.5 percent of the time required to make a suit by the class was spent on the five special areas of tailoring, namely: pattern, body lining, pockets and bound buttonholes, collar, and lining. In the control suit 47.5 percent of the time was used for

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these areas. The five areas of tailoring chosen for timing totalled thirty-eight hours for the control suit while the average time for the class was fifty-four hours. It is believed that the author's previous experience accounted for less time needed for these techniques.

Skirt

The time for making the skirt was recorded separately from the time spent on the jacket. The skirts were a repeat performance for all students, whereas the tailored jacket was a new learning experience. Recording the time separately for the skirt and jacket would be of value to the clothing instructor or home sewer in estimating the amount of time required for constructing either a skirt, separate jacket, or a suit. The number of hours used for making the skirt ranged from six to fourteen, with an average of nine and three-quarter hours for the eleven skirts. The difference in time spent could be partially attributed to more experience in skirt making for some of the girls and also to variations in the style and construction of the skirt. Some of skirts were fully lined while others were only partially lined. The girls used different methods in attaching the lining to the skirt. The skirts which were made in less than seven hours were partially lined and the fully lined skirts took eight hours or more to make. However, some of the skirts which required thirteen and fourteen hours to make were also partially lined. Experience, therefore, seemed to be the most influential factor on the differences in time for making the skirt.

The time used in making the skirt of the control suit was eleven and three-quarter hours. It may be questioned why the time used by the investigator for making the skirt was more than the average time for the students' skirts. The skirt of the control suit involved more work than the others as it had two inverted pleats in the back.

The skirt was completely lined and necessitated tedious hand stitching to fasten the lining at the folds of the pleats. It could also be expected that the student's and author's time for making the skirt would be more similar than in making the jacket since the experience in skirt making would be more comparable than in tailoring the jacket.

The number of hours used for making each of the skirts is tabulated on the following page.

Comparison of Hours Spent on Suit In Class and Out of Class Time

Of particular interest to clothing teachers is the amount of time needed by students outside of class for the construction of the suit. A common measuring device used for estimating the amount of time a student should spend on a course is three hours of work per week for each credit earned. Since tailoring was a four credit course it was expected that a student would do twelve hours of work on this subject every week. Seven hours of these twelve were used in laboratory and lecture periods. A student was, therefore, expected to work five hours on this subject in addition to class time. The total time for classes in the winter term, when this study was made, was ten weeks. The estimated total time that a student should spend on this course outside of class time for the ten weeks was fifty hours. As indicated in Table IV the average total time spent by the tailoring class on the suits out of class was fifty-three and one-quarter hours. This, therefore, signified that the students spent, on the average, very little more time on tailoring than the recommended time for any course of equal credit.

TABLE III

TIME SPENT CONSTRUCTING THE SKIRTS

Suit	Type of Lining	Previous[1] Experience	Time for Skirt (hours)	Percent[2]	Total Time for Suit (hours)
A	Full	X	8.25	9.6	86.25
B	Half	X	13.00	12.4	105.25
C	Full	1	12.75	10.3	123.75
D	Half	X	6.00	8.3	72.00
E	Half	T	14.00	13.8	101.25
F	Half	X	6.75	5.3	126.25
G	Full	X	8.00	8.5	94.00
H	Half	X	6.00	6.4	94.25
J	Half	X	13.5	12.7	106.00
K	Half	X	12.5	9.1	137.00
L	Half	X	6.25	7.7	81.25
Average			9.75	9.5	102.50
Control	Full	X	11.75	14.75	80.00

[1]Code: 1 - Student had made one skirt; T - Student had made from two to five skirts; X - student had made more than five skirts.

[2]The percentages are figured on the total number of hours for making the suit.

The time range for work outside of class, as indicated on Table IV, was twenty-seven hours to eighty-five and one-quarter hours for the ten weeks. Although some students spent more than the estimated time needed for the course, others spent far less.

The average number of hours that the girls spent working on their suits in class was forty-nine and one-quarter hours. This figure was lower than the fifty-six hours (see page 7) which was the estimated total class time available for construction. This difference in time can be attributed to unrecorded time for fitting partners and any absences from class.

The time spent in constructing the suit in class was calculated in percentage of the total time. The results showed that on the average 49.5 percent, or half of the suit, was made in class and half outside of class time (see page 39). One student made as much as 62.5 percent of her suit in class while another accomplished only 36.4 percent of hers in class time. Students who learned quickly and made good use of their class time made more than 50 percent of their suit in class. When students made poor use of their time in class, more time had to be spent working on the suits at home. This would, therefore, increase the total time required to make a suit.

TABLE IV

COMPARISON OF HOURS SPENT ON SUIT IN CLASS AND OUT OF CLASS TIME

Suit	Hours in Class	Percent of Suit Made in Class	Hours Out of Class	Percent of Suit Made Out of Class
A	46.5	53.9	39.75	46.1
B	46.5	44.2	58.75	55.8
C	53.5	43.2	70.25	56.8
D	45.0	62.5	27.00	37.5
E	49.75	49.1	51.5	50.9
F	46.00	36.4	80.25	63.6
G	55.75	59.3	38.25	40.7
H	51.25	54.4	43.00	45.6
J	51.25	48.3	54.75	51.7
K	51.75	37.8	85.25	62.2
L	44.75	55.1	36.5	44.9
Average	49.25	49.5	53.25	50.5

ANALYSIS OF DATA FROM QUESTIONNAIRES AND INTERVIEWS

The purpose of the questionnaires and interviews was to discover, if possible, the relation of the use of time in constructing a suit to the attitudes, interests, and experiences of the student.

Due to the small population it seemed advisable to analyze each student individually to determine how the attitudes, interests, experiences, and the complexity of the construction of the suit affected the time required in each particular case. The satisfactions of the finished product and the future use of the knowledge gained were also determined for each member of the class. A brief evaluation of each suit by the investigator was also included.

The factors which were common to the fast sewers were then compared to those common to the slow sewers in order to ascertain the general factors which determine the time use in the construction of a suit.

Analysis of Individual Students

Student A

Miss A was a graduate student majoring in Textiles and Clothing. She was interested in learning tailoring for personal use as well as acquiring the skill for teaching purposes. Miss A enjoyed sewing but made her own clothes primarily to get a style and fit that suited her petite figure. The patterns for her garments were chosen for their becoming style, rather than for ease of construction or for latest fashion. For the tailoring project she would have preferred a shorter style jacket, but felt that the restricted choice of patterns was better for learning techniques.

When judging a suit, Miss A placed fit in first place and workmanship second. She felt that color, fabric and style were also very important but not to the same extent as fit and workmanship. She felt that the standard of workmanship was even more important in a suit than in a dress. Miss A preferred sewing garments that required a challenge in construction, such as might be found in garments of wool fabric and dressier clothes. She had usually been pleased with the clothes that she had made and had never made a garment that she had not worn. Occasionally, she had bought a garment that she felt looked smarter than some she had made. Although she could, with minor alterations, buy a suit to fit her, she had some fitting problems. She was shorter than average and her waist was small in proportion to her bust and hips. She felt less confident in regard to the fitting of a garment than in its construction. Miss A made her suit in eighty-six and one-quarter hours which was sixteen and one-quarter hours less than the average time spent on the suits made by the tailoring class. Experience, skill, and good organization accounted for the fact that this suit was made in that time. She had taken three clothing construction courses in her undergraduate work and a course in pattern making and advanced construction in graduate school prior to taking the tailoring course. She had also taught a clothing construction course for one University summer session. Miss A usually made most of her own clothes and had had ample experience in making skirts, dresses, pajamas, and blouses, but had previously made only one coat and one suit.

Her sewing skill was better than average having made top grades in all her clothing courses. She would readily try new construction techniques and then chose the method she felt was most satisfactory for her purpose. Miss A was proficient in understanding instructions, she could usually learn new techniques from written instructions or demonstrations without requiring much individual assistance. Miss A judged

her sewing speed as average, but the fact that she had usually been one of the first to have a project completed was due to good planning and organization. Miss A had made almost half of her suit in the first half of the term. Since she divided her work in this manner, she was not rushed in the last week to get her garment completed. She preferred sewing from three to four hours at one time and usually chose to stay with the job until it was finished. Since she was relaxed when she sewed, she considered sewing a recreation rather than work.

Even though Miss A was very well organized and made 54 percent of her suit in the class period (average 49 percent), she felt that her class time could have been more productive than it was. She felt that she accomplished more on the actual construction at home than in class, since she could have her equipment nearer at hand at home than in the classroom. Much of the class time was used for learning techniques and for fitting.

A style like Miss A's suit required greater accuracy in fit than in a semi-fitted suit. Several pattern alterations were necessary to get the correct size. The pattern had to be shortened and an alteration was made in the undercollar. The commercial pattern for the undercollar was not cut according to tailoring stipulations, so a separate tailored collar was made instead. The extra time required for these alterations accounted for more hours than the average for making Miss A's pattern. Pockets were not included in this suit because it was felt that they would cut the wearer's apparent height. The deletion of the pockets, therefore, reduced the time required for the jacket.

The worsted crepe fabric tailored well. Although it required effort and patience to get a good press job, once there, it retained the press.

The wearer described her suit as neat and conservative. She knew she would enjoy wearing it, but suggested that if she had it to do over

again she would have made some minor changes to improve the neckline. She would have changed the dart that tapered out from the neckline into a shoulder or underarm dart, and would have made a separate upper collar rather than have included it with the facing. This suit was evaluated as one of the best in the class. The workmanship was good but further experience would no doubt delete small imperfections as found in sleeve fit and over-all pressing.

Miss A planned to make more suits in the future and would also make use of some of the techniques learned in tailoring in the construction of other types of garments. She felt that the techniques, such as easing on a facing, fastening shoulder pads, fitting in sleeves, and obtaining correct collar position, could be transferred to other sewing. In Miss A's opinion, the greatest assets in making one's own suits were better fit and a wider choice of fabrics. Miss A suggested that she would like to teach tailoring because it was more challenging than other construction courses.

Miss A said that tailoring seemed very time consuming to the beginner; but felt that, with experience and better planning, the time could be greatly reduced. Tailoring presented new techniques in which to build up skills and was, therefore, challenging and interesting. Although the strictly tailored suit may not have been an expression of individuality, tailoring on the whole offered great possibilities.

Student B

Miss B was a Junior, majoring in Home Economics Teaching. Her reasons for taking the tailoring course were to learn tailoring techniques for personal use and to broaden her sewing knowledge, in order to better equip her for teaching Home Economics in High School. She also felt that tailoring would give her needed experience in fitting garments.

As a prospective teacher, she was interested in the instructor's demonstration techniques which could be applied to her own teaching.

Miss B made her own clothes in order to get the type of garment that she liked. She felt that fit was the most important feature in choosing a suit; and that style, fabric, workmanship, and color were of equal importance, but secondary to fit. When Miss B sewed for herself, she chose the pattern for the becoming style, rather than the work involved in making the garment. Workmanship was also very important to her, as she would have been disappointed with her suit if the construction details were not of the highest quality. She enjoyed making all types of garments for herself, but kept to tailored lines because she felt they suited her better than frilly clothes. Miss B was usually satisfied with her results in sewing and felt that what she made looked as attractive as what she bought. Since Miss B was shorter than average, and had narrow shoulders and a small bust in proportion to her hips, she encountered some problems in fitting. She could, however, wear a ready-made suit if the seams in the shirt could be let out.

Miss B reported 105.5 hours as the total time used for the construction of her suit. This was about three hours more than the average time for the class. Being a Junior, Miss B had had only three clothing construction courses compared to four or more courses taken by the majority of the class. She expected to take other construction courses in her senior year. Time and studies had not permitted Miss B to make many of her own clothes. She had made about one-quarter of the clothes in her present wardrobe. She had made several dresses and skirts but her experience in more advanced construction was limited to one coat and one dressmaker's suit.

Miss B felt that her sewing skill was better than average, since she was elected the outstanding Home Economics senior in High School. She liked to try new techniques in sewing, but sometimes found that

one method of construction confused her when she was learning a new one. She preferred the demonstration method of teaching and though she referred to her notes for information on tailoring, she frequently had to ask the instructor for assistance.

Miss B considered her speed of sewing as average but her class projects were usually not completed until after most of the other students. She found that she always had to put in many long hours at the end of the term in order to finish her garment. Miss B liked to sew in a three hour stretch, and therefore preferred the longer three-hour laboratory periods to any of shorter length. She felt that she made most progress on her garment in the class periods as she lacked confidence to proceed on her own. She felt that she often used her class time poorly due to this uncertainty in knowing what to do next, but had not felt that waiting for equipment and assistance had slowed her down any. She made forty-four percent of her suit in class.

The style of Miss B's suit was the same as Miss A's, and similar problems were encountered in fitting the jacket and changing the style of the collar. Pockets were not made in this suit. The fabric chosen was an excellent quality novelty woolen suiting. It handled very well both in construction and pressing.

Miss B described her suit as neat and conservative. In evaluating the suit it was found that the general appearance was good but a better press job on the edges would have given the suit a smarter appearance. The workmanship was very good on the whole but slight inaccuracies were perceived on close scrutiny. As a first attempt in tailoring, Miss B was proud of her work but felt that she could improve her skill if she made another suit. She would enjoy wearing her suit and would not change any part if she had it to do over again. She planned to make other suits for herself and would also use some of the tailoring techniques

in making other garments. A good fit and a style to suit the figure were the assets Miss B felt were most important in making one's own suits.

Miss B's comment on tailoring in general was that it took a long time to make a suit but it was worth it when completed, both in the satisfaction of the finished garment and the techniques learned.

Student C

Miss C, a graduate student majoring in Clothing and Textiles, needed more construction experience for teaching. She took the tailoring course in order to learn the techniques so that she could teach and advise women in tailoring.

Miss C did not make many of her own clothes. Unless she had a great deal of time to spend on a garment, she was not relaxed when she sewed. Her former job had not allowed adequate time for sewing, so she had made only two garments for herself in the past two years. Her standards of workmanship were high, and unless she could spend enough time on a garment to do a good job she would rather not make the attempt. To Miss C, fit was more important than style, color, fabric, or workmanship. She felt, however, that these other features were also very important and unless all these features were good the suit would be of little value to her. Although she did not sew for herself, she usually had her clothes made for her; then she chose patterns that would make up into attractive and unusual styles. She felt that she could learn more about fitting. Although she knew her construction techniques, she could not proceed as fast as she would have liked to.

Miss C had not felt completely satisfied with the clothes that she had made for herself, and occasionally the ready-made garments looked smarter than either the ones she had sewed or had had made for her. She could buy ready-made suits to fit her, but dresses had to have extra

ease across the upper chest to prevent pulling at the neckline.

Miss C required 123.75 hours to complete her suit. This was twenty-one hours more than the average time for the class. Lack of experience and high standard of workmanship were no doubt the reasons why it took more time to make this suit. Miss C had had four clothing construction courses in University prior to taking tailoring. She had taught Home Economics in Junior High School for two years. She had made several cotton dresses but her experience with wool skirts, wool dresses, and coats were limited to one each.

Miss C felt that her sewing skill was probably better than average as she had made top grades in her clothing construction courses but felt that other students seemed to sew with less effort than she did. She would occasionally try construction techniques which were new to her but would just as soon use the method she was accustomed to making. She preferred having the new techniques demonstrated in class but when constructing her suit she referred to the mimeographed notes most frequently for information, and for further clarification would ask some other student or the instructor.

Miss C rated her sewing speed as slow, since she was usually one of the last to finish her project in the construction courses. She did not think that she could avoid putting in extra long hours on her garments the last part of the term because she worked steadily the whole time. She liked to sew in a stretch of about four hours but never wanted to feel rushed. Since Miss C was more tense when she worked in class, she preferred to sew by herself either in the student workroom or at home. She felt that her class time could have been more productive if she had not labored over her work so much, nor let the progress of other students worry her. Seventy hours was spent on this suit out of class. This meant that 43 percent of the garment was made in class time. Waiting for equipment or assistance was not a problem for

Miss C as she always had other sewing on hand if she had to wait for equipment or a fitting.

When fitting the muslin pattern of Miss C's suit, it seemed advisable to shift the front darts of the jacket to a modified French dart in order to get a better fit and smarter line. This change meant extra time for making the pattern. Problems were also encountered in fitting the sleeves into the jacket, and several changes and fittings were necessary to get the sleeves corrected. Miss C included set-in pockets in her suit, which took a great deal of time as this was a new experience for her. The fabric was very soft and though it handled satisfactorily in sewing it required special care in pressing to prevent flattening of the soft nap.

Miss C described her suit as functional and attractive. She was pleased with the finished product and would enjoy wearing it. Slight imperfections in construction would no doubt be eliminated with further experience. If time permitted, she would like to make most of her suits in the future, because she felt that if she made them she would have better garments than she could afford to buy. To Miss C, therefore, the greatest asset in making one's own suits was the money saved. She would never construct a suit just for the sense of achievement, and would hesitate to teach tailoring without further experience in tailoring construction.

Miss C found the learning experience in tailoring very profitable but as a first attempt the time element was depressing.

Student D

Miss D was a Dress Design Major in her Senior year and very interested in creating and wearing original and striking designs. Although her sewing skill was above average, having previously won two awards for her sewing, she was more interested in the smartness

and individuality of the finished product than the perfection of the workmanship. In comparing style, fit, color, and workmanship in a suit, she rated style as the most important feature, fit second, and workmanship last. She made her own clothes primarily for their individuality but other reasons included a better fit and the economic aspect. Miss D enjoyed sewing and was usually very pleased with her finished product. She was most interested in making evening dresses and dresses in which she could include different and unusual ideas. She was interested in taking tailoring for personal use, and felt it was a construction skill which she needed for the type of garments that she would like to make.

Miss D had no serious fitting problems, and was fortunate to be able to wear most styles becomingly.

The time Miss D needed to construct her suit was seventy-two hours. This was the least number of hours taken by any member of the class and was thirty hours less than the average time spent on the suits. Sixty-three percent of the work in this suit was made in class time. This meant that Miss D did not have to work as many hours out of class as the other students did. She worked only twenty-seven hours out of class time compared to the average of fifty-three hours.

This student was well organized in her work and felt that she could not have made her class time more productive than she did. Since she was relaxed when she sewed, it was immaterial to her whether she sewed in class or out of class. She liked to sew in long stretches rather than working in short intervals in order to get the garment finished as quickly as possible.

Experience and training played a big part in the deftness of this student. Miss D had taken more clothing construction courses than any other student. Four had been taken at Michigan State University and three at another college. She had made all of her clothes, excluding

underclothing and sweaters, for several years. Her construction experience included articles requiring an advanced degree of skill such as coats, suits, and jackets. With this wide background in sewing, she did not feel weak in any area of her sewing.

A semi-fitted style, similar to the one chosen by Miss D, could usually be made in less time than a fitted suit. Other style features such as no pockets and fewer buttonholes called for less time than the styles chosen by some of the other members of the class. Extra time was needed in making the pattern since the collar was enlarged. The fabric was excellent for tailoring and no serious problems were encountered in pressing and handling.

The student and observers described this finished suit as smart. The style and fabric were becoming to the wearer and the general appearance was good. Closer observation, however, revealed small imperfections in the construction and some variations in widths and lengths of matching parts. Although Miss D felt, when she chose her pattern, that the style was not very interesting she was very pleased with her finished suit and would not consider making any changes if she made it again.

Even though Miss D admitted that tailoring took time, she felt that it was definitely worth-while and planned to make other suits in the future.

Student E

Miss E was also a Dress Design Major in her senior year. Her interest in clothing was in the design and style of the garment rather than the techniques in construction. She took the tailoring course only because it was required for her major. Since she had taken a course in the construction of a suit before, she would rather have taken another clothing course in place of tailoring.

Expressing her own individuality was Miss E's main reason for making her clothes since she enjoyed creating something that was unusual and smart. To her, style was the most important feature in a suit and fit was second in importance. She placed less importance on workmanship than color or fabric when choosing a suit. When Miss E sewed, she was not as concerned with the perfection of construction as in the smartness of the costume. She realized that there was room for improvement in her sewing and that she needed more experience in fitting, especially when fitting others.

Miss E had usually been pleased with the clothes that she had made for herself when she had chosen her own designs. She had occasionally bought garments such as coats which she felt looked smarter than what she had made for herself. She had no serious fitting problems and alterations in either patterns or ready-made garments were minor.

The time required for Miss E to make her suit was 101.25 hours. This was very close to the average time used by the class. Special areas of sewing which were new to her took longer than for some of the other students, but the semi-fitted style required less time for fitting than the fitted suits.

Miss E had taken four clothing construction courses prior to taking the tailoring course. She had made about half of the clothes in her wardrobe. Even though she had attempted most types of sewing, time had not permitted a broad experience in garments that required advanced techniques. She usually tried different methods of construction in order to find the most suitable one for her particular use. Miss E learned construction techniques better through individual assistance than demonstrations or lectures. In tailoring class she referred to the mimeographed notes for step by step information in construction, but found that she had to frequently ask the instructor for further assistance.

Miss E sewed quickly when accuracy was not her main concern, but was slow when she tried for perfection. In clothing classes she had finished her projects about the same time as other students, but had to put in more hours the last week than any other time in the term. She felt that this could have been avoided had she planned her work better and done more in the beginning. She liked to sew in intervals of about three hours but definitely needed short breaks in that time. In most clothing construction courses she found that she could accomplish more on her garments when working at home because she felt more relaxed when she worked by herself. However, in tailoring she felt that she did more in the class period. She spent almost the same amount of time on her suit out of class time as she did in class. Forty-nine percent of her suit was made in class compared to the average of 49.5 percent of the suits made in class. She felt that her class time would have been more productive if she had been better organized in her work, had started promptly, and had not spent time visiting with other students. Even though she sometimes had to wait to get fitted she did not feel that this time was wasted as she learned much about fitting by observing others. Miss E made an effort to be better organized in the tailoring class than she had in the other classes by having her materials on hand when needed, and arranging her work to eliminate unnecessary travelling around the room.

The semi-fitted style of Miss E's suit offered no problems in fitting. Details in the suit that required extra time to make were the double vent openings in the jacket back and the set-in pockets with flaps. Even though the fabric was chosen for its fashionable and attractive appearance, it tailored and pressed easily.

Miss E was pleased with the style and fabric of her finished product and felt that it had the smart appearance that she wanted.

Many inaccuracies in sewing were noticed when evaluating the suit but Miss E would enjoy wearing her suit in spite of these. She knew that she could improve her skill if she made another tailored garment and planned to make more suits for herself because she could get the style and color that she wanted at less cost than buying a garment.

Miss E did not feel particularly pressed for time in completing her suit in the assigned time. She felt that she had planned ahead, and had done more work earlier in the term than she had done in other clothing construction courses.

Student F

Mrs. F was a senior student with a Home Economics Teaching major. She wanted to learn the tailoring techniques for personal use, but felt that the knowledge would also be very helpful to her in teaching Home Economics. She made her own clothes for better fit and individuality. When asked how she would rate style, fit, color, fabric, and workmanship in a suit, she placed them in the following order of importance: fit, style, workmanship, color, and fabric. She felt that all were important, and would not feel happy with a suit if it was not good in all respects. She felt that the severe tailored style of suit she chose for tailoring was not as becoming a style for her as a softer line would have been, but that she would learn more of the tailoring techniques by making a classic tailored suit.

Mrs. F had liked all of the clothes that she had made for herself, and she did not think that the clothes she had bought looked any smarter than the ones she had made for herself. She preferred making dresses and matching outfits for herself in order to get the desired fit. The only problem she had in fitting was through the waistline. Her waistline was low and small in proportion to her hips. If she bought a fitted suit it was apt to be short waisted for her.

Mrs. F took 126.25 hours to make her suit. This was twenty-four more hours than the average time for the class. Why Mrs. F required more time than the others in the class seems to hinge on several reasons. She had had one less clothing construction course than most of the others in the class. However, she had had quite a bit of experience making her own clothes as she had made about three-quarters of the clothes in her present wardrobe. Her experiences in making coats and suits, however, were very limited. Another factor which contributed to the time consumption of Mrs. F's suit was the style chosen. The classic style required accurate fitting of all parts. The bound pockets included in this suit would account for some of the extra time used. Additional time was recorded for the replacement of one of the front facings, which had been marred in handling.

Mrs. F felt that her sewing skill was better than average. She was interested in trying new methods of construction to compare them with methods she had previously used. Mrs. F understood new techniques best when they were demonstrated to her. She used her mimeographed notes frequently for direction, but in class would prefer asking the instructor for assistance.

Mrs. F felt that her sewing speed was slightly better than average, since she usually finished her sewing projects before other students in class. She worked on her garments steadily during the whole term so was never rushed in the last few days. Mrs. F liked to work in periods of about four hours each, and preferred the three-hour laboratory periods to ones of shorter length. Some days she felt very much in need of a break in the three hours, but many days it didnot seem necessary. The sewing environment seemed to affect Mrs. F's ability to work. She preferred doing her sewing at home when she could sew whenever in the mood.

Sixty-four percent of her suit was made at home, which meant that she spent eighty hours on her suit out of class time. If she could sew when she felt like it she was relaxed, but if she was not in the mood to sew, it made her tense; as was sometimes the case when working in class. Some days she could accomplish much more in class than on others. She was slow getting started when she arrived in class and spent time visiting with other students. Mrs. F would avoid using the sewing machines in the classroom since she preferred sewing on her own. This would be another reason why more time was required for Mrs. F to construct her suit.

Mrs. F was pleased with the fabric that she had chosen for her suit. It offered no problems in tailoring and though it pressed fairly easily, Mrs. F was not completely satisfied with the finished press job. She felt that it lacked the professional appearance in the pressing. The evaluators agreed that a better press job would have improved the appearance of this suit. The suit fitted well and the workmanship was good; imperfections were minor and rather inconspicuous.

Mrs. F described her suit as neat and conservative. She was pleased with the finished product and expected to enjoy wearing it. She planned to make other suits for herself when the need arose, because she could get a better fit than when she bought one. Mrs. F felt that tailoring was very time consuming, but the knowledge gained was very worth-while, especially when it could be applied to other sewing as well as tailoring

Student G

Miss G was a Dress Design major in her senior year. Since she hoped to make designing her career, she felt that she should learn as much about the construction aspect as possible. She took the tailoring course to learn what went into the construction of a tailored garment.

Besides gaining this knowledge and acquiring an appreciation for a tailored garment, she hoped the tailoring course would help to make her more patient and careful in her sewing.

Miss G named several reasons why she made her own clothes. Reasons were: a better fit, individuality in her clothes at a lower cost than buying them, as well as the enjoyment and feeling of accomplishment received from making her own clothes. Style was the most important feature in a suit according to Miss G. She rated fit second; followed by fabric, workmanship, and color in descending order. The smartness of the garment was much more important to Miss G than the perfection in the construction. When sewing for herself, she would let small imperfections pass, if not too obvious, as she did not like to re-do anything. Occasionally she would choose a pattern for a garment that was quick and easy to make, providing it was a suitable style, when she wanted to make something in a hurry. Miss G enjoyed sewing all types of garments as long as they had an unusual and interesting design. She was usually pleased with her results in sewing and did not feel that the garments she bought looked any smarter. She felt that her sewing skill could be improved since she lacked patience to sew accurately. Fitting was a problem with Miss G because she was slightly long waisted and had difficulty finding ready-made garments to fit her.

Miss G made her suit in ninety-four hours compared to 102.5 hours which was the average for the class. Before taking tailoring, Miss G had taken four clothing construction courses. She usually made her own clothes and about three-quarters of her wardrobe consisted of clothes that she had constructed herself. She had had a great deal of experience making skirts and dresses, but had made only a few garments which required advanced techniques, as coats and jackets.

Miss G. felt that her sewing skill was probably average. She was not interested in trying new techniques but would rather stay with methods with which she was familiar. She felt that she understood a new technique best when it was demonstrated. In tailoring class she referred to her notes most frequently for information, but would confirm the various steps with another student or the instructor. Although Miss G was usually among the last to finish her project in class she believed that she sewed faster than most students. She would get bored with her garments and would not work on them for a time, and then would have to put forth a spurt of effort at the end of the term to finish. When she sewed, she liked to sew for the whole afternoon, and preferred the three hour laboratory periods to shorter ones.

Since Miss G was not normally a relaxed person, she felt very tense in class and preferred sewing in the classroom other than at class time. However, she tried to get as much of her tailoring done in class as possible because she did not like to spend extra time on projects out of class. Fifty-nine percent of her suit was made in class which was 10 percent higher than average. Miss G found that she could work much better some days when she was in the mood, than on others when sewing would bore her.

The fitted style chosen by Miss G in her suit could have been worn with or without a belt. Miss G preferred hers with the belt. She also added cuffs and an extra velvet collar. The novelty ribbed fabric, chosen for this suit, offered problems in pressing. The rib was easily flattened, and the fabric would mark from the pressing unless great care was taken.

Miss G described her suit as smart, and felt that it was fashionable with the longer length and belted waist. She was not disappointed with any part of it, and would make no changes in style if she had it to do over again. However, the appraisers felt that greater care could

have been taken in the workmanship to produce better lapel slope, buttonholes, and attachment of under collar. Inaccuracies in hem widths and stitchings were also noticed on closer observation.

Miss G planned to make her suits in the future. She thought the greatest asset in making her own suits was the individuality acquired and the money which could be saved when she made her own.

Miss G felt that tailoring did take a great amount of time, but if made at home much could be done in periods of relaxation, as watching television, and so would not seem such a time consuming job. Tailoring was a great learning experience to her, and she would put many of the techniques learned into practice, both in tailoring and dressmaking.

Student H

Miss H was majoring in Home Economics Teaching and was in her Junior year. She was especially interested in learning tailoring for personal use, but hoped to use some of the general knowledge in teaching. Miss H sewed her own clothes because they cost her less than ready-made garments and fitted her better. Miss H considered fit to be the most important feature in a suit. She felt that workmanship was next in importance, color third, style fourth, and fabric fifth. However, she could be satisfied with her suit even if the construction details had imperfections, as long as they were not too obvious. She considered style to be important, and had always been careful to choose a style that suited her when she selected a pattern for a garment.

Miss H enjoyed making all types of garments, felt quite confident in her choice and construction of garments, but felt that she needed more training in the fitting aspect. She had liked most of the clothes that she had made for herself, but had on occasion been dissatisfied with the finished product. Ready-made garments did not fit Miss H as

well as the ones she made. She was shorter than average, and her hips were large in proportion to her bust and waist. She could not buy a ready-made suit to fit her because of this fitting problem.

Miss H made her suit in ninety-four and one-half hours. This was eight hours less than the average time used by the class. She consistently used less time than the average in each of the special tailoring areas that were timed. Miss H had had four clothing construction courses prior to taking tailoring; three of these had been taken at another university. One course had included a speed method of construction. She made most of her own clothes, and had had experience in making all types of garments except strictly tailored suits.

Miss H judged her sewing skill as better than average. Although she had learned various methods of construction, she liked to try methods which were new to her, in order to choose the best one for her purpose. She felt that demonstrations were the preferred method of teaching sewing techniques. In tailoring she relied more on the instructor for assistance than on her notes or illustrative material.

Since Miss H had usually completed her garments about the same time as other students in clothing construction classes, she considered her sewing speed as average. She had occasionally spent extra time on her garments the last week of the term in order to get them finished. She liked to sew in periods of two to three hours, and preferred a three-hour laboratory period to any of shorter length. Miss H was relaxed when she sewed except when she was rushed to get something finished.

Miss H went about her work quietly, and used her class time to good advantage. Fifty-four percent of her suit was made in class. However, she felt that she could accomplish more when she worked at home. Since much of the class time was spent learning techniques, progress on the garment in class seemed slow. Occasionally she felt showed down by waiting to use a sewing machine that was to her satisfaction.

The style of Miss H's suit was a classic tailored one with two welt pockets that extended into the side seams of the jacket. The striped effect of the fabric in the herringbone weave resulted in extra time and care for matching all parts, and especially the collar. The fabric was otherwise easy to sew and press. Miss H described her suit as "professionally tailored." She was pleased with the result, and would not have made any changes in the style had she had it to do over again. Miss H obtained a good fit in her suit and to her this was the greatest asset in making a suit rather than buying it ready-made. She planned to make more suits in the future and felt that further experience would correct some of the small imperfections observed in her first suit.

Miss H found that tailoring required a good deal of time but felt that it was worth it in the finished garment. She suggested that this course had also given her a good understanding of correcting fitting problems and handling wool fabric.

Student J

Miss J was a senior majoring in Home Economics Teaching. The tailoring course interested her for her own personal sewing, as well as teaching her what to look for in a ready-made suit. She also wanted this knowledge so that she could instruct others in making or purchasing a suit.

Miss J enjoyed sewing, and made her own clothes because they cost her less, fitted her better, and were individual in style and fabric. When judging a suit she placed fit first, fabric second, style third, workmanship fourth, and color fifth. She felt that minor construction defects would not detract too much from a suit if it fitted well. Even though style was ranked third, she was concerned with the lines of a garment since she looked for a style which would suit her when she was

choosing a pattern. Dresses and skirts were the garments that Miss J preferred to make. She felt that there were some construction techniques that she had not fully mastered, and that she needed more experience in fitting. She had usually been fairly pleased with her finished product, but had made some garments which had not satisfied her. At times she bought ready-made garments which she felt looked smarter than those she had made for herself. Although she could buy suits and skirts to fit her, she had fitting problems with some dresses because she was short waisted and her hips were somewhat larger in proportion to her bust.

Miss J made her suit in 106 hours which was three and one-half hours more than the average time for the class. Miss J had completed three clothing construction courses prior to taking tailoring, and had had additional experience making her own clothes. About three-quarters of her present wardrobe consisted of clothes that she had made for herself. She had not attempted to make her coats and suits, preferring to purchase them ready-made, but usually made most of her dresses, skirts and blouses. She felt her sewing skill was average or slightly better, and she usually tried new methods if she thought they were better than the ones she had been using. Miss J preferred to have new techniques demonstrated in class, but felt that these should be tried immediately in order to remember them. Miss J had difficulty understanding written directions, whether it was the directions in a pattern or the mimeographed notes used in the tailoring class. She therefore asked the instructor for assistance in preference to reading the printed instructions.

Miss J considered her sewing speed as average, since she usually finished her sewing projects about the same time as other students in her class. She always spent extra time on her garments the last week in the term in order to complete them in the

designated time. This, she felt, could have been avoided had she spent more time on her garments earlier in the term. She could sew without tiring for a two-hour stretch and then liked to take a short break. However, she preferred a three-hour laboratory period with a break half-way through the session.

Since Miss J was dependent on the instructor for assistance, she preferred sewing in class rather than at home. Forty-eight percent of her suit was made in class. She was usually relaxed when she sewed unless she was under pressure to finish a garment by a certain time. She could have used her class time better had she not wasted time getting started and had not needed to ask for help in so many of the construction techniques. She felt class time could also have been more productive if each student had had a machine for her own use, instead of several having to use one machine.

Miss J chose a classic tailored style for her suit in the same pattern that was used by students A and B. The pattern change in the collar was the same as for Miss A and Miss B. Even though both the tissue paper and muslin patterns were fitted to the wearer, extra time was required in fitting the wool garment as inaccuracy in marking changes caused the suit to fit more loosely than expected. The fabric tailored successfully, and Miss J was pleased with the fabric, both in the handling and the finished appearance of the garment.

Miss J described her suit as neat and conservative. The general appearance of the suit was good and it fitted well, but Miss J admitted that she could improve her workmanship if she made another one, thus eliminating some of the imperfections in this one.

Miss J did not think that time would permit her to make her suits, but that she would use some of the techniques in other sewing. The patience and extreme care necessary in fitting were the reasons Miss J gave for not wanting to teach tailoring. She felt the greatest asset in

making this suit for herself was the knowledge gained and the appreciation of the worth of a tailored suit. Miss J felt that although tailoring seemed very time consuming in class, if it was made at home in one's leisure, the time element would not seem so great.

Student K

Mrs. K was a senior student majoring in General Clothing and Textiles. She was not necessarily interested in taking tailoring as requirements for a job, but wanted the knowledge for her own personal use. Since she wanted to be a commercial sewing instructor, this knowledge would, no doubt, be of value to her in her work.

Mrs. K was very particular as to style, fit, and workmanship of her clothes, and made her own because she had to pay too much for ready-made clothes in the quality she desired. She felt that fit and style were the most important features in a suit, and that a perfect fit was especially essential in a good looking suit. She felt that color, fabric, and workmanship were of equal importance, and unless these also were of top quality, she would not be interested in wearing the garment. When making a garment Mrs. K was concerned that every detail be as perfect as she could make it. When she chose a pattern she was concerned that the style suited her, as well as the fabric, and that its lines were smart and simple. In spite of her desire for perfection, she sometimes had difficulty visualizing a finished dress in the fabric. She preferred to sew blouses, skirts, and casual sportswear. Although she felt more assured in the fitting aspect after taking several construction courses, she felt there was more to learn.

Mrs. K was generally pleased with the clothes that she made for herself, but she spent a lot of time constructing them. She had, on occasion, started garments that she could not finish, or did not wear after they were finished, because the style was not of her own choosing.

The clothes that she had bought ready-made did not fit her as well as the ones she had made for herself, but did occasionally look smarter. She could buy a suit that fitted her with minor alterations.

Mrs. K required 137 hours to construct her suit. This was thirty-four and one-half hours more than the average time for the class. Mrs. K's desire and striving for perfection in her work, as well as poor use of class time, were the main reasons why she took a longer time to make her suit than anyone in the class. She had taken four other clothing construction courses before taking tailoring. She had usually made her own clothes, and about one-half of her wardrobe consisted of clothes of her own making. Most of her sewing experience had been with blouses, skirts and dresses, although she had made one coat and a dressmaker suit before.

Mrs. K felt that her sewing skill was above average since she had won prizes in sewing contests. She liked to try construction techniques which were new to her in hopes that they would be a faster method than she had previously used. Mrs. K felt that the demonstration method of teaching a technique was good, but required individual assistance afterward in order to get a clear understanding of the technique. She preferred asking the instructor for assistance rather than referring to her mimeographed notes.

Mrs. K rated her own sewing speed as slow. She felt that the fabric and style governed her speed to some extent, but her desire for perfection slowed her down as she would keep re-doing her work until she was satisfied. In construction classes she usually completed her project the same time as most of the students, but had to put in many long hours the last days to finish on time.

Mrs. K liked a leisurely way of sewing. She liked to sew all day with various breaks. She felt that the class time was too pressing for her, and would rather not have had any laboratory periods, but have

the techniques demonstrated to her and then do all her work at home. She was relaxed when she could sew at home at her leisure, but when she had a deadline to meet she became tense. She felt that she used her class time poorly because she would put off doing her work until she got home when she was by herself and using her own equipment. As a result only 38 percent of her suit was constructed in class, which meant that she spent eighty-five hours working on her suit at home.

The style of Mrs. K's suit was semi-fitted and offered very few problems in fitting. Pockets were not included in the pattern. The fabric tailored well, but care had to be taken to match the check of the fabric and keep the grain in a pleasing relation to the construction lines.

Mrs. K's observers agreed with her that her suit looked smart. She was, however, not satisfied with the sleeves. The sleeves were cut a bit too short, making a facing necessary for the hem. This did not detract from the appearance of the suit but the fact that it was not as it should have been bothered Mrs. K. The workmanship of the suit was excellent, and this suit would be a valuable addition to her wardrobe. Mrs. K planned to make more of her suits because she could get a better quality garment at a lower price than similar quality in a ready-made. She did not want to teach tailoring as she thought it was too painstaking and time consuming. Mrs. K felt that much of the time required for this suit was spent on learning and that a second suit would not take as long to make.

Student L

Miss L was a Junior majoring in General Home Economics. She was interested in taking the tailoring course to learn correct tailoring techniques. Although she had made several coats and jackets

before, she had not used tailoring methods and wanted to learn how to do them correctly. Miss L had sewn practically all of her clothes because she enjoyed sewing, and could not buy youthful styles in the larger size that she needed.

Miss L did not usually wear suits, but felt that the most important feature in a suit was the fit, and that workmanship was next in importance. She rated style in third place, fabric fourth, and color last when judging these features in a suit. She would never choose a pattern for a garment just because it was simple and easy to make, but knew what kind of a garment she wanted and found a pattern that would give her this. She would have chosen a different style for her suit than she did, but the suit she wanted would not have taught her the necessary tailoring techniques. Miss L preferred sewing cotton or wool dresses to other types of sewing. She felt quite confident in all areas of sewing except fitting. She knew how a garment should fit but was in doubt at times how to obtain that fit. She had been pleased with everything that she had made for herself, and only occasionally had she bought a blouse that she felt looked smarter than what she had made herself. Although Miss L wore a larger size than most girls her age, she had no special fitting problems, either in a pattern or a ready-made garment.

Miss L made her suit in eighty-one and one-quarter hours which was twenty-one and one-quarter hours less than the average time for the class. The experience Miss L had had making her own clothes was, no doubt, the primary reason for the shorter time required in making this suit. In areas of tailoring where Miss L had had no experience, she found that she had to spend a longer time to learn the techniques. This was apparent in time used to make and attach the body linings in her suit. The time for attaching the body linings in Miss L's suit was twenty-four and one-half hours compared to the

average time of eighteen and three-quarter hours for the class. Extra time was used in re-doing her lapel stitching which was not satisfactory with the first attempt. She had taken three clothing construction courses before taking tailoring, and planned to take another one in her senior year. Miss L had not had a job related to clothing construction but considered sewing as her hobby. She had made all of her clothes, except her underclothes and sweaters, and had made every type of garment except suits.

Since she had won prizes in sewing contests she considered her sewing skill better than average. She was very eager to learn all the construction methods possible, in order to choose the one which best suited her purpose. She understood a technique better if she could see it demonstrated than trying to read the instructions describing the method. In class she would ask the instructor for assistance, and when working out of class she would depend upon her mimeographed notes for guidance.

Miss L rated her sewing speed as average, as she was usually finished with her sewing project at the same time as other students in the class, and occasionally was finished ahead of them. Since she apportioned her sewing throughout the term, she never had to work extra hours the last part to get her garment finished on the assigned day.

Since Miss L considered sewing a hobby, she liked to spend the whole day at sewing. She preferred the longer three-hour laboratory periods to any suggested shorter ones. Since she would interrupt her work in class to visit with other students, she felt that she accomplished more when she worked by herself at home. She was relaxed when she sewed because she was quite confident in her ability. She felt that her classroom work was well organized, and that she could have made it more productive only if she had been experienced in the

techniques and had not needed to spend time learning the method. Fifty-five percent of the time spent making her suit was class time, compared to the average of 49 percent. She spent only thirty-six and one-half hours on her suit outside of class.

Miss L had chosen a semi-fitted style for her suit. She did not include pockets in her suit but had she to do it over again she would add pockets. She would also delete the bottom button on the jacket and have only three buttons instead of the four. Miss L was pleased with the fabric she had chosen for her suit as it handled well, both in construction and pressing.

Miss L described her suit as professionally tailored. The appraisers felt that the construction of the jacket was good, but a thorough press job would have given the suit a smarter appearance. The construction in the skirt was not the same quality as the jacket, which was apparently due to a rush job on the skirt.

If time permitted, Miss L would make most of her suits in the future because she got the satisfaction of an expensive looking garment at a relatively low cost. She would like to teach tailoring rather than other construction courses because she felt it offered a greater challenge than dressmaking.

Miss L suggested that tailoring was very time consuming, but since she turned to sewing for relaxation, she enjoyed working on her suit. She also felt that tailoring was one of the best learning experiences that she had had for a long time.

Factors Influencing the Use of Time in Tailoring

Although many of the factors which influenced the use of time in making a suit varied with each individual student, it was felt that some general factors would be common to the fast sewers and some to the

slower sewers. In order to determine these factors the eleven students were divided into two groups. The five students that required more than the average time of 102.5 hours to make a suit were considered the slow sewers. Those that made their suits in less than the average time were considered the fast sewers. The average time required by the slow sewers to make a suit was 119.5 hours, while the fast ones averaged eighty-eight hours for their suits. The student's self rating as to speed showed: the two that rated themselves as fast were in the fast group; the two that rated themselves as slow were in the slow group; those that rated themselves as average were in both groups.

The first factor to be compared in the two groups was the experience the students had had in clothing construction prior to taking the tailoring course. Five of the six fast students had had four or more clothing construction courses in university, while only two of the slow sewers had taken four or more clothing construction courses. In making clothes for personal use all but one of the fast sewers had made more than three-quarters of their own clothes, while only two of the slow sewers had made this amount; two had made less than one-quarter. Half of the fast sewers had made a mannish tailored suit before taking the tailoring course, as compared to only one of the slow sewers. Only one of the slow sewers had made as many as two coats, while all but one of the fast sewers had constructed two or more coats. The fast sewers had also had more experience in making wool dresses. A set-in two-piece sleeve had been made by all the fast sewers, but the majority of the slow sewers had not had this experience. It is, therefore, quite evident that, on the whole, the fast sewers surpassed the slow sewers in experience, both in formal classes and in personal sewing.

Another difference in the two groups was their degree of satisfaction in the workmanship of the garment. All but one of the slow

sewers suggested that they would be dissatisfied with their suit if all the details were not of the highest quality. None of the fast sewers felt that an imperfection, unless too obvious, would make them dissatisfied with their work. The fact that all of the slow sewers, as compared to only half of the fast sewers, had made garments that they had never worn, also indicated a disappointment on the part of the slow sewers if all details were not to their liking. The fast sewers were completely satisfied with their finished suits, but the majority of the slow sewers suggested a slight disappointment in minor parts of their suits that they felt could have been better. The desire for perfection was, therefore, more evident with the slow sewers than the fast ones. Three of the suits which were judged to have excellent workmanship were in the fast group and one in the slow group. However, the two suits which were considered to have the poorest workmanship of all the suits were also in the fast group. From this, it appeared that some students could work quickly and still have good work while others sacrificed quality of work in order to get the garment finished as quickly as possible.

The instructor gave each student step by step written directions for constructing the suit. The majority of the fast sewers would refer to these instructions most frequently for guidance, but the majority of the slow sewers asked the instructor in preference to reading the mimeographed notes. This obviously meant that the students, who relied on the instructor's assistance for each step, would be handicapped when working by themselves. Since the slow sewers had had less sewing experience, they probably could not understand written directions as readily as those with more experience.

Even though the six fast sewers made their suits in less time than the other five in the class, they occasionally felt that their progress

was hindered by waiting for equipment or assistance. The fast sewers seemed to be more aware, than the slow sewers, of the need for organizing their work to prevent unnecessary traveling around the room during laboratory periods. A well organized situation can reduce time in construction, as was shown in an experiment in Arizona where a job of mending overalls took just half as long when the equipment and materials were well organized compared to when they were disorganized.[1]

Of interest to clothing construction teachers would be the reaction of the class to length of laboratory periods and preferred method of instruction. All preferred three hour laboratory periods for clothing construction classes. They indicated that fewer classes of longer length made the best use of time since less time was used to bring out and put away their materials and equipment. About half of the class felt that a short break would be desirable while the other half felt no need for it.

Frazier's study also pointed out that students felt that fewer and longer sewing periods were more successful than short ones.[2]

All felt that teaching construction techniques by demonstration was the most effective teaching method in order to best understand and retain the knowledge. Individual assistance would no doubt still be required for most students.

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[1]Alice Sundquist, "Exam Time for Clothing Programs," Journal of Home Economics, Vol. XXXVII (Nov. 1945), p. 561.

[2]Manette Egbert Frazier, "Home Sewing Practices of Graduates in Home Economics from the University of Utah," (unpublished Master's thesis, College Library, Oregon State College, 1955), p. 30.

SUMMARY AND CONCLUSIONS

This study was made to determine the amount of time required by students to make a custom tailored suit, and to discover the underlying factors which affect the use of this time.

A tailoring class at Michigan State University was used for the study. Students kept records of the total time spent in constructing the suit, as well as time spent on special areas of tailoring. These times were compared to those required by the investigator in making a control suit. Answers from questionnaires and interviews were used to relate the interests, attitudes, and experiences of the students to the use of time in tailoring. The student's work organization, assimilation of knowledge, and quality of finished product were observed and appraised by the instructor and investigator, as well as self rated by the student.

The time requirement for tailoring a suit cannot be determined exactly, since the results are influenced by many variables, including: the sewer's skill, knowledge, and experience; pattern design; fabric used; and standards of workmanship. These variables were analyzed and reported individually for each student. Factors which were common to the students who made their suit in less than average time for the class were compared to those common to the slower sewers.

It can be inferred that the average time of 102.5 hours used to make the suits in the tailoring class under study would compare favorably with time required to make suits, using the custom method, by other tailoring classes with similar degrees of learning. The same variables evident in this class would, no doubt, be common to most

tailoring classes. It can be expected that half of the time required to tailor a suit will be spent in learning and constructing special areas of tailoring as: fitting the pattern; making the body linings, pockets, buttonholes, collar; and lining the jacket.

Students admitted that tailoring was time consuming, but the majority said that the knowledge gained and satisfaction in the finished product was well worth the time and effort. All members indicated that they would enjoy wearing their suits, and the majority plan to make most of their suits in the future. As further verification of the value of tailoring, adult education programs in tailoring have brought forth the remarks from the attendants, that "never had they learned so much in so little time"; the finished tailored garment was the walking advertisement of the class.[1]

A well fitted garment was considered the greatest asset in making one's own suit by the majority of the class. When students were asked to rate various features of a suit, it was noted that all but the three majoring in Dress Design judged fit as the most important. The Dress Design majors felt that style was the foremost feature, and that fit was second in importance. On the whole, therefore, fit is considered a very important feature in a tailored garment. Reference was again made to fit, when students were asked why they made their own clothes, and better fit was the answer most frequently given. The students seemed very aware of fit and fitting problems, since the majority in the class listed fitting as the area of sewing in which they felt the weakest.

Another compensation mentioned for the sizable amount of time required to make one's own suit was the money saving factor.

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[1]Mary F. Kennedy, "Adult Tailoring Class Offers Challenge to Better Teaching," Journal of Home Economics, Vol. XLVII, (Dec. 1955), p. 760.

The students felt that they could not afford to buy the same quality suit ready-made that they could make for themselves. This may be compared to the conclusions arrived at by Robson, in her study of coats from 1930 to 1949 at State College of Washington, since she states that there was considerable saving in money and a real source of satisfaction to the maker in tailoring a coat.[1]

Since the majority of the students suggested that pressure to complete the garment at the end of the term could be alleviated if more work had been done earlier, it is the opinion of the investigator that more attention should be given to the student's awareness of good time management. The time averages determined by this study might be used by students to make their own work plan.

It can be concluded from this study that the amount of time used to make a suit is dependent on:

1) amount of previous training and experience

2) standards of workmanship

3) ability to understand and interpret directions.

It seemed evident that the more clothing construction courses taken, and the more experience a student had had in personal sewing, the less time was required to make the suit. Students that expressed disappointment if the workmanship was not of top quality took more time to make their suits but did not necessarily produce better garments than those that did not let small imperfections bother them. The ability to understand and interpret directions, especially written ones, seemed relevant to the amount of time required to make a suit. Students that relied on written directions, rather than the instructor's individual assistance, worked faster in the majority of cases.

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[1]Helen Robson, "Coats, Coats, Coats," Journal of Home Economics, Vol. XLI (Oct. 1949), p. 466.

Further Studies

Whereas Carlson indicated, in her study of different tailoring techniques, that the custom tailored method produced a superior garment to the "short cut" method;[1] and whereas quick construction methods appeal to home sewers,[2] and short cut methods are being requested in tailoring;[3] a time study comparing the two methods would be profitable in determining whether the time saved in the "short cut" method would be worth the loss in quality of construction.

Since there is little information available concerning the amount of time required to do any of the many processes involved in clothing construction, several studies might be made to obtain records of time used in making garments or parts of garments. These records might be used as a basis for:

1) allotment of class time by clothing instructors and extension workers for the construction of various garments or parts of garments by students,

2) helping the homemaker measure the relative advantages of buying or sewing various garments,

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[1]Mary Ellen Carlson, "A Critical Investigation of Tailoring Techniques Which Might be Effectively Employed by the Home Sewer," (unpublished Master's thesis, College Library, Michigan State University, 1953), p. 133. (Directions used by Carlson in the "short cut" method were from: Edna Bryte Bishop, "Clothing Construction Methods," New York: J. C. Penny Company, 1953.)

[2]Betty Lou Huston, "Pertinent Problems in Clothing Construction," Journal of Home Economics, Vol. XL (Sept. 1948), p. 365.

[3]Manette Egbert Frazier, "Home Sewing Practices of Graduates in Home Economics from the University of Utah," (unpublished Master's thesis, College Library, Oregon State College, 1955), p. 39.

3) assisting dressmakers in setting prices that would be commensurate with prices charged for other custom labor services. For example, if a dressmaker knew that the average time required for making a housedress was five hours; she could set her labor charge per hour and multiply by the number of hours required in making a particular garment.

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APPENDIX I

The following pages include some tables depicting experiences and attitudes of the students in relation to tailoring.

TABLE V

CLOTHING CONSTRUCTION COURSES PRIOR TO TCRA 452d

Courses	Student										
	A	B	C	D	E	F	G	H	J	K	L
Beginning Clothing	x	x	x	x	x	x	x	x	x	x	x
Construction and Fitting using Commercial Pattern in Wool, Silk, or Rayon			x							x	
Designing, Making Pattern and Construction of Wool Costume		x		x	x	x	x	x	x	x	x
Designing, Making Pattern and Construction of Silk Costume				x	x		x				
Pattern Making and Advanced Construction	x	x	x	x	x	x	x	x	x	x	x
Draping at Another University	x			x							
Pattern Making at Another University				x							
Fashion Design at Another University				x							
Advanced Sewing at Another University	x		x								
Family Clothing at Another University								x			

TABLE VI

TOTAL NUMBER OF GARMENTS SEWN PRIOR TO TCRA 452d

Garment	Student										
	A	B	C	D	E	F	G	H	J	K	L
Blouses and shirts	T	T	T	x	x	T	T	x	x	x	x
Cotton skirts	x	x	T	x	x	x	x	x	x	x	x
Wool skirts	x	x	1	x	x	T	x	x	x	x	x
Cotton dresses	x	x	x	x	x	x	x	x	x	x	x
Wool dresses	x	T	1	x	T	x	x	T	T	T	T
Dressmaker suits		1	T	T	1		1	T	1	T	1
Mannish tailored suits	1			T	1	1					
Coats	1	1	1	T	T	T	T	T		1	x
Jackets		1		T			1	1	1	1	T
Pajamas	x	T		x		T	1	T	T		x
Trouser-slacks, shorts etc.	T			x	1	T	x	x	T	T	x

Code: 1 - Student had made one of the articles
T - Student had made from two to five of the articles
x - Student had made more than five of the articles

TABLE VII

FIVE FEATURES OF A SUIT RATED IN ORDER OF IMPORTANCE

Features	Students										
	A	B	C	D	E	F	G	H	J	K	L
Style	5	2	3	1	1	2	1	4	3	2	3
Fit	1	1	1	2	2	1	2	1	1	1	1
Color	4	2	4	3	2	4	5	3	5	3	5
Fabric	3	2	5	2	3	5	3	5	2	3	4
Workmanship	2	2	2	4	3	3	4	2	4	3	2

Features were occasionally rated as equally important.

APPENDIX II

Time Record Sheets

Questionnaires

Interview Questions

Members of Class TCRA 452d

For my Master's thesis I plan to study the time and management necessary in tailoring a suit. I would appreciate the sincere cooperation of the members of this class. It will be impossible for me to do this study without your assistance. As a participant, I hope that this study will also be of benefit to you.

I am asking your contribution in the following respect:

1. A record of the daily time spent on suit on a schedule sheet. I would like to collect this sheet from you at the beginning of your tailoring class every Tuesday.
2. Record time spent on specific jobs as indicated on "Specific Job" sheet. Selections of this will be collected as each job is completed.
3. Answers to short questionnaire on previous clothing construction experience.
4. Individual interview.
5. Answers to questionnaire at completion of suit.

I thank you in advance for your assistance.

Helen Moseson

Name_____ For week ending Sat._____

TIME SPENT EACH WEEK IN TAILORING A SUIT IN TCRA 452d

Actual Time Spent on Suit in Class			Actual Time Spent on Suit outside of Class		
Day	Jacket Hours	Skirt Hours	Day	Jacket Hours	Skirt Hours
			Mon.		
Tues.			Tues.		
			Wed.		
Thurs.			Thurs.		
			Fri.		
Fri.			Sat.		
TOTAL			TOTAL		

.....

EXPLANATION

Time should be recorded in hours and fractions of hours not minutes.
Time spent will include-preparing the pattern (tissue and muslin).
- cutting and marking all parts
- sewing and pressing all parts
- fitting time

Time spent will not include - lecture or demonstration by instructor
- time spent purchasing material or equipment
- class time if absent from class

Any time spent sewing on Sundays should be included in Saturday's time.

.....

TIME MANAGEMENT

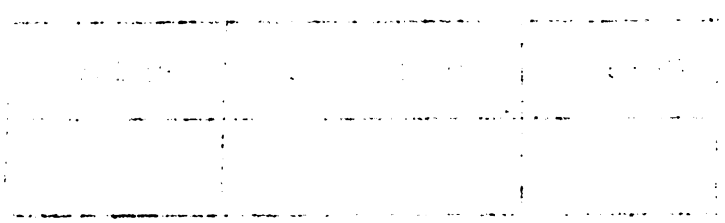
Check (✓) the space below to indicate whether you are ahead, on, or behind the Class Schedule made out for you.

Ahead	On Schedule	Behind

.....

Note: The sheet for each week will be collected the following Tuesday at the beginning of your laboratory period.

Make two copies and keep one for reference.



TIME SPENT ON SPECIFIC JOBS IN TAILORING A SUIT

This sheet is to be used to record the time spent on specific jobs which apply to your tailored suit.

As each job is completed the record for that job can be cut off (starting at the bottom) and handed in to me.

May I suggest that you make two copies and keep one for your personal use.

..... Cut along this line.....

II Name _____

SETTING IN THE BODY LININGS _____ Hours.

Includes -
- Cutting body linings (hymo, felt, wigan)
- Sewing darts in hymo
- Attaching body lining to front of jacket
- Attaching wigan to jacket back and sleeve
- Attaching felt to hymo
- Lapel stitching
- Tape on breakline
- Pressing of lapel
- Tape on front edge

.....Cut along this line.....

I Name _____

PREPARING THE JACKET PATTERN _____ Hours.

Includes -
- Fitting and altering the tissue pattern
- Cutting and assembling the muslin
- Fitting and altering the muslin jackets
- Preparing the muslin for a pattern

VI Name _____

SKIRT _____ Hours.

Complete job of making the skirt

Check (✓) if skirt is unlined ____, fully lined ____,
partially lined ____.

.....Cut along this line.....

V Name _____ _____ Hours.

LINING

Includes -
Cutting the lining
Making up the lining
Attaching lining to garment
Attaching sleeve lining
Hems and finishings of lining

.....Cut along this line.....

IV Name _____ _____ Hours.

COLLAR

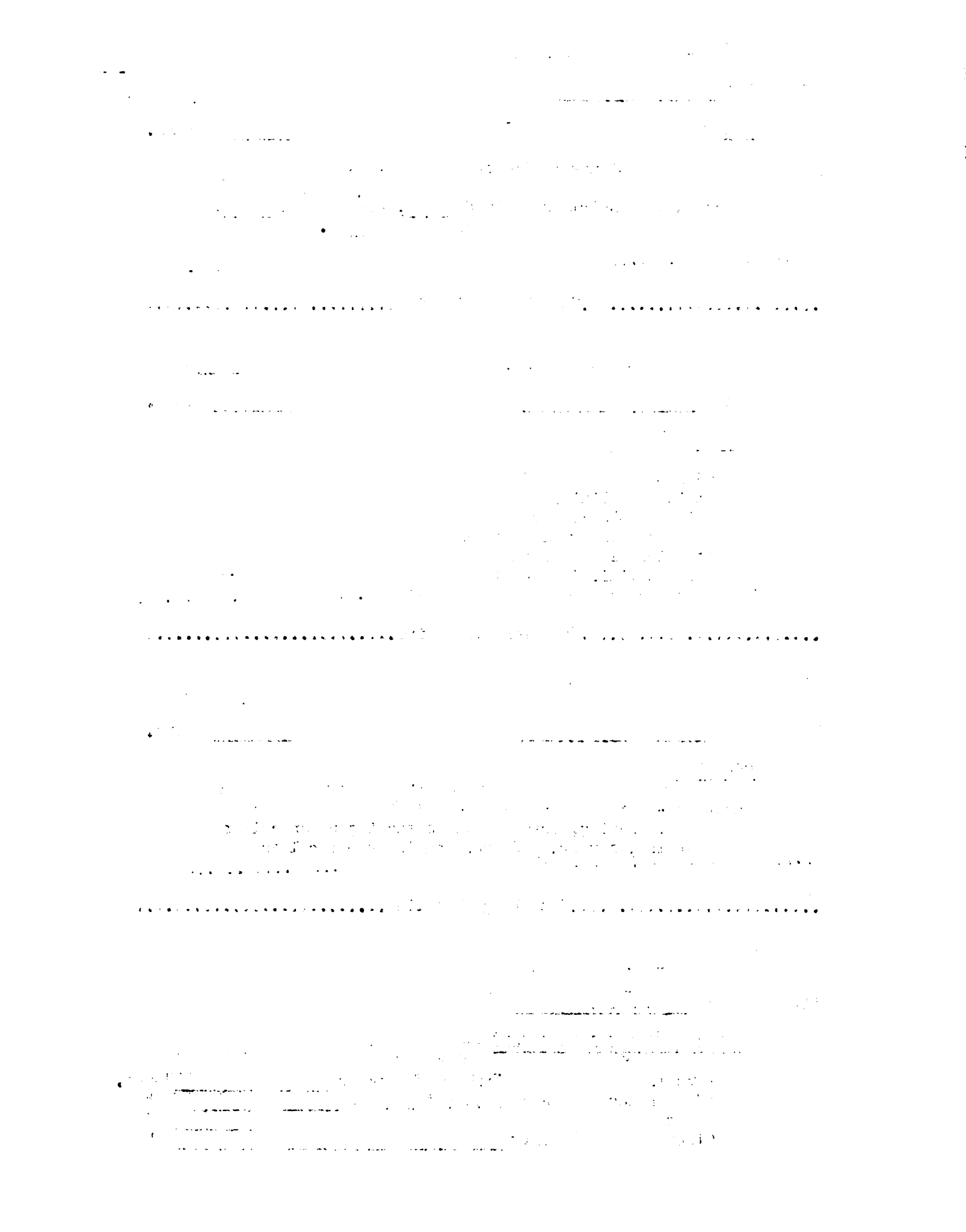
Includes -
Making, shaping, pressing and attaching under collar
Attaching, sewing, and pressing the upper collar

.....Cut along this line.....

III Name _____

SPECIFIC DETAILS IN JACKET

Pockets	Number of pockets ____	_____	Hours.
Buttonholes	Number of buttonholes ____	_____	"
Cuffs		_____	"
Other	Specify _____	_____	"



Name _____

QUESTIONNAIRE FOR TAILORING CLASS, TCSA 453d

1. What clothing construction courses have you taken in College or at University?

_____ _____ _____

_____ _____ _____

2. Do you expect to take further clothing construction courses? Yes _____ No _____
Don't Know _____

If yes, what? _____

3. Have you had a job or position related to clothing construction? Yes _____ No _____
If yes, what kind? _____ For how long? _____

4. What kind of job or position do you plan to apply for when you graduate?

_____

5. In the space provided after each garment indicate the number you have made following this code:
Place 0 if you have made none of the articles listed.
Place 1 if you have made only one of the articles listed.
Place 2-5 if you have made from two to five articles.
Place 5+ if you have made more than five articles.

Blouses or shirts	_____	Mannish tailored suits	_____
Cotton skirts	_____	Coats	_____
Wool skirts	_____	Jackets	_____
Cotton dresses	_____	Pajamas	_____
Wool dresses	_____	Trousers (slacks, shorts, bermudas etc.)	_____
Dressmaker suits	_____		

6. Check (✓) the following construction details that you have used in making a garment:

Bound or corded buttonhole	_____	Hand stitched slide fastener	_____
Patch pockets	_____	Pleats	_____
Set-in pockets	_____	Skirt lining	_____
Attached cuffs	_____	Jacket lining	_____
Set-in two-piece sleeves..	_____	Using haircloth interfacing (e.g hymo, armo)	_____

7. Have you previously made a muslin pattern for a suit or coat? Yes ___ No ___

8. Which of the following wool suiting materials have you chosen for your suit:

Tweed _____	Flannel _____	Worsted (specify) _____
Broadcloth _____	Novelty _____	Other (specify) _____

9. How much per yard did you pay for your material? _____

10. Which of the following factors were the most influential in determining your choice of material? Check (✓) one or more.

Durability	_____	Fashionability	_____
Luxurious appearance..	_____	Tailors well	_____
Color	_____	Had it on hand	_____
Novel appearance	_____	Other (specify)	_____

Name _____

INTERVIEW QUESTIONNAIRE

1. Students take the tailoring course for various reasons, what are your reasons for taking the course?

_____ learn tailoring techniques for personal use
_____ need tailoring techniques for teaching, extension etc.
_____ have a suit to wear
_____ prefer taking laboratory courses to lecture courses
_____ no other choice of courses for the necessary credits

2. What are some of the advantages in taking tailoring?

_____ learn tailoring techniques
_____ appreciate the work that goes into a tailored garment
_____ get a suit to wear
_____ learn fitting

3. Can you think of any disadvantages in taking the course?

_____ too time consuming
_____ may never use the knowledge gained

4. If you had had a free choice of patterns for your suit would you have chosen the style that you did? Yes _____ No _____ Don't know _____

If the style was different how did it differ?

5. In order of importance, how would you rate the following features in a finished suit?

Style _____, Fit _____, Color _____, Fabric _____ Workmanship _____

6. Have you any special fitting problems? Yes _____ No _____
If yes, what are they?

_____ too short _____ too stout
_____ too tall _____ poor proportion

7. Can you buy a ready-made suit to fit you, i.e. with only minor alteration?
Yes _____ No _____

8. Do you make your own clothes?
Always _____ Usually _____ Occasionally _____ Never _____

If yes, what proportion? All _____, 3/4 _____, 1/2 _____, 1/4 _____

9. Why do you make your own clothes?

_____ better fit
_____ better construction
_____ cheaper
_____ individuality
_____ get the type of garment you want
_____ feeling of accomplishment
_____ enjoy sewing

10. Some girls are not pleased with the clothes that they make for themselves. How do you feel about your results?

11. Have you received any award or special complement about your sewing or the clothes you have made? Yes _____ No _____
If yes, elaborate.

12. Have you ever made a garment that you never wore or wore only once or twice?
Yes _____ No _____
If yes, give reason.

13. Do you feel that the clothes you buy look smarter than the ones you make?
Always _____ Usually _____ Occasionally _____ Never _____

14. What kind of garments do you prefer sewing for yourself?

_____ blouses
_____ skirts
_____ cotton dresses
_____ wool dresses
_____ afternoon dresses
_____ coats and suits

15. When choosing a pattern for a garment do you look for one that is easy and quick to make?
Always _____ Usually _____ Occasionally _____ Never _____
What do you look for?

16. How would you rate your sewing speed?
Fast _____ Average _____ Slow _____

17. In other clothing construction courses were you finished before _____, at the same time _____, or after _____ most of the other students?

18. Do you find that you have to put in more hours on your garments the last two weeks than any other in the term?
Always _____ Usually _____ Occasionally _____ Never _____
If yes, how could you have avoided this?

19. When you are sewing how long do you like to work in one stretch?
1 hr. _____ 2 hrs. _____ 3 hrs. _____ 4 hrs. _____ other _____

20. In which of these laboratory set-ups do you feel you would get most accomplished:
_____ 1½ hr. lab 4 times a week

_____ 2 hr. lab 3 times a week

_____ 3 hr. lab 2 times a week

Do you feel you need a short break in the 3 hr. lab? Yes _____ No _____

21. In what surroundings do you feel you make most progress in constructing a garment for a sewing course?

_____ in class, in classroom other than class time, _____ home

22. In what ways do students use class time other than for the construction of their garment?
_____ visiting
_____ waiting for help or equipment
_____ other

23. Do you think that you could make your class time more productive? Yes _____ No _____
If yes, how do you feel you use your class time poorly?

24. Do you feel that waiting for a fitting, pressing equipment, or sewing machines slows you down? Yes _____ No _____
How could you use this time?

25. Do you plan the purchases of all material so that you have everything on hand when needed?
Always _____ Usually _____ Occasionally _____ Never _____

26. Is your work organized to eliminate unnecessary travelling around the room?
Yes _____ No _____ Don't know _____

27. How do you think your sewing skill compares with other students in clothing classes?
Better _____ Average _____ Below average _____

28. If you have learned an unsatisfactory method of construction does this hinder or confuse you in learning a better method?

29. What method of instruction helps you understand and retain sewing information best?
_____ lecture
_____ demonstration to class
_____ individual assistance

30. From what source do you most frequently look for information or help in classes?
_____ textbook
_____ instructor
_____ other student
_____ illustration material
_____ demonstration
_____ notes

31. Do you try construction techniques which are new to you even when you know the method you have previously used is good?
Always _____ Usually _____ Occasionally _____ Never _____

32. Would you feel dissatisfied with your suit if all the construction details were not of the highest quality? Yes _____ No _____

33. In what area of sewing, if any, do you feel weak?
_____ fitting
_____ choice of becoming style
_____ choice of suitable fabric
_____ coordinating style and fabric
_____ construction techniques
_____ other

34. Some girls say they feel tense when they sew, others say that sewing relaxes them. How does it make you feel?
_____ tense, _____ relaxed

35. Who do you think should take a course in tailoring?

36. Are there any types of people who should not take tailoring? Yes _____ No _____
Explain.

37. What do you expect to get out of this course?
_____ perfect suit
_____ an "A"
_____ as much knowledge as possible

Dear

The answers to this questionnaire or any information submitted to me will in no way affect your grade in this course.

I greatly appreciate your cooperation in keeping the time records and answering all the questions. You have been very prompt and cooperative in every respect. Without your assistance it would be impossible for me to write this thesis on tailoring including the techniques, skills, time, attitudes and interests of students in the tailoring class. Someday I hope to teach tailoring and I know that this experience of working with you will be most valuable to me.

I wish you every success in whatever the future has in store for you.

My sincerest thanks,

Name_____

QUESTIONNAIRE FOR TAILORING CLASS, TCBA 452d

Your answers to these questions and any additional comments you care to make will be greatly appreciated.

1. Will you enjoy wearing your suit? Yes_____ No._____
If yes, why?

If no, why not?

2. If you were making the suit again, would you make any changes?
If yes, what?

3. Are you disappointed with any part of the suit? Yes_____No_____
If yes, what?

4. Were you pleased with the material you chose? Yes_____No_____
If no, why not?

5. If you were making another suit for yourself, would you eliminate any techniques used in this suit? Yes_____ No_____
If yes, which ones?

6. Which techniques used in tailoring class will be of most value to you in clothing construction and how will you probably use them?

Techniques	How you will probably use them

7. In which part or detail of the suit do you feel it is most difficult to obtain a professional appearance?

8. Underline one of the descriptive terms which you feel describes your suit.

a) Plain and ordinary
b) Neat and conservative
c) Smart
d) Homemade
e) Professionally tailored
f) _____(Your own descriptive words)

9. In the future, do you plan to make most of your suits? Yes_____No_____
If yes, why?

If no, why not?

10. What do you feel is the greatest asset in making a suit for yourself?

11. Would you construct a suit just for the sense of achievement or satisfaction you receive? Yes_____No_____

12. If you tailored another suit, could your improve your skill?
Yes_____No_____Don't know_____

13. If you were to teach a clothing construction course, would you want to teach tailoring? Yes_____No_____

If yes, why?

If no, why not?

14. Did you gain from this course what you expected to learn?
Yes_____ No_____

15. Any brief comments you care to make on the following would be appreciated:
a) Time element in tailoring

b) Tailoring as a learning experience

c) Tailoring as an expression of individuality