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**MICHIGAN STATE UNIVERSITY
TEXTILES, CLOTHING AND RELATED ARTS
COLLEGE OF HOME ECONOMICS**

/A COMPARISON OF THE HOME SEWING PRACTICES
OF SENIOR GIRLS IN THE TWO
PUBLIC HIGH SCHOOLS IN
SAGINAW /

By

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//

A THESIS

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ILLUSTRATION

FIGURE

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1. Map of the City of Saginaw Showing the
Locations of the Two High Schools and
the Major Industries

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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this problem is to determine the amounts and kinds of home sewing done by senior girls in the Saginaw school system and to ascertain what items of clothing are constructed at home most frequently by these girls. Since Saginaw schools have taught a speed sewing method¹ in their homemaking classes for a number of years, this study will also compare girls who had clothing construction in the Saginaw system with those who did not learn to sew in the Saginaw schools,² and to gain information as to what influences the girls to sew at home and whether knowledge of the speed system encourages more sewing.

It is an assumption of the researcher that this group of high school girls do some home sewing.

Review of Literature

Clothing construction has long been considered a

¹Saginaw public schools teach the speed method of clothing construction as developed by Edna Fryte Bishop and explained in her book The Bishop Method of Clothing Construction (Chicago: J. E. Lippincott Co., 1959.)

²See Restatement of Problem, Chapter II, p. 11.

large and important part of the homemaking curriculum in both the junior and senior high schools. For years variations of the traditional or custom method of sewing have been taught. With the current emphasis on speed in just about everything we do, new and faster methods are being developed from the industrial field of garment construction. Senecal's study on clothing construction methods shows that a speed method of clothing construction has become an important part of the adult education program of Flint. After this method was introduced, the number and size of classes in clothing increased.³ According to Carlson's investigation on tailoring techniques, the traditional tailored method produces a finished garment superior, in most respects, to that produced by a speed method.⁴ However, the goals of the speed method are for a wearable garment, satisfactory to the wearer and the teacher, using certain techniques that expedite the construction process. Since time seems to be an important factor in the life of a teen ager today, the speed method encourages sewing and still permits time for the other activities. In addition, the homemaking teacher can spend less time on this area of her curriculum.

³Evelyn Carlson Senecal, "A Comparison of Clothing Construction Methods" (Unpublished Master's Problem, College of Home Economics, Michigan State University, 1953) p. 37.

⁴Mary Ellen Carlson, "A Critical Investigation of Tailoring Techniques which Might Be Effectively Employed By the Home Sewer" (Unpublished Master's Thesis, School of Home Economics, Michigan State College, 1953) p. 133.

It is thought that individuals have a spark of creativity.⁵ Work in clothing construction is one way a girl can show her ability to be creative. After she has learned the basic techniques, she can develop this talent either by following various patterns or by designing the clothes she makes. She can gain a feeling of accomplishment and satisfaction from making something herself. It may also help her to have what she considers a proper and adequate wardrobe when she cannot afford to buy or cannot find ready-to-wear clothes that fit. Properly fitted and styled clothing can camouflage a figure defect; many girls use clothing for this very successfully.⁶

Clothing during adolescence assumes greater importance than it does for other age groups according to some researchers. Bernice King, who investigated the role of clothing relationships of twenty-five selected families, supports this by saying that clothing seemed to be significantly of greater importance for the teen-age girl than for other age and sex groups.⁷ Girls of this age are keenly aware of appropriateness of garments. Clothing can give a girl internal satisfactions of feeling poised, self-confident, and happy.

⁵Frederick Mayer, Philosophy of Education For Our Times (New York, Odyssey Press, Inc., 1958) p. 25.

⁶Elizabeth B. Furlock, "Motivation in Fashion," Archives of Psychology, No. 111, 1929. p. 63.

⁷Bernice King, "A Study of the Role of Clothing in the Family Relationships of Twenty-five Selected Families" (Unpublished Master's Thesis, School of Home Economics, Michigan State College, 1949) p. 115.

Silverman states in her research that a major portion of girls believe that advantages in vocational and social areas can be achieved from good clothing and attention to appearance.⁸ A teen-ager can help fulfill her desire for clothes by constructing them herself.

The adolescent period of life is the time when girls seek the approval of peers. Conforming to the fads and fashions of the day is a way they gain this approval. The desire to conform to the prevailing fashion influences selection, and this desire is more effective as a motive at the time of selection than is the desire for economy.⁹ When dressed like members of a group, the individual identifies himself with the group and feels that he belongs.¹⁰ A girl can buy or make the items that will give her approval by the group.

It is true that the major part of the clothing of American families is purchased by the new, ready-to-wear. Yet a Minneapolis-St. Paul study showed that sixty per cent of the girls in the families studied and forty per cent of the wives had acquired one or more home constructed garment

⁸Sylvia Silverman, Clothing and Appearance, Their Psychological Implications for Teen-age Girls, Contributions to Education No. 312, Teachers College, Columbia University, 1945. p. 116.

⁹Estelle Barr, "Psychological Analysis of Fashion Motivation," Archives of Psychology, No. 171, June 1934. pp. 73-80.

¹⁰Elizabeth B. Hurlock, Adolescent Development, (New York: Mcraw-Hill Book Company, Inc., 1933) p. 246.

during a twelve month period.¹¹ Any Jean Holmblado found that blouses, skirts, and dresses were constructed most frequently.¹²

People give many reasons for sewing at home. In Ladner's study the reasons found to be given most often were "Likes to sew" and "saves money". It should be recognized also that there are many people who do not sew because they do not have the time or because it makes them nervous.¹³ There are still others who do not sew for the simple reason that they never learned.

There are other types of home sewing besides constructing garments. One is alteration, which helps garments purchased or out-grown to fit better or remain in style while the material is still in good condition. Holmblado found that skirts, dresses, slacks, and coats were altered most by the people she studied.¹⁴ Mending is still another form of

¹¹Bureau of Human Nutrition and Home Economics, "Family Clothing-Gift, Home-made, Handed-down, Minneapolis-St. Paul, Minn., 1943-49." Studies of Family Clothing Supplies, Preliminary Report No. 5. Washington, D. C.: United States Department of Agriculture, June, 1951. p. 3.

¹²Any Jean Holmblado, "A Comparative Study of the Clothing Area of the Secondary Homemaking Curriculum in a Selected Community and Related Beliefs and Practices of Families in That Community" (Unpublished Doctoral Thesis, School of Education, Michigan State College, 1954) p. 147.

¹³Charlotte Ladner, "A Study of Home Sewing Practices of Mothers of Ninth Grade Homemaking Girls in a Selected Community" (Unpublished Master's Problem, School of Education, Michigan State College, 1952) p. 31.

¹⁴Holmblado, op cit., p. 143.

home sewing and is almost a must in every home. Garments can be kept wearable and presentable by replacing missing buttons and sewing ripped seams and hems.

CHAPTER II

THE PROCEDURE AND SETTING FOR THE STUDY

The Setting for the Study

The community which was chosen as the setting for the study is Saginaw, Michigan, and the two public high schools are Saginaw High School and Arthur Hill High School. The investigator felt she had worked in the school system long enough to have some knowledge of the schools and people in the community. Furthermore, permission could be obtained from the school administrators to do the study.

In order to secure permission to carry out the study in the two high schools, two telephone calls were made, one to the Coordinator of Homemaking Education and the other to the Director of Secondary Education. Both persons indicated their willingness for the study to be done.

Saginaw with a population of 100,000 in 1960 is the sixth largest city in the state of Michigan. The incomes of the families come largely from business and industries. The city is surrounded by farming area on three sides in which sugar beets and beans are the main crops.

Saginaw has a large central business district, two shopping centers and two more in the planning stages. Clothing and other goods can be found at all price ranges.

The city is divided by the Saginaw River which is deep enough for lake freighters to navigate as far as Saginaw.

The Schools

The Saginaw school system consists of two senior high schools, five junior high schools and over twenty elementary schools. The area which the high schools serve and from which its pupils are drawn is the city of Saginaw. The 1961-62 total enrollment in grades ten through twelve was just over 4,000. The schools are members of the North Central Association of Secondary Schools and Colleges.

Homemaking is a required course in the seventh grade in all the junior high schools. In the rest of the grades, homemaking is an elective subject in all the junior and senior high schools. The general high school student may take homemaking to fill in the science requirement for graduation. For the past ten years the speed method of clothing construction developed by Edna Bishop has been taught exclusively in the homemaking courses of the Saginaw school system.

Development of Questionnaire

One questionnaire was developed for this study, home sewing being the focus. After several attempts the questions were grouped into four categories:

1. clothing construction background
2. home sewing of newly constructed garments

3. alterations and mending

4. social classification

The first drafts of the instrument were submitted for criticism to three members of the Michigan State University staff in the Department of Textiles, Clothing and Related Arts. Using their suggestions, the writer revised the questionnaire, and copies were made for a pretest. The questionnaire was then given to 47 senior homemaking students at Hardy High School in Bay City, Michigan. Copies of the questionnaire as it was given in Bay City were given to 16 homemaking teachers in Saginaw, the Coordinator of Homemaking Education, and the Director of Secondary Education. They were asked if the information would be helpful, if the directions and questions were clear, and whether there were questions which the students might interpret as prying.

The questionnaire which was developed for the study was, for the most part, one in which the students were asked to check responses which best described what they believed and did concerning sewing at school and at home. There were two reasons why this type of questionnaire was chosen. First, a large number of items could be checked in a short period of time. Second, the information which was given could be readily tabulated and analyzed. It is recognized that there are disadvantages to this check type of questionnaire. One is the limitation which is placed on a person's answers by the very structure of the device. An effort was made to lessen this disadvantage by allowing space for the students

to write in alternatives. The complete instrument is found in Appendix A, page 66.

The students were asked not to put their names or any identification marks on the questionnaire. It was recognized that they might be more willing to respond to the questionnaire if they did not.

At Saginaw High School the questionnaire was handed out to all classes that had seniors in them during one period of the day. If the classroom teachers felt they had the time, the questionnaires were given to the class; if they felt they did not have the time, they did not hand out the questionnaires. Of 321 senior girls in Saginaw High School, 225 or 70 per cent answered and returned the questionnaire.

Arthur Hill High School handed the questionnaire out during the homeroom period in the morning. The students were to return them the next morning. Out of 317 senior girls at Arthur Hill, 202 or 64 per cent were returned.

Due to circumstances beyond control, the investigator had no connection with the administration of the questionnaire. When conferences with the principals of both schools were held, they said they would do the best they could. No verbal instructions or explanations were given to the students when the questionnaires were handed out; they were only told to fill them out and return them.

Restatement of the Problem

The purpose of this study was to determine the amounts and kinds of home sewing done by senior girls who had been taught clothing construction in Saginaw, in comparison with those who had been taught elsewhere. The results of the survey are such that this was not possible. A serious mistake was made in wording the questionnaire; it was the omission of a question which should have read: "Where and in what grade did you first learn sewing?". Of the 427 girls who completed the questionnaire, 416 girls had taken their last clothing construction course in Saginaw and 11 said they had taken their last course in some other city. Since only two per cent of the girls were taught their last class outside of Saginaw, it was not possible to know from the survey where they were first taught to sew. Therefore, a comparison will be made between the senior girls from the two public high schools in the Saginaw school district as to what items of clothing are constructed most frequently at home, the kinds of sewing done, and what influences these girls to sew at home.

CHAPTER III

GENERAL BACKGROUND OF RESPONDENTS

General Background Description of Respondents

There are many ways of placing people in different classes. In this study the occupation of the person who supports the girl's family was placed in an occupational rank. This ranking is not the equivalent of economic or social class, but it may be used as a rough index of a stratification position. Alba Edwards says that in some measure each occupational group has characteristic interests and convictions as to numerous questions.¹

Of the 427 respondents, 300 girls from both schools said their fathers supported the family, 35 listed their mothers, and only one girl from Saginaw High School named her guardian. There were 93 different occupations listed by the girls from Arthur Hill High School and 83 listed by the girls from Saginaw High School.

¹Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1934) p. 33, quoting Alba Edwards.

Occupational Classification

The Bureau of the Census 1960 occupational classification was used for the ranking.² As seen in Table 1, Arthur Hill High School had a total of 64 per cent in the top six categories, mainly white collar jobs, while Saginaw High School had 73 per cent in the categories six to 12 comprising the blue collar jobs, excluding retired, unemployed or layed off, and disabled. The latter group in Saginaw High School is also larger (nine per cent) as compared to Arthur Hill High School (two per cent). One reason for this could be the number of industries located on the east side of the Saginaw River where Saginaw High School is located (See Figure 1).

The source of income of the person who supports the family can help to substantiate the occupational classification. Most sources of income were from a salary or from an hourly wage (Table 2). Other sources of income mentioned by the girls were social security, pensions, profits, commissions, and Aid to Dependent Children checks. The 105 girls from both schools who did not know the source of their supporter's earnings could alter the percentages somewhat but probably not enough to change greatly the trend.

²U. S. Bureau of the Census, 1960 Census of Population: Classified Index of Occupations and Industries, 1960.

TABLE 1

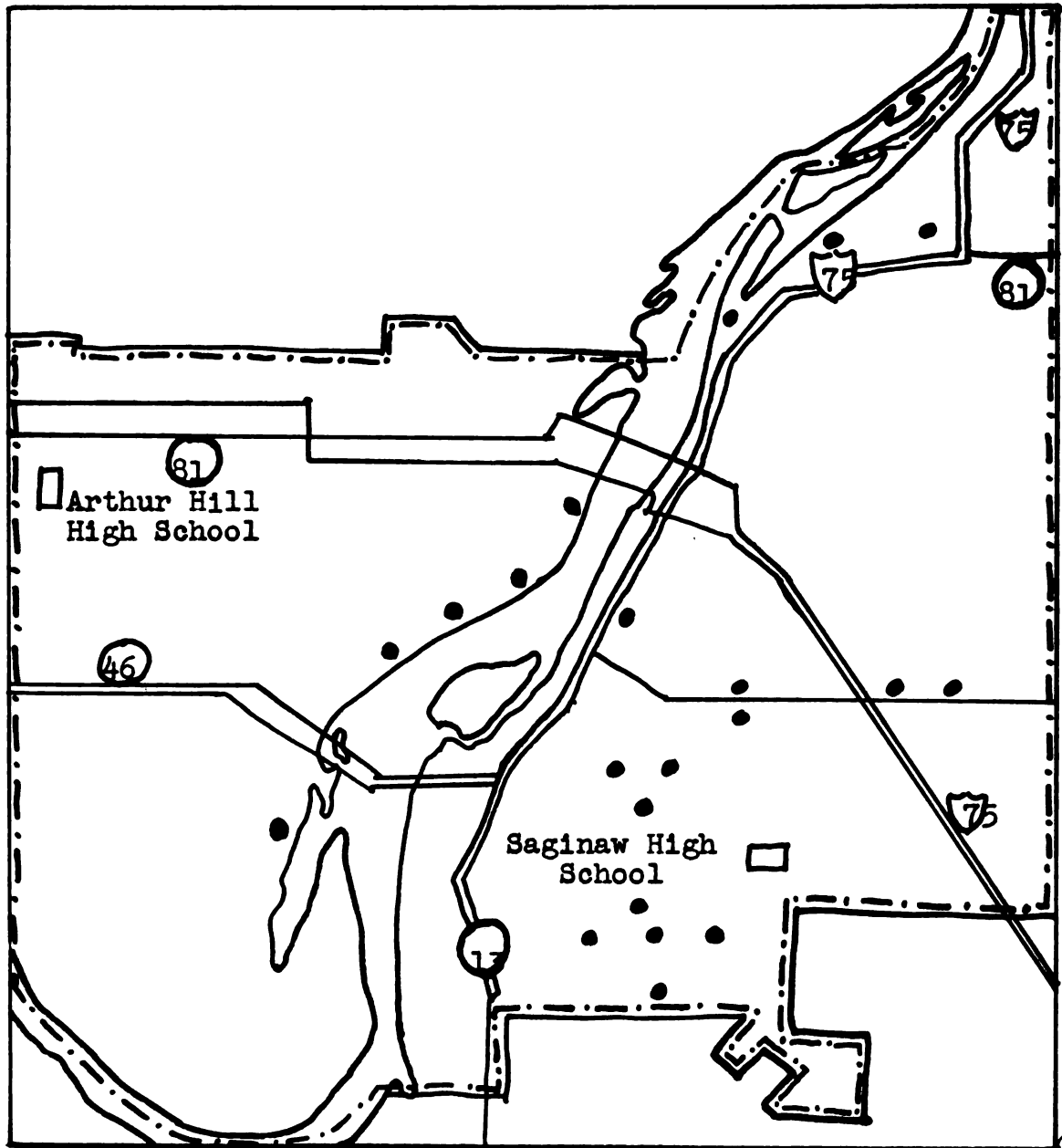
OCCUPATIONAL CLASSIFICATION OF THE SUPPORTER OF THE FAMILIES
OF THE RESPONDENTS IN THE TWO SAGINAW HIGH SCHOOLS

| Occupational Class | Arthur Hill High School | | Saginaw High School | |
|---|----------------------------|------------|-------------------------|------------|
| | Number of Workers | Percentage | Number of Workers | Percentage |
| 1. Professional, technical, and kindred workers | 10 | 5 | 5 | 2 |
| 2. Farmers and farm managers | 4 | 2 | 2 | 1 |
| 3. Managers, officials, and proprietor, exclude farms | 35 | 17 | 11 | 5 |
| 4. Clerical and kindred workers | 8 | 4 | 4 | 2 |
| 5. Salesworkers | 8 | 4 | 6 | 3 |
| 6. Craftsmen, fore- men, and kindred workers | 65 | 32 | 66 | 29 |
| 7. Operative and kindred workers | 33 | 19 | 23 | 10 |
| 8. Private house- hold workers* | 0 | 0 | 3 | 1 |
| 9. Service workers except private household | 23 | 11 | 26 | 11 |
| 10. Farm labor and foremen | 0 | 0 | 0 | 0 |
| 11. Laborers, except farm and mine | 8 | 4 | 60 | 27 |
| 12. Retired | 2 | 1 | 9 | 4 |
| 13. Unemployed or laid off | 1 | 1 | 6 | 3 |
| 14. Disabled | 0 | 0 | 4 | 2 |
| Totals | 202 | 100 | 225 | 100 |

*Employed full time in one household such as butler, personal
maid, etc.

FIGURE 1

MAP OF THE CITY OF SAGINAW SHOWING THE LOCATIONS OF THE TWO
HIGH SCHOOLS AND THE INDUSTRIES



● Major industrial sites

TABLE 2

SOURCE OF INCOME OF THE CHILDREN OF THE FAMILIES
OF RESPONDENTS IN TWO SAGINAW HIGH SCHOOLS

| Source of Income | Arthur Hill High School | | Saginaw High School | |
|------------------------------|----------------------------|------------|-------------------------|------------|
| | Number of Incomes | Percentage | Number of Incomes | Percentage |
| Investments | 2 | 1.0 | 1 | 0.5 |
| Savings | 1 | 0.5 | 1 | 0.5 |
| Fees | 1 | 0.5 | 3 | 1.0 |
| Salary | 76 | 38.0 | 57 | 25.0 |
| Wages, hourly | 53 | 26.0 | 93 | 41.0 |
| Welfare | 0 | 0.0 | 4 | 2.0 |
| Unemployment compensation | 1 | .5 | 5 | 3.0 |
| Others | 7 | 3.0 | 12 | 5.0 |
| Did not know | 56 | 28.0 | 49 | 22.0 |
| Totals | 202 | 99.5* | 225 | 100.0 |

*Total not equal to 100 per cent due to rounding off.

Occupational Classification of Second Worker in the Home

Because it is a known fact today that many homes have more than one person working, the girls were asked if their family had a supplementary income. At Arthur Hill High School 49 or 24 per cent said, "yes" and 153 or 76 per cent said, "no". Of this number 46 said their mothers worked while three mentioned other members of the family. At Saginaw High School 69 or 31 per cent said there was a supplementary income; 52 girls said their mothers worked and 14 reported that other members of their families worked. Also at Saginaw

High School three girls said they had money coming in from other sources such as state aid, social security from an older person living with them, and real estate. Several girls from both schools stated their parents were separated and alimony or support was received from the member that was not at home.

The classification of the occupations that gave a supplementary income to a family showed that at Arthur Hill High School no particular category predominated. At Saginaw High School over half of the supplementary incomes of the 69 girls come from class nine, service workers (Table 3). The occupation of day worker or cleaning woman was mentioned more than any other as additional job held by a member in the family.

By the time girls reach their senior year in high school some have started to work outside of the home. The girls were asked if they were presently working or had worked in the past year. As Table 4 shows, a great similarity in percentage exists between Arthur Hill High School and Saginaw High School's girls employment record. The girls from Arthur Hill High School mentioned 17 different occupations with salesgirl listed most often (15 times), followed by office worker and waitress. Four girls said they did volunteer work at the various hospitals in the city. At Saginaw High School the occupation of waitress was mentioned by 20 girls, salesgirl was second and houseworker was third. One girl said she did volunteer work at a hospital. Field

TABLE 3

OCCUPATIONAL CLASSIFICATION OF THE SECOND WORKER IN THE HOME
OF THE RESPONDENTS FROM TWO SAGINAW HIGH SCHOOLS

| Occupational Class | Arthur Hill High School | | Saginaw High School | |
|---|----------------------------|------------|-------------------------|------------|
| | Number of Workers | Percentage | Number of Workers | Percentage |
| 1. Professional, technical, and kindred workers | 1 | 2 | 2 | 3 |
| 2. Farmers and farm managers | 1 | 2 | 1 | 2 |
| 3. Managers, officials, and proprietor, exclude farms | 3 | 6 | 0 | 0 |
| 4. Clerical and kindred workers | 12 | 24 | 7 | 10 |
| 5. Sales workers | 12 | 24 | 0 | 0 |
| 6. Craftsmen, fore- men, and kindred workers | 2 | 4 | 2 | 3 |
| 7. Operative and kindred workers | 4 | 8 | 4 | 6 |
| 8. Private house- hold workers* | 0 | 0 | 0 | 0 |
| 9. Service workers, except private household | 12 | 24 | 42 | 59 |
| 10. Farm labor and foremen | 0 | 0 | 1 | 2 |
| 11. Laborers, except farm and mine | 3 | 6 | 10 | 14 |
| Totals | 50** | 100 | 69 | 99*** |

*Employed full time in one household such as butler, personal
maid, etc.

**One family had both a mother and a brother working to help
support it.

***Total not equal to 100 per cent due to rounding off.

worker such as beet picker or wooder was mentioned by four girls at Saginaw High School and was not mentioned by the girls at Arthur Hill High School.

TABLE 4

PART AND FULL TIME EMPLOYMENT OF SAGINAW HIGH SCHOOLS GIRLS DURING THE PAST YEAR

| Worked During the Past Year | Arthur Hill High School | | Saginaw High School | |
|--------------------------------|----------------------------|------------|------------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| No, they did not work | 145 | 72 | 159 | 71 |
| Yes, they did work | | | | |
| a. Full time | 5 | 2 | 5 | 2 |
| b. Part time | 52 | 26 | 61 | 27 |
| Totals | 202 | 100 | 225 | 100 |

Baby sitting, done by just about all adolescent girls at sometime, should not be overlooked as a type of work. Only ten per cent of the girls from Arthur Hill High School and 20 per cent from Saginaw High School said they did not baby sit, leaving 90 per cent and 80 per cent respectively who did (Table 5). Knowing whose children they sat for is a helpful indicator of the time available at home to sew. Another interesting indicator is the number of hours they spent a week baby sitting (Table 6). This is not conclusive and is not considered as such, for many girls said they could not tell the number of hours a week they sat because it

varied so much. Others said they sat every night as a regular job. No attempt was made to determine the amount of money the girls received for baby sitting. One girl did say she did not accept money as she sat only for close friends.

TABLE 5

THOSE FOR WHOM THE GIRLS OF THE SAGINAW HIGH SCHOOLS BABY SAT

| Whom They Sat For | Arthur Hill High School | | Saginaw High School | |
|---------------------------------|-------------------------|------------|---------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| Sat for brothers and sisters | 9 | 4 | 12 | 5 |
| Sat for other people's children | 103 | 51 | 104 | 46 |
| Sat for both | 69 | 34 | 63 | 28 |
| Sat for neither | 21 | 10 | 46 | 20 |
| Totals* | 202 | 99 | 225 | 99 |

*Totals do not equal 100 per cent due to rounding off.

Question number 24 of the questionnaire (amount of income) could not be used, for of the 427 girls only 180 had checked an amount. In many cases the amount checked did not coincide with normal salary or wages for the father's occupation. For example, one girl said her father was a welder and made under \$1,999, while another said her father was also a welder and made over \$10,000. For comparison, Arthur Hill High School had 83 girls and Saginaw High School 97 girls who checked an amount.

TABLE 6

TOWNS SAGINAW HIGH SCHOOLS GIRLS BABY SAT
DURING A ONE WEEK PERIOD

| Hours Per Week the Girls Baby Sat | Arthur Hill High School | | Saginaw High School | |
|--------------------------------------|----------------------------|------------|------------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| 1 to 5 | 32 | 16 | 41 | 18 |
| 6 to 10 | 43 | 21 | 32 | 14 |
| 11 to 15 | 18 | 9 | 16 | 7 |
| 16 to 20 | 8 | 4 | 4 | 2 |
| 21 and over | 15 | 7 | 17 | 8 |
| Irregular | 65 | 32 | 69 | 30 |
| None | 21 | 10 | 46 | 20 |
| Totals* | 202 | 99 | 225 | 99 |

*Totals do not equal 100 per cent due to rounding off.

SUMMARY

This sample shows that Arthur Hill High School had a larger percentage of students from families in the white collar occupational classes while Saginaw High School has more in the blue-collar classes. The sources of income of the majority of the family supporters were salaries and hourly wages; a larger proportion of the respondents' families at Arthur Hill High School received salaries and a larger proportion at Saginaw High School received wages.

Saginaw High School had more families with two incomes in the home. In both schools the mother was usually the person who furnished this supplementary income. At Arthur

Hill High School there was no predominant category in which this person worked, but at Saginaw High School the category of service workers was the one in which over 50 per cent of the workers were classified.

Over 20 per cent of the girls in both high schools had worked during the past year. The majority worked part-time. The most frequent occupation at Arthur Hill High School was salesgirl and at Saginaw High School it was waitress. A total of five girls did volunteer work in the various hospitals in Saginaw.

Baby sitting was done by more girls at Arthur Hill High School than Saginaw High School. The majority sat for the children of other people but they also sat with their younger brothers and sisters. The hours they sat varied from less than five a week to a regular nightly job. Many girls sat irregularly and did not give a definite number of hours.

The background information for these respondents indicates a rather clear status difference between the two schools. Arthur Hill High School has more professional and white collar workers who earn salaries while Saginaw High School has more blue collar workers with wage earnings supplemented by wives who work in service occupations. This trend is even reflected by the jobs of the girls themselves. The salesgirl category, a white collar job, predominates at Arthur Hill High School while waitress, a service job, predominates at Saginaw High School. This difference is fully recognized among the teachers of the

two public high schools in Saginaw.

CHAPTER IV

SEWING INSTRUCTION BACKGROUND

Source of Sewing Instruction

The clothing construction area of the homemaking curriculum has for many years been for girls the main source of sewing instruction. A girl who goes to public schools in Saginaw from the seventh through the twelfth grade has had on the average two to three years of instruction, according to the homemaking teachers in the two high schools.¹

Seventh grade homemaking is required in all junior high schools in Saginaw. Of the 427 seniors responding 416 had their last sewing course in Saginaw. In the group of 11 girls who did not have their last clothing construction course in Saginaw, five were from neighboring communities whose sewing construction classes are similar to that in Saginaw. The largest number of girls had their last construction course in the tenth grade (Table 7). The high school homemaking teachers report that girls take homemaking in the tenth grade to meet the science requirement for graduation.

¹Telephone conversation with four homemaking teachers, two from Arthur Hill High School and two from Saginaw High School.

TABLE 7

GRADE LEVEL THE GIRLS OF SAGINAW HIGH SCHOOLS
LAST HAD A CLOTHING CONSTRUCTION COURSE

| Grade Level | Arthur Hill High School | | Saginaw High School | |
|-------------|----------------------------|------------|------------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| 7 | 0 | 0 | 0 | 0 |
| 8 | 3 | 1 | 10 | 4 |
| 9 | 8 | 4 | 10 | 4 |
| 10 | 117 | 58 | 98 | 44 |
| 11 | 44 | 22 | 70 | 31 |
| 12 | 30 | 15 | 37 | 16 |
| Total* | 202 | 100 | 225 | 99 |

*Totals not equal to 100 per cent due to rounding off.

Girls can also acquire sewing instruction outside of school. One hundred sixteen girls from Arthur Hill High School and 133 from Saginaw High School had received instructions elsewhere. The home was mentioned most as the place girls learn to sew (Table 8). Some girls had been taught to sew by friends and relatives. Other girls had lessons at a sewing center, recreation center or the Y.W.C.A. One girl from Saginaw High School was taught in grade school.

Opinions Concerning Clothing Construction Course

The girls were asked if they would like to take another clothing construction course; 39 per cent from Arthur Hill High School and over 50 per cent from Saginaw High

School replied affirmatively (Table 9). When the girls were specified what they would like to learn, the answers from both schools fell into similar categories. The first six choices are listed as follows:

Arthur Hill
High School

1. Learn everything
2. Make dresses
3. Make coats and suits
4. Make sports clothes
5. Make jumpers
6. Learn more about patterns

Saginaw
High School

1. Make dresses
2. Learn everything
3. Make coats and suits
4. Make sports clothes
5. Learn more about patterns
6. Make formals

Some girls mentioned they would like to work with heavy fabrics while others wanted to learn more about fitting garments. One girl from Arthur Hill High School expressed a desire to learn how to make draperies, while another wanted to learn about dress designing.

TABLE 8

PLACES OUTSIDE OF SCHOOL WHERE THE GIRLS OF THE SAGINAW HIGH SCHOOLS RECEIVED SEWING INSTRUCTION

| | Arthur Hill High School | | Saginaw High School | |
|---|----------------------------|------------|------------------------|------------|
| Places Where Girls Received Sewing Instruction Out- side of School | Number of Girls | Percentage | Number of Girls | Percentage |
| Home | 87 | 72 | 96 | 69 |
| Girl Scouts | 9 | 8 | 19 | 14 |
| 4-H Club | 37 | 32 | 32 | 24 |
| Others | 3 | 3 | 12 | 9 |
| Total* | 136 | 105 | 159 | 116 |

*Totals exceed 100 per cent since some girls checked more than one category

TABLE 9

OPINIONS OF THE GIRLS OF THE SAGINAW HIGH SCHOOLS AS TO THEIR
DESIRE TO TAKE ANOTHER CLOTHING CONSTRUCTION COURSE

| Opinions of the Girls | Arthur Hill High School | | Saginaw High School | |
|--------------------------|----------------------------|------------|------------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| Yes | 79 | 39 | 113 | 52 |
| No | 54 | 27 | 34 | 15 |
| I don't know | 69 | 34 | 73 | 32 |
| Total* | 202 | 100 | 225 | 99 |

*Totals not equal to 100 per cent due to rounding off.

How well a clothing construction class is liked in school can influence a girl's future desire to sew. The girls were asked to express their opinion as to how well they liked their construction courses. The majority showed their approval of the class (Table 10). More girls at Arthur Hill High School disliked the course and gave more reasons for disliking it than those at Saginaw High School. Several girls from Arthur Hill High School said they felt overlooked, while others said they had no use for what they made or did not like the garment when it was finished. Some girls from both schools said the course was difficult and confusing because they couldn't keep up with the class. Six girls said they did not have the patience required for sewing. One girl said the class went too slowly while a number said the fifty-five minute period was not long enough. Five girls

said the course was boring, and 14 stated they just did not like to sew. Only one girl at Arthur Hill High School said she liked to sew but did not like her last construction course because she did not like the teacher.

TABLE 10

OPINIONS OF THE GIRLS OF THE SAGINAW HIGH SCHOOLS AS TO HOW WELL THEY LIKED THEIR CLOTHING CONSTRUCTION CLASSES IN SCHOOL

| Opinions of the Girls | Arthur Hill High School | | Saginaw High School | |
|-----------------------|-------------------------|------------|---------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| Best of all subjects | 17 | 8 | 40 | 18 |
| Better than most | 53 | 29 | 65 | 29 |
| About as well as most | 73 | 36 | 75 | 33 |
| Less than most | 22 | 10 | 15 | 7 |
| Least of all | 14 | 7 | 10 | 4 |
| Total* | 184 | 90 | 205 | 91 |

*Eighteen girls from Arthur Hill High School and 20 girls from Saginaw High School did not respond to the question.

Home Sewing Practices of Mothers

A girl's desire to sew may be influenced by whether or not her mother sews. Sixty-seven per cent of the mothers of the girls from Arthur Hill High School and 64 per cent of the mothers at Saginaw High School sewed. Over half of the mothers from both schools sewed under one-fourth to none of the daughters' wardrobe (Table 11). The mothers of the girls at Arthur Hill High School made more of their daughters' clothing than those from Saginaw High School.

TABLE 11

PORTION OF THE DAUGHTER'S WARDROBE SEWED BY THE MOTHER
OF THE GIRLS OF THE SAGINAW HIGH SCHOOLS

| Portion of Wardrobe | Arthur Hill High School | | Saginaw High School | |
|---|----------------------------|------------|------------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| All | 4 | 3 | 7 | 5 |
| Not all, but more than $\frac{3}{4}$ | 9 | 7 | 9 | 6 |
| $\frac{1}{2}$ to $\frac{3}{4}$ | 9 | 7 | 8 | 5 |
| $\frac{1}{4}$ to $\frac{1}{2}$ | 23 | 21 | 22 | 15 |
| Under $\frac{1}{4}$ | 39 | 29 | 50 | 35 |
| None | 46 | 34 | 47 | 33 |
| Total* | 135 | 101 | 143 | 99 |

*Totals not equal to 100 per cent due to rounding off.

The presence of a sewing machine in the home is a factor to consider when studying home sewing practices. The girls were to check if there was a sewing machine in their homes and to tell what kind it was. At Arthur Hill High School 94 per cent and at Saginaw High School 76 per cent said there was a sewing machine in their homes. Several of the girls stated there was more than one; one girl at Arthur Hill High School said there were three in her home. The electric sewing machine was the most popular type in the homes of the students at both schools. Saginaw High School girls had more treadle machines in their homes, while Arthur Hill High School girls had more automatic machines in their homes (Table 12). Arthur Hill High School had fewer homes without a sewing machine than Saginaw High School.

TABLE 12

NUMBER AND KINDS OF SEWING MACHINES IN THE HOMES
OF THE GIRLS OF SAGINAW HIGH SCHOOLS

| Kinds of Sewing Machines | Arthur Hill High School | | Saginaw High School | |
|-----------------------------|----------------------------|------------|--------------------------|------------|
| | Number of Machines | Percentage | Number of Machines | Percentage |
| Treadle | 23 | 14 | 31 | 14 |
| Electric | 116 | 57 | 103 | 43 |
| Automatic (zig-zag) | 47 | 23 | 33 | 15 |
| None | 20 | 10 | 55 | 24 |
| Totals* | 211 | 104 | 227 | 101 |

*Eight homes at Arthur Hill High School and two homes at Saginaw High School had two or more sewing machines.

The girls were also asked if they owned a sewing machine of their own. There were many girls who replied "no", but Saginaw High School had a larger percentage of girls who did not own a sewing machine. A total of 61 girls said they owned a sewing machine; 33 or 16 per cent at Arthur Hill High School and 23 or 12 per cent at Saginaw High School replied affirmatively. When asked what type they had, the electric again was the most popular (Table 13). Several girls said their own sewing machine was passed along to them when their mother got a new one.

TABLE 13

NUMBER AND KINDS OF SEWING MACHINES OWNED
BY THE GIRLS OF SAGINAW HIGH SCHOOLS

| Kinds of Sewing Machines | Arthur Hill High School | | Saginaw High School | |
|-----------------------------|----------------------------|------------|--------------------------|------------|
| | Number of Machines | Percentage | Number of Machines | Percentage |
| Treadle | 4 | 2 | 5 | 2 |
| Electric | 23 | 11 | 15 | 7 |
| Automatic (zig-zag) | 6 | 3 | 8 | 4 |
| None | 169 | 84 | 197 | 88 |
| Total* | 202 | 100 | 225 | 101 |

*Total exceeds 100 per cent due to rounding off.

Summary

The vast majority of the girls questioned had their last clothing construction course in the tenth grade. Many girls had received additional sewing instruction outside of school; the home was the place usually listed, but the 4-H Club was also checked by many of the girls. More girls at Saginaw High School expressed a desire to take another clothing construction course than those at Arthur Hill High School. These girls from both high schools wanted to learn to make everything - dresses, coats, and suits.

The clothing construction courses offered in the Saginaw public schools were liked by over 80 per cent of the girls in both high schools. More girls at Arthur Hill High School disliked the courses for more reasons than the girls at Saginaw High School.

More mothers of the girls from Arthur Hill High School sew than the mothers of the girls from Saginaw High School. Over half of these mothers of students from both schools sew about one-fourth of their daughters' wardrobes.

The homes of girls from Arthur Hill High School had more sewing machines and more girls from this high school owned their own sewing machines. In all cases the electric sewing machine was the most popular type in the homes of the girls from both schools.

The background information found in Chapter III indicates that Arthur Hill High School has more professional and white collar workers; there were fewer mothers who worked outside of the home. This would permit more mothers to be home with time to sew. At Saginaw High School, where the blue collar worker predominates, more mothers were employed and therefore would have less time at home to sew even though the economic reason to sew might be more pressing for the latter group.

The status difference in the two schools is seen by the girls' desire to take another clothing construction course. At Arthur Hill High School with the majority of parents in the professional and white collar classes, the girls had less of a desire to continue clothing construction courses than the girls at Saginaw High School with a larger number of parents in blue collar jobs. More girls at Arthur Hill High School disliked their clothing construction course than at Saginaw High School. This again may reflect the background difference in the two schools.

CHAPTER V

HOME SEWING PRACTICES

When the question "Have you sewed any items outside of school?" was asked, 161 or 80 per cent from Arthur Hill High School and 173 or 77 per cent from Saginaw High School said "yes."

Reasons for Sewing

The students gave their reasons for sewing; when ranking them from one to three the majority of the girls at Arthur Hill High School gave their first reason as "I enjoy it" and as a second and third reasons "I can have the styles I want" (Tables 14, 15, and 16). "I can save money" was also close as a second reason. Other reasons the girls gave for sewing were: "I appreciate them more"; "Satisfaction of making clothes"; and "Have more clothes that way". The reasons given by Saginaw High School girls for sewing were: 1. saves money; 2. enjoy it; and 3. style. One girl wrote that her first reason was to earn spending money. Girls from both schools gave hobby as a reason and in all cases it was the third reason.

Types of Garments Constructed

The bases of any study on home sewing practices are the type and amounts of garments constructed at home. For this

TABLE 14

THE GIRLS OF THE SAGINAW HIGH SCHOOLS FIRST CHOICE
REASONS FOR SEWING AT HOME

| | Arthur Hill High School | Saginaw High School |
|---------------------------------------|--------------------------------|--------------------------------|
| First Choice Reasons for Sewing | Number of Girls N-161 | Number of Girls N-173 |
| Save money | 58 | 63 |
| Enjoys it | 66 | 60 |
| Style | 13 | 15 |
| Fitting problems | 11 | 16 |
| Design clothes | 6 | 2 |
| Others | 3 | 2 |
| Totals* | 160 | 163 |

*Not all girls gave a first reason for sewing.

TABLE 15

THE GIRLS OF THE SAGINAW HIGH SCHOOLS SECOND CHOICE
REASONS FOR SEWING AT HOME

| | Arthur Hill High School | Saginaw High School |
|--|--------------------------------|--------------------------------|
| Second Choice Reasons for Sewing | Number of Girls N-161 | Number of Girls N-173 |
| Saves money | 39 | 40 |
| Enjoys it | 37 | 45 |
| Style | 41 | 33 |
| Fitting problems | 24 | 13 |
| Design clothes | 16 | 17 |
| Others | 0 | 1 |
| Totals* | 157 | 154 |

*Not all girls listed a second choice.

TABLE 16

THE GIRLS OF THE SAGINAW HIGH SCHOOLS THIRD CHOICE
REASONS FOR SEWING AT HOME

| | Arthur Hill High School | Saginaw High School |
|---------------------------------------|--------------------------------|--------------------------------|
| Third Choice Reasons for Sewing | Number of Girls N-161 | Number of Girls N-173 |
| Saves money | 26 | 22 |
| Enjoys it * | 34 | 31 |
| Style | 41 | 40 |
| Fitting problems | 23 | 31 |
| Design clothes | 20 | 22 |
| Others | 4 | 7 |
| Totals ** | 143 | 153 |

*Includes the girls who wrote they sewed as a hobby.

**Not all the girls listed a third choice.

study clothing was divided into six categories: 1. outerwear; 2. dresses; 3. shirts; 4. blouses; 5. sportswear, and 6. nightwear and lingerie.

For each category there will be three tables comparing the two high schools. The first table will compare the number of girls who had ever made the garments listed in the category; the second table shows the number of girls who had made the garments in the past year, and the third will compare the number of garments made in the past year. These will show not only how many girls sewed but also what the girls sewed and the extent of their sewing.

A total of 23 girls from Arthur Hill High School had made outerwear garments at sometime, and 23 of these girls had made them in the past year (Table 17 and 18).

TABLE 17

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NEW OUTERWEAR GARMENTS
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|-------------------|--|---------------|--|---------------|
| | Number of Girls Who Had Made New Garments For: | | Number of Girls Who Had Made New Garments For: | |
| | Themselves N-23 | Others N-6 | Themselves N-39 | Others N-6 |
| Outerwear | | | | |
| Coats | 3 | 2 | 1 | 1 |
| Suits-lined | 10 | 0 | 14 | 1 |
| Suits-unlined | 6 | 1 | 13 | 2 |
| Separates jackets | 12 | 3 | 23 | 2 |
| Totals* | 31 | 6 | 51 | 6 |

*The number of girls and totals do not agree as one girl may have made a garment in more than one category.

TABLE 18

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NEW OUTERWEAR GARMENTS IN THE
PAST YEAR FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|------------------|---|---------------|---|---------------|
| | Number of Girls Who Made New Garments in the Past Year For: | | Number of Girls Who Made New Garments in the Past Year For: | |
| | Themselves N-23 | Others N-6 | Themselves N-23 | Others N-4 |
| Outerwear | | | | |
| Coats | 3 | 2 | 0 | 1 |
| Suits-lined | 7 | 0 | 11 | 0 |
| Suits-unlined | 6 | 1 | 12 | 1 |
| Separate jackets | 10 | 3 | 16 | 2 |
| Totals* | 26 | 6 | 39 | 4 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

Of the 39 girls at Saginaw High School who had ever made outerwear garments, 23 have constructed outerwear garments in the past year. A number of girls, six from both high schools had sewed for others; however in the past year six girls from Arthur Hill High School and four from Saginaw High School had constructed garments for other persons. Like Arthur Hill High School, the girls from Saginaw High School made more separate jackets for themselves and for others (Table 19). More girls made more coats, suits, and jackets at Saginaw High School than they did at Arthur Hill High School.

TABLE 19

NUMBER OF OUTERWEAR GARMENTS MADE BY THE GIRLS
OF SAGINAW HIGH SCHOOLS IN THE PAST YEAR

| Garments | Arthur Hill High School | | Saginaw High School | |
|------------------|--|--------|--|--------|
| | Number of Garments Made in the Past Year For: | | Number of Garments Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Outerwear | | | | |
| Coats | 3 | 5 | 0 | 1 |
| Suits-lined | 8 | 0 | 10 | 0 |
| Suits-unlined | 8 | 1 | 17 | 2 |
| Separate jackets | 11 | 3 | 26 | 2 |
| Totals | 30 | 9 | 53 | 4 |

In the next category, dresses, 94 and 93 girls from Arthur Hill High School and Saginaw High School respectively, said they had constructed dresses at sometime (Table 20). At both schools girls had made all the types of dresses listed. More girls had made more school dresses for themselves and for other people than other types of clothing.

At Saginaw High School 65 girls made dresses for themselves in the past year and six made dresses for other people. This number is less than the number of girls from Arthur Hill High School as 76 girls made dresses in the past year from this school, and fourteen had made dresses for other people (Table 21). The girls in both schools made more school dresses for themselves and for other people than other types of clothing (Table 22). Few coordinated and church dresses were made by the girls in both schools. There were nine more girls at Saginaw High School who made formals than there were at Arthur Hill High School.

TABLE 20

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NEW DRESSES FOR OTHERS
AND THEMSELVES

| Garments | Arthur Hill High School | | Saginaw High School | |
|--------------|---|----------------|---|---------------|
| | Number of Girls Who Had Made New Dresses For: | | Number of Girls Who Had Made New Dresses For: | |
| | Themselves N-94 | Others N-17 | Themselves N-90 | Others N-8 |
| Dresses | | | | |
| Formals | 3 | 0 | 15 | 3 |
| Church | 12 | 4 | 17 | 0 |
| Date clothes | 29 | 2 | 17 | 1 |
| School | 71 | 3 | 61 | 6 |
| Coordinated | 11 | 1 | 8 | 2 |
| Jumpers | 33 | 7 | 32 | 1 |
| Totals * | 159 | 22 | 150 | 13 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

TABLE 21

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NEW DRESSES IN THE PAST YEAR
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|--------------|--|----------------|--|---------------|
| | Number of Girls Who Made New Dresses in the Past Year For: | | Number of Girls Who Made New Dresses in the Past Year For: | |
| | Themselves N-76 | Others N-14 | Themselves N-65 | Others N-6 |
| Dresses | | | | |
| Formals | 3 | 0 | 12 | 2 |
| Church | 12 | 4 | 11 | 0 |
| Date clothes | 20 | 2 | 14 | 1 |
| School | 52 | 6 | 36 | 5 |
| Coordinated | 6 | 1 | 6 | 1 |
| Jumpers | 29 | 5 | 25 | 1 |
| Totals * | 124 | 13 | 104 | 10 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

TABLE 22

NUMBER OF DRESSES CONSTRUCTED BY THE GIRLS
OF THE SAGINAW HIGH SCHOOLS IN THE PAST YEAR

| Garments | Arthur Hill High School | | Saginaw High School | |
|--------------|--|--------|--|--------|
| | Number of Dresses Made in the Past Year For: | | Number of Dresses Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Dresses | | | | |
| Formals | 4 | 0 | 15 | 6 |
| Church | 12 | 4 | 17 | 0 |
| Date clothes | 43 | 3 | 22 | 5 |
| School | 121 | 15 | 60 | 15 |
| Coordinated | 15 | 2 | 17 | 4 |
| Jumpers | 36 | 7 | 33 | 4 |
| Totals | 231 | 31 | 189 | 34 |

Shirts are fashionable now for the high school girl. Over 100 girls in both schools said they had made shirts for themselves (Table 23). More girls in both schools had done more sewing of shirts for other people at sometime than they had in any other major category. Twenty-three girls at Arthur Hill High School and 29 at Saginaw High School had at sometime made a shirt for someone else.

TABLE 23

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NEW SHIRTS FOR
THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|----------|--|----------------|--|----------------|
| | Number of Girls Who Had Made New Shirts For: | | Number of Girls Who Had Made New Shirts For: | |
| | Themselves N-103 | Others N-23 | Themselves N-120 | Others N-29 |
| Shirts | | | | |
| Fitted | 74 | 9 | 80 | 9 |
| Planted | 49 | 13 | 69 | 14 |
| Gathered | 56 | 12 | 63 | 14 |
| Totals * | 179 | 31 | 212 | 37 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

Ninty-two from Arthur Hill High School and 76 from Saginaw High School indicated they had made shirts in the past year. As shown in Table 24 the number of girls who constructed fitted shirts out-numbered the others. Twenty girls at Arthur Hill High School and 29 girls at Saginaw High School had sewn for other people in the past year. More girls sewed shirts for other people in the past year than they did any

other type of garment. The number of skirts constructed in the past year was over 275 per school (Table 25). More fitted skirts were made than the other kinds listed, but only for the girls themselves. There were more pleated and gathered skirts constructed for other people.

TABLE 24

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NEW SKIRTS IN THE PAST YEAR
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|----------|---|----------------|---|----------------|
| | Number of Girls Who Made Skirts in the Past Year For: | | Number of Girls Who Made Skirts in the Past Year For: | |
| | Themselves N-92 | Others N-20 | Themselves N-76 | Others N-20 |
| Skirts | | | | |
| Fitted | 62 | 6 | 46 | 7 |
| Pleated | 44 | 10 | 44 | 12 |
| Gathered | 43 | 11 | 33 | 9 |
| Totals * | 149 | 27 | 123 | 23 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

TABLE 25

NUMBER OF SKIRTS CONSTRUCTED BY THE GIRLS OF
THE SAGINAW HIGH SCHOOLS IN THE PAST YEAR

| Garments | Arthur Hill High School | | Saginaw High School | |
|----------|---|--------|---|--------|
| | Number of Skirts Made in the Past Year For: | | Number of Skirts Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Skirts | | | | |
| Fitted | 119 | 7 | 111 | 12 |
| Pleated | 84 | 10 | 83 | 15 |
| Gathered | 75 | 10 | 67 | 13 |
| Totals | 273 | 45 | 266 | 40 |

Blouses make up part of the uniform of the typical high school girl. There was a larger total number of girls who said they had made items in this category than in any other category in the study (Table 26). The number of girls who had made long or roll-up sleeve blouses was larger than the total number of girls who had made the other types listed. The same is true about the number of girls who had made blouses for other people; the long or roll-up sleeve blouse predominated.

TABLE 26

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NEW BLOUSES FOR
THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|-------------------------|---|----------------|---|----------------|
| | Number of Girls Who Had Made New Blouses For: | | Number of Girls Who Had Made New Blouses For: | |
| | Themselves N-113 | Others N-14 | Themselves N-120 | Others N-11 |
| Blouses | | | | |
| Long or roll-up sleeves | 104 | 9 | 101 | 8 |
| Short sleeves | 26 | 4 | 37 | 1 |
| Sleeveless | 21 | 1 | 31 | 2 |
| Totals * | 151 | 14 | 169 | 11 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

At Arthur Hill High School 95 girls said they had constructed a blouse in the past year while 37 at Saginaw High School had (Table 27). The long or roll-up sleeve blouse was the most popular type of blouse that the girls had made in the past year both for themselves and for others. The

number of garments made in the past year follows the trend that is shown by the girls who had made blouses.

TABLE 27

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NEW BLOUSES IN THE PAST YEAR
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|----------------------------|--|----------------|--|---------------|
| | Number of Girls Who Made Blouses in the Past Year For: | | Number of Girls Who Made Blouses in the Past Year For: | |
| | Themselves N-95 | Others N-12 | Themselves N-37 | Others N-7 |
| Blouses | | | | |
| Long or roll-up sleeves | 35 | 7 | 69 | 6 |
| Short sleeves | 20 | 4 | 21 | 0 |
| Sleeveless | 17 | 1 | 24 | 1 |
| Totals * | 122 | 12 | 114 | 7 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

There were more long or roll-up sleeve blouses made by the girls in both schools than the other types combined (Table 23). At Saginaw High School the short sleeve was second in popularity while at Arthur Hill High School an almost even number of short sleeves and sleeveless blouses were made. Arthur Hill High School girls constructed three times as many blouses for other people as Saginaw High School girls.

The category of sportswear seems to have an ever-broadening popularity. At Arthur Hill High School 64 and at Saginaw High School 70 had constructed some sportswear

(Table 23). Arthur Hill High School had more girls who at sometime sewed for others than Saginaw High School. There were more girls in both schools who had made Bermudas than any other type of sportswear listed. Although there were more girls at Saginaw High School who had ever made garments in this category, there were more at Arthur Hill High School who had constructed sportswear in the past year (Table 30). The number of girls who made Bermudas within the year was larger than the other categories. Arthur Hill High School also had more girls who sewed for other people than the girls at Saginaw High School.

TABLE 23

NUMBER OF BLOUSES CONSTRUCTED BY THE GIRLS OF
THE SAGINAW HIGH SCHOOLS IN THE PAST YEAR

| Garments | Arthur Hill High School | | Saginaw High School | |
|----------------------------|---|--------|---|--------|
| | Number of Blouses Made in the Past Year For: | | Number of Blouses Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Blouses | | | | |
| Long or roll-up sleeves | 133 | 16 | 117 | 7 |
| Short sleeves | 30 | 6 | 44 | 0 |
| Sleeveless | 31 | 2 | 35 | 1 |
| Totals | 199 | 24 | 196 | 8 |

When the number of garments constructed in the past year was counted, Bermudas were again the type of sportswear made the most by the girls in both schools for themselves and for others (Table 31). Slacks were the second item constructed most often by the girls at Saginaw High School while pedal

TABLE 29

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NEW SPORTSWEAR FOR
THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|---------------|--|----------------|--|---------------|
| | Number of Girls Who Had Made New Sportswear For: | | Number of Girls Who Had Made New Sportswear For: | |
| | Themselves N-64 | Others N-12 | Themselves N-70 | Others N-2 |
| Sportswear | | | | |
| Slacks | 16 | 1 | 33 | 1 |
| Pedal pushers | 17 | 2 | 12 | 2 |
| Shorts | 14 | 4 | 17 | 3 |
| Bermudas | 49 | 8 | 43 | 3 |
| Culottes | 8 | 2 | 3 | 0 |
| Totals * | 104 | 17 | 103 | 9 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

TABLE 30

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NEW SPORTSWEAR IN THE PAST
YEAR FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|---------------|---|---------------|---|---------------|
| | Number of Girls who Made Sportswear in the Past Year For: | | Number of Girls who Made Sportswear in the Past Year For: | |
| | Themselves N-50 | Others N-9 | Themselves N-47 | Others N-6 |
| Sportswear | | | | |
| Slacks | 10 | 0 | 21 | 1 |
| Pedal pushers | 14 | 1 | 6 | 2 |
| Shorts | 11 | 3 | 9 | 3 |
| Bermudas | 41 | 7 | 32 | 2 |
| Culottes | 8 | 1 | 3 | 0 |
| Totals * | 83 | 12 | 71 | 3 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

pushers were in second place with the girls at Arthur Hill High School. Proportionately, the girls from Arthur Hill High School made more garments in this category than the girls from Saginaw High School, although the former had only three more girls who had constructed sportswear in the past year.

TABLE 31

NUMBER OF SPORTSWEAR CONSTRUCTED BY THE GIRLS
OF THE SAGINAW HIGH SCHOOLS IN THE PAST YEAR
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|---------------|---|--------|---|--------|
| | Number of Sportswear Made in the Past Year For: | | Number of Sportswear Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Sportswear | | | | |
| Slacks | 19 | 0 | 26 | 1 |
| Pedal Pushers | 25 | 2 | 13 | 2 |
| Shorts | 20 | 3 | 16 | 4 |
| Bermudas | 74 | 11 | 53 | 5 |
| Culottes | 3 | 1 | 4 | 0 |
| Totals | 146 | 17 | 117 | 12 |

Nightwear and lingerie were grouped together since both categories are small. The difference in the number of girls from both schools who had ever sewn items in this category was large, from 59 to 24 (Table 32). Arthur Hill High School had 59 girls who had made either nightwear or lingerie, while Saginaw High School had less than half that number 24. Most of the girls from both schools said they had made shorty pajamas. Thirteen girls at Arthur Hill High School said they had at sometime made a gown while none at Saginaw High School

had. Forty-six girls at Arthur Hill High School had made garments in this category in the past year but at Saginaw High School only 14 (Table 33). The number who sewed for others in this category also showed a wide difference, eight girls from Arthur Hill High School and four from Saginaw High School. More girls sewed shorty pajamas than any other type of nightwear. At Arthur Hill High School eleven girls had made gowns, but at Saginaw High School none had made them in the past year. In this category there were not many girls who sewed for other people.

TABLE 32

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAD MADE NIGHTWEAR AND LINGERIE
FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|------------------------|--|---------------|--|---------------|
| | Number of Girls Who Had Made Nightwear and Lingerie For: | | Number of Girls Who Had Made Nightwear and Lingerie For: | |
| | Themselves N-59 | Others N-9 | Themselves N-24 | Others N-5 |
| Nightwear and Lingerie | | | | |
| Robes | 9 | 2 | 3 | 1 |
| Pajamas-shorties | 40 | 1 | 17 | 3 |
| Pajamas-long pants | 7 | 2 | 4 | 0 |
| Gowns | 13 | 3 | 1 | 0 |
| Full half slips | 5 | 1 | 6 | 1 |
| Totals * | 74 | 9 | 31 | 5 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

Shorty pajamas were made the most by the girls in both schools. The girls at Arthur Hill High School made three

times as many garments in this category as Saginaw High School girls (Table 34). The popularity of gowns at Arthur Hill High School was noted in the fact that 13 were made in the past year but none were made at Saginaw High School. Although Arthur Hill High School girls constructed more garments in this category for other people, it was not a particularly large amount when compared to the amount they constructed for themselves.

TABLE 33

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS
WHO HAVE MADE NIGHTWEAR AND LINGERIE IN
THE PAST YEAR FOR THEMSELVES
AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|---------------------------|---|---------------|---|---------------|
| | Number of Girls Who Made Nightwear and Lingerie in the Past Year For: | | Number of Girls Who Made Nightwear and Lingerie in the Past Year For: | |
| | Themselves N=46 | Others N=9 | Themselves N=14 | Others N=4 |
| Nightwear and Lingerie | | | | |
| Robes | 2 | 1 | 3 | 1 |
| Pajamas-shorties | 32 | 1 | 10 | 2 |
| Pajamas-long pants | 6 | 2 | 3 | 0 |
| Gowns | 11 | 3 | 0 | 0 |
| Full half slips | 4 | 1 | 2 | 1 |
| Totals * | 55 | 8 | 13 | 4 |

*The number of girls and the totals do not agree as one girl may have made a garment in more than one category.

Girls at both schools said they had made aprons during the past year. The girls at Saginaw High School constructed more than those girls at Arthur Hill High School. The other items of clothing mentioned by the girls at Saginaw High

School were slippers, potholders and work clothes. The girls at Arthur Hill High School said they had constructed slippers, cummerbunds, costumes for school program, tunics and petti-pants. One girl at Arthur Hill High School said she made a layette and a girl at Saginaw High School helped make choir robes for her church.

TABLE 34

NUMBER OF NIGHTWEAR AND LINGERIE GARMENTS CONSTRUCTED BY THE GIRLS OF THE SAGINAW HIGH SCHOOLS IN THE PAST YEAR FOR THEMSELVES AND FOR OTHERS

| Garments | Arthur Hill High School | | Saginaw High School | |
|------------------------|---|--------|---|--------|
| | Number of Nightwear and Lingerie Made in the Past Year For: | | Number of Nightwear and Lingerie Made in the Past Year For: | |
| | Themselves | Others | Themselves | Others |
| Nightwear and Lingerie | | | | |
| Robes | 3 | 2 | 3 | 1 |
| Pajamas-shorties | 40 | 1 | 14 | 2 |
| Pajamas-long pants | 6 | 2 | 2 | 0 |
| Gowns | 13 | 7 | 0 | 0 |
| Full half slips | 5 | 1 | 2 | 5 |
| Totals | 67 | 13 | 21 | 8 |

Portion of Wardrobe Sewn by Girls

After the girls had listed the garments they had constructed, they checked what portion of their wardrobe they had made. At both schools slightly over 75 per cent sewed under one-fourth to none of their wardrobes (Table 35). One per cent of the girls at Arthur Hill High School and two per cent at Saginaw High School sewed all of their wardrobe. A smaller percentage of girls at Arthur Hill High School did

not make any of their wardrobe than at Saginaw High School.

TABLE 35

NUMBER AND PERCENTAGE OF THE GIRLS OF THE SAGINAW HIGH SCHOOLS THAT SAW A PORTION OF THEIR OWN WARDROBE

| Portion of Wardrobe | Arthur Hill High School | | Saginaw High School | |
|---------------------------------|-------------------------|------------|-----------------------|------------|
| | Number of Girls | Percentage | Number of Girls | Percentage |
| All | 2 | 1 | 4 | 2 |
| Not all-more than $\frac{3}{4}$ | 5 | 2 | 14 | 6 |
| $\frac{1}{2}$ to $\frac{3}{4}$ | 10 | 5 | 14 | 6 |
| $\frac{1}{4}$ to $\frac{1}{2}$ | 25 | 12 | 21 | 9 |
| Under $\frac{1}{4}$ | 95 | 47 | 89 | 39 |
| None | 65 | 32 | 83 | 37 |
| Totals * | 202 | 99 | 225 | 99 |

*The percentages do not equal 100 per cent due to rounding off.

When sewing there is always a chance that the finished product will not be satisfactory. Sixty-five per cent of the girls at Arthur Hill High School and 53 per cent at Saginaw High School said they had made garments for themselves which they seldom wore. In descending order these were the three garments which the girls from both schools had made but seldom wore: blouses, shirts, and dresses. These were also the same type of garments that the girls made the most. The Arthur Hill High School girls also mentioned slacks, shorts, jackets, formals, pedal pushers and culottes as garments they made but seldom wore; girls at Saginaw High School mentioned jumpers, shorts, slacks, and jackets in the same category. A few girls from both schools stated they had made suits, coats, and vests that were hanging in their closets unworn.

If time is spent constructing a garment which is not worn, there usually is a reason for this dissatisfaction. Most of the answers could be put into seven groups as shown in Table 36. Many of the girls said they disliked some of the items they had constructed but gave no further explanation. Arthur Hill High School seniors gave more reasons for not wearing clothes they had made. Some of these reasons were dislike of the material after the garment was constructed, having too many clothes, and disliking the way it looked after construction.

TABLE 36

REASONS GIVEN BY THE GIRLS OF THE SAGINAW HIGH SCHOOLS
FOR NOT WEARING SOME OF THE GARMENTS
THEY HAD CONSTRUCTED

| Reasons | Arthur Hill High School | Saginaw High School |
|----------------------------|-------------------------|---------------------|
| | Number of Girls | Number of Girls |
| Improper fit | 39 | 53 |
| Just dislike | 47 | 52 |
| Poorly constructed | 3 | 4 |
| Dislike style | 23 | 12 |
| Dislike color | 4 | 4 |
| Not useful | 5 | 2 |
| Dislike pattern after made | 1 | 1 |
| Others | 6 | 6 |
| Totals | 133 | 154 |

Home sewing is sometimes undertaken for others by high school girls. Tables 37 and 38 show the persons the girls sewed for besides themselves. Saginaw High School girls sewed more for other people than those at Arthur Hill High School. The girls in both school sew more for their sisters, mothers,

and female friends. At Saginaw High School one girl sewed for her boy friend's mother and one girl at Arthur Hill High School sewed for her sister-in-law. The boy friend is the one person the girls at both schools like to sew for most among the males; brothers rate a close second to the boy friend at Saginaw High School. Several girls mentioned in a short write-in that they made matching shirts for the boy friend and themselves. Three girls said they had made coats for their cats and dogs.

TABLE 37

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS WHO HAVE MADE CLOTHES FOR SOMEONE OF THE FEMALE SEX

| Other Person | Arthur Hill High School | Saginaw High School |
|------------------|--------------------------|--------------------------|
| | Number of Girls N-202 | Number of Girls N-205 |
| Mother | 36 | 40 |
| Sister | 60 | 61 |
| Niece | 13 | 19 |
| Friend (Own age) | 17 | 24 |
| Friend (Older) | 8 | 13 |
| Friend (Younger) | 13 | 22 |
| Grandmother | 3 | 0 |
| Aunt | 2 | 2 |
| Cousin | 2 | 2 |
| Others | 3 | 9 |
| None | 41 | 52 |
| Totals * | 203 | 245 |

*The number of girls and totals do not agree as one girl may have sewed for more than one person.

TABLE 33

NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS WHO HAVE MADE CLOTHES FOR SOMEONE OF THE MALE SEX

| | Arthur Hill High School | Saginaw High School |
|--------------|--------------------------|--------------------------|
| Other Person | Number of Girls N-202 | Number of Girls N-225 |
| Father | 5 | 4 |
| Brother(s) | 9 | 12 |
| Nephew | 3 | 3 |
| Boy friend | 13 | 15 |
| Others | 3 | 2 |
| none | 169 | 184 |
| Total | 202 | 225 |

Alterations

A second type of home sewing is altering garments already in the wardrobe. In response to the question on altering clothes, 86 per cent of the girls from Arthur Hill High School and the same percentage from Saginaw High School stated they had altered clothes. The most common type of alteration done by the girls in the two high schools was the adjusting of hems (Table 39). Some other types of alterations done by the girls were adjusting darts, shoulder seams and hiplines. This was the only question on the questionnaire in which the responses from the two schools were similar, although Saginaw High School girls did more kinds of altering than those at Arthur Hill High School.

Table 40 reveals that the three types of garments altered most by the girls in both high schools were shirts, dresses, and coats. The girls at Saginaw High School altered more

garments than those at Arthur Hill High School. Fourteen girls at Arthur Hill High School and 19 girls from Saginaw High School said they had altered garments for other people.

TABLE 39

KINDS OF ALTERATIONS AND THE NUMBER OF GIRLS OF THE SAGINAW HIGH SCHOOLS WHO DID THESE ALTERATIONS

| Kind of Alteration | Arthur Hill High School | Saginaw High School |
|--------------------|--------------------------|--------------------------|
| | Number of Girls N-202 | Number of Girls N-225 |
| Hems | 169 | 138 |
| Sleeves | 17 | 15 |
| Waistlines | 53 | 84 |
| Taking in seams* | 102 | 127 |
| Letting out seams | 25 | 43 |
| Others | 7 | 8 |
| None | 23 | 31 |
| Totals ** | 421 | 496 |

*Includes the girls who said they tapered or pegged garments.

**The number of girls and the totals do not agree as one girl may have done more than one kind of alteration.

TABLE 40

TYPES OF GARMENTS ALTERED BY THE GIRLS OF THE SAGINAW HIGH SCHOOLS AND THE NUMBER OF GIRLS WHO ALTERED THEM.

| Garments | Arthur Hill High School | Saginaw High School |
|---------------|-------------------------|---------------------|
| | Number of Girls | Number of Girls |
| Shirts | 162 | 137 |
| Dresses | 116 | 141 |
| Coats | 23 | 31 |
| Slacks | 13 | 15 |
| Shorts | 15 | 16 |
| Flouses | 9 | 16 |
| Pedal pushers | 7 | 3 |
| Formals | 3 | 6 |
| Robes | 2 | 0 |
| Pajamas | 1 | 5 |

*Information for Table 40 is taken from two sources; questions 11 and 15, Appendix A.

Mending

Mending was the third and last type of home sewing on which the girls were questioned. Eighty per cent of the girls at Arthur Hill High School and 84 per cent of the girls at Saginaw High School replied that they did their own mending. It can be seen in Table 41 that sewing hems and replacing buttons, snaps, hooks and eyes were the two types of mending done most frequently by the girls from the two schools. The girls at Saginaw High School did more mending than the girls at Arthur Hill High School. One girl who did not check the kinds of mending listed in the question, wrote that she did any kind of mending that was needed on her clothes.

TABLE 41
KINDS OF MENDING DONE MOST FREQUENTLY BY THE GIRLS
OF THE SAGINAW HIGH SCHOOLS

| Kinds of Mending | Arthur Hill High School | Saginaw High School |
|------------------------------|-------------------------|---------------------|
| | Number of Girls | Number of Girls |
| Hems that come out | 146 | 170 |
| Seams that rip out | 111 | 136 |
| Tears in material | 43 | 76 |
| Replace buttons, snaps, etc. | 146 | 165 |
| Replace zippers | 3 | 0 |
| Sew straps | 0 | 2 |
| Darn socks | 2 | 2 |

Summary

Over 50 per cent of the girls in both high schools sewed at home. The two most common reasons they gave for sewing were enjoyment and saving money. Although the number of girls who sewed at home at Arthur Hill High School with its majority

of professional and white collar occupations in the home was less they sewed more garments than the girls at Saginaw High School with a large portion of blue collar workers in the home. Skirts, blouses, and dresses were the type of garment most frequently constructed. The girls making these usually sewed under one-fourth of their wardrobe. The most frequently made garments were also the garments seldom worn after they were constructed. Poor fit and dislike were the two most common explanations the girls gave for not wearing these garments. More girls at Saginaw High School sewed for other people than those girls at Arthur Hill High School.

Eighty-six per cent of the girls at each high school altered garments. Changing the hemlines and taking in seams were the most frequent alterations done by these girls. Saginaw High School girls altered more items than the girls at Arthur Hill High School.

Four-fifths of the girls at Arthur Hill High School and slightly over that amount at Saginaw High School did their own mending. Sewing hems and ripped seams were the two common types of mending done by these girls.

CHAPTER VI

SUMMARY AND CONCLUSION

Summary

The purpose of this study was to compare the sewing practices of the senior girls in the two public high schools in Saginaw.¹

The majority of the Arthur Hill High School families were in the professional and white collar occupations with fewer mothers working outside of the home, while at Saginaw High School the majority of the families were in the blue collar occupations and a larger portion of the mothers worked. There were more sewing machines in the homes of the girls from Arthur Hill High School and the mothers did more sewing than those at Saginaw High School. More girls at Arthur Hill High School had worked during the past year in white collar jobs and did more baby sitting than the girls from Saginaw High School. The majority of the girls who worked from Saginaw High School held blue collar jobs.

A large portion of the girls from both schools took their last clothing construction course in the tenth grade. Over one-third of the students from Arthur Hill High School

¹Restatement of Problem, Chapter II, p. 11.

and over one-half from Saginaw High School desired to take another clothing course; they wanted to learn how to make dresses, coats, and suits. More girls disliked their last construction course at Arthur Hill High School and gave more reasons for disliking it than the girls from Saginaw High School.

More girls from Arthur Hill High School sewed at home than the girls from Saginaw High School. In five of the six categories, the girls that sewed from Arthur Hill High School out-numbered the girls from Saginaw High School. Outerwear was the only category in which the number of girls and the number of garments they made at Saginaw High School surpassed the number of girls and garments sewed at Arthur Hill High School. Blouses, skirts, and dresses were the most common types of garments constructed by the girls at both schools. The seniors at Arthur Hill High School constructed more nightwear, particularly shorty pajamas, than the girls at Saginaw High School. The majority of these girls that sewed made under one-fourth of their wardrobes. More girls at Arthur Hill High School said they had garments that they had constructed but seldom wore than did the girls at Saginaw High School. The garments most frequently made were also the ones that were seldom worn after they were constructed. The two reasons given for usually not wearing these garments were improper fit and general dislike.

Girls in both schools sewed for other people. They sewed more skirts than any other type of garment. More girls

from Saginaw High School sewed for mothers, sisters, friends, than did the girls from Arthur Hill High School.

When asked about altering clothes the same percentage of girls from both schools stated they altered their clothes. The most common type of alteration done was adjusting the hem of garments and taking in seams was next. The girls at Saginaw High School did more altering than the girls from Arthur Hill High School.

Mending was done by girls at both schools, with more girls at Saginaw High School doing mending than at Arthur Hill High School. The types of mending done most frequently by these girls were sewing ripped hems and replacing buttons, snaps, hooks and eyes.

Conclusion

Occupational status of the family or financial need may not necessarily determine whether a girl will sew at home. A mother who sews and the presence of a sewing machine in the home possibly does much to influence a girl to sew. Since Arthur Hill High School has a larger number of girls who come from homes of a higher status, some girls may sew to help keep their wardrobe at a par with their friends. At Saginaw High School a larger portion of the girls came from homes of a lower status than the girls at Arthur Hill High School. They may not feel the social pressure of the need for a large wardrobe. Also at Saginaw High School the absence of a sewing machine in the home would hamper a girl's desire to sew. With more homes where both parents work at Saginaw

High School the girl may not have time to do all her chores and homework, and still have time to sew for herself or any other persons. Since fewer girls at Saginaw High School work outside of the home, the lack of money may keep her from buying material to sew new garments. These girls did more mending and altering to keep their present wardrobe supplied with wearable clothes.

Enrollment figures show that in the eleventh and twelfth grades many girls either lose interest or can not work a clothing construction course into their program. That more girls at Saginaw High School liked and wanted to take another clothing course may indicate that their family backgrounds do not generally emphasize the academic classes.

Since the amount of time a girl has at home does not influence her desire to sew, there must be other reasons. Enjoyment of sewing has the biggest part in the encouragement of a girl to sew at home after she has been taught the various techniques. Economy is another motive among high school girls for sewing.

There had been garments made in each of the six categories of clothing that were used in the study. The girls in both schools sewed at home the types of garments that were made in schools: blouses, skirts, and dresses. There were fewer outerwear garments made than any other type; this may be due to the time and money involved and the techniques required to make such a garment. How to make a skirt is first taught in the seventh grade. The ease with which skirts can be made,

especially pleated and gathered ones, could be the reason why this type of garment is made for other people more than any other type. The popularity of the long or roll-up sleeve blouse may account for the large number that were constructed during the past year.

The casual atmosphere that prevails at many places and occasions could influence the girls to make the garments listed under the category of sportswear. Some types of sportswear are worn year-round as an accepted dress for attending sports and going shopping. Girls may feel they need more Bermudaes, shorts, and slacks to keep up with the fashions of the day.

The difference in the number of girls who made nightwear from the two schools is noted in Chapter V. The girls from Saginaw High School may feel that nightwear garments are not as important as other clothing. These girls may have pajamas and gowns handed down to them.

Many girls sewed under one-fourth of their wardrobes. With the discount stores and the inexpensive clothes imported from other countries, many items can be purchased for less than it costs to make them at home.

When a garment is constructed and seldom worn, there can be many explanations. One of the most common reasons is improper fit; this could be attributed to poor knowledge of sewing techniques used or trying to complete the garment too fast. Dislike of a garment may be the result of a variety of reasons; it would be impossible to explain with-

out knowing the girl and seeing the garment she made.

A girl may sew items for other people, either male or female. The items she sews may be a gift or something she has been asked to make. In this way she can express her feelings for others and receive satisfaction and praise that may help her to build self-confidence.

The extent of altering of a skirt or neckline of a dress may be the result of the fashion in the past year. The Saginaw High School girls did more altering than Arthur Hill High School; they may not have had the money to buy new clothes. Fashion changes may also account for the large number of girls in both schools who altered their clothes by taking in the seams. In addition many teen-agers today like their clothes tight fitting.

Recommendations

A study of home sewing practices of senior girls in another school system would help to determine if a speed method such as the one taught in Saginaw helps to encourage a girl to sew at home or if other factors are more important.

A study in different backgrounds, such as rural and suburban, may show there are other factors which influence girls to sew at home.

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APPENDIX A

The purpose of the following questionnaire is to obtain information for a study of the home sewing practices of the senior girls in public schools.

Read each question carefully before answering it. Then will you please check () the answer or answers that apply to you and your family.

DO NOT put your name or any identification marks on any of the pages of the questionnaire. This information is confidential, and your teachers will not see the questionnaire after you have finished and handed it in.

1. Check the grade level in which you last had a clothing construction course.

| | |
|--|--------------------------------------|
| <input type="checkbox"/> 7 th grade | <input type="checkbox"/> 10 th grade |
| <input type="checkbox"/> 8 th grade | <input type="checkbox"/> 11 th grade |
| <input type="checkbox"/> 9 th grade | <input type="checkbox"/> 12 th grade |
| <input type="checkbox"/> I have never had a sewing course. | |

Did you have the course in Saginaw? Yes ☐ No ☐

If not, where? _____

2. Did you ever learn sewing outside of school? Yes ☐ No ☐
If yes, please check below.

☐ a. Home
☐ b. Girl Scouts
☐ c. 4-H Club
☐ d. Other (Specify) _____

IF YOU LEARNED TO SEW IN SCHOOL, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF NOT, ADVANCE TO QUESTION NUMBER FIVE.

3. Would you like to take another clothing construction course?

Yes ☐ No ☐ I don't know ☐

If yes, specify what you would like to learn. _____

4. How well did you like clothing construction?

☐ a. Best of all subjects studied in high school
☐ b. Better than most other subjects
☐ c. About as well as most subjects
☐ d. Less than most other subjects
☐ e. Least of all subjects studied in high school

If you didn't like clothing construction will you explain why?

5. Does your mother sew? Yes _____ No _____ Page 2 S.

If yes, what portion of your wardrobe does she sew?

- | | |
|-------------------------------------|---------------------------|
| _____ a. All | _____ d. 1/4 - almost 1/2 |
| _____ b. Not all, but more than 3/4 | _____ e. Under 1/4 |
| _____ c. 1/2 to 3/4 | _____ f. None |

6. Is there a sewing machine in your home? Yes _____ No _____

If yes, please check below.

- _____ a. Treadle
_____ b. Electric
_____ c. Automatic (Zig-Zag)

7. Do you own a sewing machine? (Not owned by your parents)

Yes _____ No _____

If yes, please check below.

- _____ a. Treadle
_____ b. Electric
_____ c. Automatic (Zig-Zag)

8. Have you sewed any items outside of school? Yes _____ No _____

IF YES, GO ON TO QUESTION NUMBER NINE AND ANSWER ALL REMAINING QUESTIONS. IF NO, GO TO QUESTION NUMBER FOURTEEN AND FINISH THE QUESTIONNAIRE.

9. Listed below are some of the reasons some people give for home sewing. Rate your reasons in the order of their importance to you. Place a number "1" before the most important, number "2" before the next most important, and "3" before the third. (Rank only 1 to 3)

- _____ a. I can save money
_____ b. I enjoy it
_____ c. I can have the styles I want If I make my clothes
_____ d. I have fitting problems in ready-made clothes
_____ e. I like to design my own clothes
_____ f. Other (Specify) _____
-

10. Have you ever made any clothes for:

- ☐ a. Mother
- ☐ b. Sister
- ☐ c. Niece
- ☐ d. Friends (Your age)
- ☐ e. Friends (Older)
- ☐ f. Friends (Younger)
- ☐ g. Other (Specify) _____

11. Check any of the following items you have sewn for yourself and others. In addition mark in the column provided how many you have made in the past year.

| Garments | For Yourself | | | For Others | | |
|-------------------------|--------------|---------|-----------------------|------------|---------|-----------------------|
| | Made new | Altered | No. made in past year | Made new | Altered | No. made in past year |
| OUTWEAR | | | | | | |
| Coats | | | | | | |
| Suits-Lined | | | | | | |
| Unlined | | | | | | |
| Separate Jackets | | | | | | |
| DRESSES | | | | | | |
| Formals (long & short) | | | | | | |
| Church | | | | | | |
| Date Clothes | | | | | | |
| School | | | | | | |
| Coordinated | | | | | | |
| Jumpers | | | | | | |
| SKIRTS | | | | | | |
| Fitted | | | | | | |
| Pleated | | | | | | |
| Gathered | | | | | | |
| BLOUSES | | | | | | |
| Long or roll-up sleeves | | | | | | |
| Short sleeves | | | | | | |
| Sleeveless | | | | | | |
| SPORTWEAR | | | | | | |
| Slacks | | | | | | |
| Pedal pushers | | | | | | |
| Shorts | | | | | | |
| Bermudas | | | | | | |
| Culottes | | | | | | |
| NIGHTWEAR AND LINGERIE | | | | | | |
| Robes | | | | | | |
| Pajamas-Shorties | | | | | | |
| Long pants | | | | | | |
| Gowns | | | | | | |
| Full half slips | | | | | | |
| (can-can) | | | | | | |
| OTHER (Specify) | | | | | | |

12. What portion of your wardrobe do you sew?

- ☐ a. All
- ☐ b. Not all, but more than 3/4
- ☐ c. 1/2 - 3/4
- ☐ d. 1/4 - almost 1/2
- ☐ e. Under 1/4
- ☐ f. None

13. Have you ever made any clothes for:

- ☐ a. Father
- ☐ b. Brother(s)
- ☐ c. Nephew
- ☐ d. Boy Friend
- ☐ e. Other (Specify) _____

14. Are there some garments that you have made for yourself which you seldom wear? Yes _____ No _____

If yes, please list them. _____

What are your reasons for not wearing them? _____

15. Have you altered clothes you have purchased. Yes _____ No _____

If yes, what kind of alterations? (You may check more than one)

- ☐ a. Hems
- ☐ b. Sleeves
- ☐ c. Waist lines
- ☐ d. Taking in seams
- ☐ e. Letting seams out
- ☐ f. Other (Specify) _____

If yes, what types of garments do you alter most? (You may check more than one)

- ☐ a. Skirts
- ☐ b. Blouses
- ☐ c. Dresses
- ☐ d. Coats
- ☐ e. Other (Specify) _____

21. Is there a supplementary income in your family? Yes _____ No _____

22. What does this person do for a living? (Write complete name or title of his or her job, not the company he or she works for.)

23. Describe as accurately as possible what this person make or does on the job.

24. Approximately what is your family's income? (Gross income, meaning before deductions.)

- _____ a. Under \$1,999 (Under \$38 a week)
- _____ b. \$2,000 to \$3,999 (\$39 to \$76 a week)
- _____ c. \$4,000 to \$5,999 (\$77 to \$155 a week)
- _____ d. \$6,000 to \$7,999 (\$116 to \$153 a week)
- _____ e. \$8,000 to \$9,999 (\$154 to \$193 a week)
- _____ f. \$10,000 and over (\$194 and over a week)
- _____ g. I don't know

25. Are you presently working or have you worked during the past year?

Yes _____ No _____

If yes, please check below.

- _____ a. Full time
- _____ b. Part time

What type of work did you do? _____

26. Do you baby sit? Yes _____ No _____

If yes, check below.

- _____ a. For your own brothers and/or sisters
- _____ b. For other people's children

Approximately how many hours a week do you baby sit?

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