

AN ABSTRACT OF THE THESIS OF

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PERCEIVED SEWING COMPETENCE, SEX-ROLE CONCEPT,
AND SELECTED DEMOGRAPHIC FACTORS

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This study compared two groups of home sewers in relation to their sewing practices, perceived sewing competence, sex-role concept, and selected demographic factors. A review of literature indicated an increase in home sewing that began in the 1960's with the greater availability of fabrics in a wider range of fibers, finishes, textures, patterns, colors, weaves, and most importantly in knitted fabrics. Knits have become so important that the use of those fabrics has changed the market for patterns, sewing machines, and related products for the home sewer. Social changes, such as those related to life styles and use of leisure time, have created a climate for greater creativity and individuality. A sample of 175 home sewers, composed of seventy-seven women who had completed a sewing-with-knit class and ninety-eight women who had not completed

a sewing-with-knit class, participated in the study by responding to a mailed questionnaire. Comparisons between the two sub-groups were made in relation to home sewing practices, perceived sewing competence, sex-role concept, number of sewing instruction sources, age, marital status, socio-economic and educational levels, and number and age levels of children.

The two groups of home sewers differed on sewing practices with knit fabrics, number of instruction sources from which they learned to sew with knit and woven fabrics, and perceived sewing competence; those who had completed the sew-with-knit course scored higher on all four variables. On all the other variables these two groups of home sewers were homogeneous. Perceived sewing competence level was found to be highly related to the completion of a sewing-with-knit class, as well as sewing practices with knit fabrics.

Relationship Between Home Sewing Practices,
Perceived Sewing Competence, Sex-Role
Concept, and Selected
Demographic Factors

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RELATIONSHIP BETWEEN HOME SEWING PRACTICES, PERCEIVED SEWING COMPETENCE, SEX-ROLE CONCEPT, AND SELECTED DEMOGRAPHIC FACTORS

INTRODUCTION

For centuries, home sewing has traditionally been considered one aspect of the woman's role. It was generally thought that women constructed clothing for the family out of necessity, an activity frequently associated with penny-pinching, make-do workmanship, and poor style. In recent years this attitude toward home sewing practices seems to have undergone change. Factors indicating change are increased retail fabric outlets, sewing machine sales, and consumer interest in yardage, fibers, patterns, and sewing findings (A \$3-billion boom..., 1970). The stress on individuality has promoted more home sewing along with a decreased importance for mass-produced clothing ("Homemade"..., 1971). In addition, there has been a marked increase in the number of sewing classes offered to the general public by both educational institutions and retail fabric stores (A \$3-billion boom..., 1970). These sewing classes have been more likely to emphasize the results of sewing rather than the techniques, an approach designed to prevent discouragement ("Homemade"..., 1971).

Commercial firms such as the McCall's Corporation, The

Singer Company, Simplicity Pattern Company, and others have been carefully watching this trend in home sewing with a keen business eye. Surveys have been conducted by these companies in order to determine why home sewing tends to be increasing, and what these companies are presently doing to maintain interest and company success (Home-sewing fabrics..., 1969).

The home sewing increase began in the 1960's ("Homemade"... , 1971). One of the industry changes came about with the increased availability of fabrics to the home sewer in a wider range of fibers, textures, patterns, colors, weaves, and most importantly in knits. The rapid expansion of knitting, an increase of 82 per cent from 1960 to 1967, has been partially attributed to the home sewing increase (Knits now, 1968). Also, knits have caused changes in the patterns, sewing findings, and sewing machines sold to the home sewer (Home-sewing fabrics..., 1969). Social changes, such as change in life style and amount of leisure time, have created a climate for creativity and individuality ("Homemade"... , 1971).

There are more adult than teenage home sewers and therefore those non-commercial studies of home sewing practices involving the adult homemaker have been reviewed (Home sewing survey, 1969). Generally the following variables were used to describe the home sewer: (1) educational level, (2) types and amount of sewing, (3) socio-economic level, (4) income level, (5) age, (6) marital

status, (7) employment of the homemakers, and (8) number and ages of children. Of the studies which have been conducted from 1960 to 1969 some correlation between the above variables and home sewing practices were found.

Heinemeyer (1968) found the higher educational level of the homemaker was related to more home sewing of clothing, as the better educated women were more likely to have had some sewing instruction in school; she also found that income level was positively related to the amount of sewing done. Conklyn (1961) found married women sewed more than single women. Non-employed homemakers were found to sew more than the employed homemakers by Conklyn (1961), York (1961), and Sutton (1967); however, a study by Lidolph (1969) indicated the opposite, that employed homemakers sewed more than the non-employed homemakers. Homemakers who have school-age children sewed more than homemakers with pre-school-age children (Meyer, 1963). Mending was found to be the type of sewing done by most of the women in the studies conducted by Conklyn (1961) and York (1961). No relations were found between home sewing practices, age, socio-economic level, and number of children by Sutton (1967). The conflicting findings of these studies may have been due to the locations of the studies, the period in time at which the studies were conducted, or the sizes of the groups participating in the studies.

The present study included three dimensions to describe the home sewer and her sewing practices. At the end of the decade, 1960 to 1969, during which home sewing had increased so greatly, the writer thought the demographic factors used in previous studies to describe the home sewer should also be included in this study. These factors were: (1) age, (2) marital status, (3) number and age levels of children, (4) educational level, and (5) socio-economic level.

Two other factors which have not been studied before have expanded the scope of this research to relate home sewing practices to the concept of women's sex-role, and to perceived sewing competence.

Due to the increased awareness of woman's role in our culture and the changes this role has undergone from the traditional concept, the aspect of sex-role concept, or attitude toward women's job role, was included for investigation. The concept of exclusively feminine job roles has been changing for a number of years, but recently there has been an increased social and political interest in women's job roles. Home sewing has been traditionally thought of as an exclusively feminine job, and has been associated with the truly feminine woman's role. With the concept that women are capable of successfully fulfilling all kinds of jobs, regardless of the attributes of the femininity or masculinity formerly attached to the job, the

increase in home sewing practices seems paradoxical.

The individual's perception of her sewing skill, or perceived sewing competence, was another factor thought to be related to sewing practices. There have been a number of psychological studies related to motivation and level of aspiration, in terms of simple task completion, but there are few which explore the relationship of the individual's perceived competence to a practice or use of the skill.

Purpose and Objectives of the Study

Attitudes toward home sewing appear to be undergoing change from a money-saving skill to a creative, leisure-time activity. The increase in home sewing practices during a time when women's job roles are less restricted by a cultural assignment of what constitutes feminine jobs and masculine jobs appears contradictory. Whether home sewing increased first or technological developments occurred first is difficult to determine. Nevertheless the availability of improved sewing machines, fibers, and knit fabrics on the retail market seem to be related to this sewing increase more than educational level and learning to sew in high school. There seem to be indications in psychological research that perceived competence of a subject is directly related to success or failure in a skill, and the pursuit of an activity.

The general purpose of this study was to compare two groups of home sewers regarding the amount and kinds of sewing, the subjects' perceived sewing competence, and sex-role concept, or degree of restrictiveness as to women's job roles. In addition to these variables the subjects' socio-economic level, age, marital status, number and age levels of children, and educational level were investigated. One group consisted of home sewers who had completed a sewing-with-knit course, the other group was composed of home sewers who had not completed a sewing-with-knit course.

Specific objectives were set forth to compare the two groups of women. The objectives were:

1. To compare the two groups of home sewers in relation to their extent of sewing with knit and woven fabrics.
2. To determine if the two groups of home sewers differ in their perceived competence in sewing.
3. To compare the two groups of home sewers in relation to the types of sewing instruction they have received.
4. To compare the two groups of home sewers in relation to their socio-economic level, age, marital status, number and age levels of children, and educational level.
5. To determine if the two groups differ in their sex-role concept.

The Hypotheses

The following null hypotheses were tested:

1. Home sewers who have completed a sewing-with-knit class will not differ from home sewers who have not completed a sewing-with-knit class on:
 - a. Sewing practices with knit fabrics.
 - b. Sewing practices with woven fabrics.
 - c. Instructional sources for sewing with knit fabrics.
 - d. Instructional sources for sewing with woven fabrics.
 - e. Perceived sewing competence.
 - f. Sex-role concept.
 - g. Socio-economic level.
 - h. Educational level.
 - i. Age.
 - j. Marital status.
 - k. Number of pre-school aged children.
 - l. Number of school aged children.
 - m. Number of post-school aged children.
2. Sewing practices with knit fabrics is independent of:
 - a. Sewing practices with woven fabrics.
 - b. Instructional sources for sewing with knit fabrics.
 - c. Instructional sources for sewing with woven fabrics.
 - d. Perceived sewing competence.
 - e. Sex-role concept.
 - f. Socio-economic level.
 - g. Educational level.
 - h. Age.
 - i. Marital status.
 - j. Number of pre-school aged children.
 - k. Number of school aged children.
 - l. Number of post-school aged children.

The above null hypotheses were tested using correlation coefficient. A probability level of .05 was used as the significance level.

Definitions of Terms

Home Sewer--An individual who constructs items of clothing at home for herself or her family.

Knits--Fabrics which are used for home sewing knitted from cotton, wool, polyester, acrylic, acetate, or any other fibers, or blends of fibers.

Perceived Sewing Competence--The skill level at which the home sewer rates herself in specified sewing techniques and methods.

Role--A socially prescribed way of behaving in particular situations for any person occupying a given social position or status.

Sex-role Concept--Activities which society has prescribed as characteristically feminine, particularly in relation to job restrictiveness, as determined by the scale developed by Lewis (1971).

Sewing Instruction--Sources of instruction ranging from formal education in home economics classes at all levels, including 4-H classes, extension classes, community college classes, adult education, and classes at specialty knit fabric retail stores, to informal sources of information including television

programs, magazine articles, in-store displays, sewing books, relatives, and friends.

Socio-economic Level--A classification of the subject on the basis of her educational level and occupation, or, if married, the educational level and occupation of her husband as determined by the Hollingshead Scale (1958).

Wovens--Fabrics which are used for home sewing from cotton, wool, polyester, acrylic, acetate, or any other fibers, or blends of fibers.

Assumptions

1. The sample group of home sewers selected from the Eugene-Springfield area is representative of the total Eugene-Springfield populations of home sewers.
2. Home sewers are qualified to rate their competence level in sewing techniques and methods.
3. Perceived competence in sewing techniques and methods was determined on the basis of what the subject has observed as professional skill, evidenced by finished ready-made clothing.
4. The subjects understood and answered the items on the questionnaire accurately and to the best of their ability.
5. The instruments used to measure sewing with knits, perceived sewing competence, type of sewing instruction, socio-economic

level, age, marital status, number and age levels of children, educational level, and sex-role concept are reliable and valid as evidenced by pre-testing and previous research.

Limitations

The selection of subjects was limited to women in the Eugene-Springfield area who were home sewers aged 18 years or older at the time of the study. Part of the sample was home sewers who had completed a sewing-with-knit class. The comparison sample was home sewers who had not completed a sewing-with-knit class. Subjects responded to a questionnaire received in the mail.

Information was limited to the number and type of articles sewn during the past year.

The study included information concerning numbers of garments and types of garments sewn from woven or knit fabrics, perceived sewing competence in selected techniques and methods, type of sewing instruction, selected demographic factors, and sex-role concept, but did not include information about the reasons why women sew.

REVIEW OF LITERATURE

Historical Review

Clothing is a very important part of life. We are recognized and identified with a social role by the clothing we wear, and we are judged by the kind of dress worn.

Clothes therefore, are a mirror of the soul. By looking at them we can learn a great deal about the values, and way of life of our fellow human beings both nowadays and in the past (Brenninkmeyer, 1963, p. 1).

The exact origin of clothing is unknown, and complete clothing has not been found to date earlier than the Bronze Age, 2000 to 900 B.C. Theories of the origin of clothing and fashion have been numerous and varied. Strictly speaking, fashion was a human phenomenon before clothing, as man was able to decorate his body before being capable of making cloth (Brenninkmeyer, 1963). The decoration theory of the origin of clothing has been attributed to the most primitive phase of fashion (Flugel, 1950), with the protection theory of clothing following. The modesty theory of the origin of clothing is of great importance to higher and more advanced cultures, but is an outgrowth of custom. Power and prestige in early times were reflected by the amount and kinds of wealth the individual was able to accrue, and clothing certainly was a part of this evidence of power and prestige. The western world became less bound to

tradition and personal power after the French Revolution, and the ability to keep up with the changes to suit the latest clothing fashions became more important (Brenninkmeyer, 1963). The economist's viewpoint of fashion, its existence and reasons for continuing, were examined by Paul Nystrom (1928). Deeper forces which have created fashion, its causes, the fashion cycle, and fashion prediction have been examined by sociologists and psychologists as an aspect of society and the individual.

Clothing construction has traditionally been a home industry, which for centuries originated with raising animals or growing crops which would yield fibers to be spun into yarns, woven or knitted into fabrics, and constructed as clothing for the family. Until the Industrial Revolution, each family, unless of the powerful and prestigious segment of society, constructed those articles of clothing needed. The mechanical ease and reduced cost with which fashions could be diffused increased the number of people who were willing and able to be fashionable, which meant a psychological if not economic leveling of the social classes. "In such a society... all individuals are equally entitled... so far as their pockets permit, to the insignia of fashion" (Sapir, 1931, p. 142).

With the Industrial Revolution, fashion was more readily available to the masses. Only the very poor constructed their own clothing, and the middle classes were able to wear clothing which

was more fashionable, and thus an evidence of their purchasing power (Brenninkmeyer, 1963). The very wealthy did not purchase ready-made clothing, but were able to hire a dressmaker to design, custom fit, and construct their clothing. The prestige and status of "designer-original" fashions and labels still has the same degree of importance today. Therefore the construction of family clothing was a sign of limited resources. Most women remember when home production of clothing was primarily for the purpose of saving money, not to "create" or to be a leisure-time activity (A \$3-billion boom..., 1970). The high cost of fashion, particularly felt during periods of inflation, can still be partially credited for the popularity of home sewing (A \$3-billion boom..., 1970). However with the changes in our society's life style, economic and aesthetic, the need for creative outlets which are satisfying and useful is increasing. Present life styles also are demanding more changes in a wardrobe for all the activities in which we are involved. These factors, coupled with advances in fiber technology, the availability of fashion fabrics on the retail market, and improvements in home sewing machines, appear to be responsible for the changes in attitudes toward home sewing (Home-sewing fabrics..., 1969).

Fabric Production for Home Sewing

An important factor in the continuing expansion of home sewing is the addition of knit fabrics to the retail fabric market. Fabric manufacturers, pattern companies and retail outlets are continuing to conduct research to determine reasons for the increase in popularity of home sewing after the introduction of a wide variety of knit fabrics.

Traditionally the retail fabric market featured woven fabrics, and a few bolts of wool jersey. However, until the early 1960's, knits which appeared on the ready-made market were not available to the home sewer. By 1968 approximately 1.4 billion pounds of fiber were used in the knit trade, which is still growing at a faster rate than any other segment of the textile industry. Such an expansion of knitting, from 830 million pounds of fabric in 1960 to almost 1.5 billion pounds in 1967, an increase of 82 per cent, has shown the direction of the retail fabric market (Knits now, 1968).

The home sewer has been taking advantage of the good qualities of knits, of which there are many. As reported in 1970 (Knits steal..., 1970), The Singer Company showed the following figures to reflect the percentages of knits in total fabric sales: late 1967, 8 to 9 per cent; spring 1968, 14 per cent; spring 1969, 20 to 22 per cent; and spring 1970, 30 to 33 per cent. These figures are

one indication that knit fabric sales to the home sewer are increasing.

In 1968 McCall's National Piece Goods Sales Survey revealed an interesting profile of the American home sewer. The survey indicated a marked increase from 1967 to 1968 of home sewers in the teenage population; 16 per cent of all home sewers were under 20 years of age, while 28 per cent of the total was found to be in the 20 to 29 year age grouping. The average age for the home sewer was 33.7 years in 1968. The median annual family income was about \$9500, whereas in 1960 the median income was \$7500. Data also indicated that 26 per cent of all home sewers had incomes from \$10,000 to \$15,000, while 12 per cent were over \$15,000. The garments most frequently constructed, according to the McCall's survey were dresses, children's wear, skirts, and blouses. During 1968 an average of 13 garments were constructed by the home sewer; however one-fourth of the home sewers in the survey made 20 or more items of clothing during 1968 (Home sewing fabrics..., 1969).

The 1969 McCall's Home Sewing Survey indicated similar figures for an identification of the home sewer and what she sews. The survey revealed 16 per cent of all home sewers were 20 years or younger with the 25 to 29 year age group also totaling 16 per cent of the home sewers. The next largest group, totaling 14 per cent, was composed of women aged 45 to 54 years. Each of the age groups of 20 to 24 years, 35 to 39 years, and 40 to 44 years totalled 12 per cent of the

home sewers, or 36 percent. Annual family income levels showed 26.1 per cent in the \$10,000 to \$14,000 bracket, 20.6 per cent from \$7500 to \$9999, 20 per cent from \$5000 to \$7499, 12.5 per cent with incomes less than \$5000, and 12.5 per cent in the \$15,000 or more bracket. Educationally, 28.9 per cent of the home sewers had graduated from high school, 27.6 per cent had some college, 15.2 per cent had some high school, 14.4 per cent were college graduates, 7.4 per cent had completed graduate school. The remaining percentages of respondents did not indicate their educational level. Most of the women were married (72.9 per cent) and non-employed homemakers (54.9 per cent); 58.1 per cent of the women had children at home, with most of the children in the six to ten year age level (42.7 per cent). About 45.1 per cent of the women were either employed or worked part-time (Home Sewing Survey, 1969).

Home Sewing Practices

Studies which have been conducted in the past concerning home sewing practices have generally dealt with some or all of the demographic factors such as age, marital status, number and age levels of children, income level, and employment of homemakers outside the home. The amount and kinds of sewing instruction have also been included in several of the studies conducted concerning sewing practices.

The following studies found, among other characteristics of the home sewer, that outside employment of the homemaker has a direct relationship to amount of time spent on clothing construction, and the kinds of sewing the homemaker does.

Conklyn (1961) investigated the amount and kinds of sewing done and the reasons for sewing given by a group of 282 homemakers. Her study was prompted by criticisms that home economics was teaching a skill when modern machinery and industrial technology can rapidly produce all the clothing needed at varying prices. Data were analyzed according to the marital status and employment status of the homemakers, and the occupational status of the husbands of the married women. Findings indicated that more non-employed than employed women in this study did all types of sewing, and most of the sewing done by homemakers, regardless of their employment status, was mending, darning, and altering. Marital status of the homemaker made little difference in the types of sewing done, but more married than single women did home sewing.

Home sewing practices and opinions of women regarding home sewing were studied by York (1961) as well as the relationship of education and employment of the homemaker to home sewing. The two groups of women who participated in this research were selected at random. Group One was selected from the Home Economics Alumnae files at Oklahoma State University, and Group Two was selected from the City Directory. York's findings indicated most of the sewing

was done by the alumnae group who were non-employed and in the age group of 40 to 49 years. Fifty per cent of the sewing done by the non-alumnae group was mending and altering clothing. Non-employed homemakers were found to do more sewing than employed homemakers in both alumnae and non-alumnae groups. The most important reasons cited for home sewing by both groups were:

(1) economy, (2) pleasure, (3) better fit, (4) more originality, and (5) better quality. Almost three-fourths of all the study participants had received sewing instruction at the high school level.

The employment status of the homemaker was one of the variables Sutton (1967) studied as well as the frequency and type of home sewing which was done by 57 married women. She also investigated the type of equipment used and its placement in the home. These factors were evaluated in association with socio-economic information about the women and their families. As a result of this study it was found that most of the sewing was done for women. Most of the respondents indicated sewing was done for economy and enjoyment and the type of machine owned had little or no relation to the number of garments constructed. The age of the women, number of children in the family, and level of the husband's occupation had little relationship to the frequency or type of sewing done. Formal sewing instruction received by young women in their teen years resulted in more women who continued to sew, according to this

study. Sutton's findings indicated women not employed outside the home completed more sewing than those women who were employed.

Sewing practices, characteristics of the home sewer, and storage space recommendations for planning individual sewing centers were studied by Lidolph (1969). Her findings indicated an association between the type of sewing done and the age of the homemaker's children, but the type of sewing done was not associated with a particular age group. Results of the study also indicated that homemakers who were employed outside the home did more sewing than those who were full-time homemakers, a contrast to the findings of Sutton, York, and Conklyn. Lidolph's study revealed little relationship between the type of sewing done and the equipment owned. The characteristics of the homemaker used to test for the associations between the type and amount of sewing done were: (1) age of homemaker, (2) family income, (3) age of homemaker's children, and (4) size of family.

The use of time by homemakers with children was studied by Meyer (1963). She compared homemakers with two pre-school aged children and homemakers with two school aged children for the way they used their time. All respondents had attended college, with 42 per cent earning B. A. degrees and 16.5 per cent earning either M. S. or M. A. degrees. Sewing was the second most enjoyed task, after cooking, with more time spent at sewing by those homemakers

who had school aged children.

The clothing care and construction practices of 419 low and moderate income families were surveyed by Heinemeyer (1968). Comparisons were made between families of the two income levels as well as between families which were male-headed and female-headed. The findings indicated that more girls had home-constructed clothing in their wardrobes than women had, and the moderate income level families were more likely to have home-constructed clothing for its members. Moderate income families had more home-constructed clothing which Heinemeyer found to be related to their having more frequent access to a sewing machine. The low income families did not have as many garments which were home-constructed due to less frequent access to a sewing machine. Heinemeyer suggested that the better educated women may be more amenable to changes in sewing practices, as well as having been exposed to more opportunities for formal sewing instruction.

Sex-role Concepts

Role Theory

Role is defined as a "...sector of the individual actor's total system of action...consisting of 'role expectations'..." (Mitchell, 1967, p. 52).

Role is an important concept which:

. . . represents the dynamic aspects of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable. . . Status and role serve to reduce the ideal patterns for social life to individual terms. They become models for organizing the attitudes and behavior of the individual so that these will be congruous with those of the other individuals participating in the expression of the pattern (Linton, 1936, p. 114).

In all societies, there has been a specification of roles, statuses, attitudes, and jobs which are deemed either feminine or masculine. However the concept that there are universally accepted feminine and masculine roles, statuses, attitudes, and jobs is inaccurate. The premise that a universal division of labor exists between man and woman generally pertains to primitive societies and societies of scarcity, which are dependent on human energy. However a division of labor based on human strength does not make sense in our mechanized society, which has increased the power available per human being twelvefold in one century, making ours a society with an abundance of energy (Hunt, 1962).

Assignment of Sex-roles

Occupations have traditionally provided one of the principal cultural areas of sex differentiation. In relatively primitive cultures,

in which the labor is predominantly physical, a sharp division of labor between the sexes is observed. Since the female bears and suckles the young, she is more likely to do that work which keeps her closer to home, such as food preparation and the manufacturing and repairing of clothing. Greater muscular strength and endurance allow the male to take over hunting, metal work, and warring (Anastasi, 1958).

The Industrial Revolution emphasized the differences between men and women. Factory operations were minutely divided into "men's jobs" and "women's jobs." Skill, strength, and especially prestige determined whether a job was masculine or feminine, and the nature of the product did not matter so much (Bird, 1968). With the development of machinery, the physical demands of more and more occupations were reduced, and the prestige increased. Now the home has become one of the principal areas demanding physical work which tends to be repetitious and not very challenging (Anastasi, 1958). This has become a problem for the intelligent, educated modern woman, even after she conquers housekeeping technically, as there is the attitude of homemaking being a menial, tiresome job, far below her real qualifications and personal value. Between the two extremes of facing this problem of either completely avoiding the homemaker's role, and pursuing a career, or complete acceptance of the homemaker's role is a middle-of-the-road compromise. This

compromise consists of admitting a dislike for the menial chores of housekeeping, and persistently looking for compensation in the "creative" functions (Hunt, 1962).

In our society there has been a diffusive yet real change in the historical attitudes people have had in regard to sex-determined occupations. Gradually the feminine role and status has evolved as a result of economic and political changes. Differences between the sex-roles still exist, but with less distinctly assigned boundaries. Today married women are the largest source of new labor in the American economy (Brown et al. , 1966).

Changing family life patterns, the assignment of sex-roles, attitudes toward working wives and mothers, and the success of marital adjustments were examined in the following studies.

Dyer (1955) studied the role and authority patterns of urban, middle-class, two-income families. The main purpose of Dyer's study was to determine the extent to which these families manifested "partnership-equalitarian" roles and authority patterns, and their expectations regarding the roles of homemaking, social participation, and family finances. Data collected indicated a definite trend toward partnership role performance, with more sharing in social participation between husbands and wives, but the least sharing in the area of homemaking. Dyer was also attempting to determine if role and authority-expectations of marriage partners were consistent with

actual performance. His findings indicated a high degree of "equalitarianess" with emancipation for both husband and wife from traditional patriarchal authority patterns. The study failed to show a significant difference between actual role performance patterns and role-expectations. There also was no significant difference between actual authority patterns and authority expectations. Both the husbands and the wives felt equalitarian exercise of authority in the family both right and proper. Additionally, marital happiness was shown to be greatest in those marriages which had become most partnership-equalitarian in practice. The sample group in this study was relatively young, had few or no children, had been married relatively few years, and the wife had favorable attitudes toward her employment.

A study concerned with feminine roles and family norms was based on interviews with a stratified quota sample of 480 housewives between ages 25 to 50 years (Hudson, 1963). There was a greater emphasis on sex-role differentiation in the middle-class marriages, with a stronger domestic image of the wife and equalitarian role expectations concerning the husband-wife relationship. Findings indicated families with adolescent children felt there should be a dominant father image which would ease the adolescent's transition to adulthood. The domestic role of the wife and mother was important to the married women in the sample, with employment

before children or after the youngest child entered school being an accepted role. Hudson found that most of his subjects felt careers and family life are mutually exclusive and that a career-oriented marriage tends to result in childless marriages; however the younger women believed that both career and marriage are possible.

Some of the more commonly expressed opinions regarding working wives were confirmed by Stirling (1963). Her study revealed that despite the increasing numbers of employed wives our society continues to hold the basic belief that married women's place is in their homes. This social attitude toward married women's role was based on an analysis Stirling obtained from published magazine public opinion polls since 1900. The pattern of family life at the time of this study showed that the attitude toward married women's role is incompatible with the behavior of the American wife. Examination of changes within the family and of conditions in the wider society and economy shows that some of the incompatibilities are not inherent but have been modified. Among the factors which may bring about this modification and either push for more labor force participation by married women or discourage that participation are demographic changes within the family and mechanization of the home, social and economic conditions such as war and depressions, and changing educational patterns and religion. Being employed outside the home has required compromise by taking advantage of changing family

patterns and conditions to combine both homemaker and employed-wife roles. Stirling found women compromising by waiting until the children started school, finding part-time work or an occupation which would complement her husband's work, or following "women's work." In the process of compromise and change, the norm of "woman's place is in the home" has become slightly modified to harmonize with the facts present in our society.

The influences of employed mothers on the working-class family structure were studied by Whitehurst (1963). This study compared a group of working wives to a group of non-working wives in a lower-class area. The mothers who stressed material values most were more likely to work than mothers who placed more importance on the value of children in a marriage. The husbands of all the wives, non-working and working, generally expressed disapproval of their wives working. There were no differences in the following: (1) degree of satisfaction expressed by the working and non-working wives in regard to help from their husbands at home with housework, and (2) the amount of authority and shared decision-making in the families of working and non-working wives. There was no evidence of an increased mutual decision-making in the group of working wives as a result of the wife's employment.

Perceived Sewing Competence

Self Concept

"Self-conception is a term used to refer to a person's organization of his self attitudes. Operationally, it is frequently defined as a set of interrelated self-ratings..." (Videbeck, 1960, p. 351).

Often this self concept is a combination of the approval or disapproval expressed by others in the individual's social group and self comparison of an individual with the others in his social group. The extent to which others can effectively reinforce an individual's self-rating response on a specific scale will depend on a number of factors:

1. Number of times the others constantly approve or disapprove,
2. How qualified the others are,
3. How strongly motivated the individual is with reference to the attributes of the scale, and
4. The intensity with which approval or disapproval is expressed (Videbeck, 1960, p. 352).

Level of Aspiration

"Level of aspiration is one of many psychological factors which may determine the limits of performance not only in psychomotor tasks but in intellectual or cognitive tasks" (Chaloupka, 1969, p. 3). The levels of aspiration may be formulated by the individual himself or they may be determined by the environment which prescribes a standard of achievement the individual is expected to attain.

The experience of success and failure does not depend upon the achievement as such, but rather upon the relation between the achievement and the person's expectation. . . the person's "level of aspiration", and. . . the experience and the degree of success and failure depend upon whether the achievement is above or below the momentary level of aspiration (Lewin, 1963, p. 318).

According to the Lewinian assumption, there is a "quasi-need" to complete a task which is eliminated by a successful performance. However the tendency to continue with an activity after a successful performance and to abandon it after failure cannot be explained by this assumption. Success should lead to quitting and failure to continued striving. The opposite reaction, continuing after success and quitting after failure, can both be explained in that success increases the attractiveness of the activity and failure lowers its attractiveness.

Changes in level of aspiration during a specific task can be understood by assuming that each momentary level of aspiration corresponds not only to its unique quasi-need but also to a more comprehensive tension system characterized by the ideal goal. Thus, the actions relating to successive levels of aspiration have the sense of being stepwise approaches toward an ulterior goal (Diggory, 1966, p. 120).

In the late 1920's a student of Kurt Lewin's, T. Dembo, first formulated the concept of "Ansprucheniveau" which, translated means "level of aspiration." Dembo's study employed frustration as a means of evoking anger. Subjects were required to perform a task which was either extremely difficult or completely impossible.

Although it was not a primary purpose in her study, Dembo discovered that when a required goal was too difficult, subjects would set an intermediate goal which was easier than, but a step toward, the required goal (Dembo, 1931).

Ferdinand Hoppe, also a student who worked under Kurt Lewin, defined level of aspiration in 1930 while conducting a study concerned with the effects of success and failure on level of aspiration.

The subject... always undertakes the task with certain demands (Anspruchen), which can change in the course of the activity. The totality of these constantly shifting, now indefinite, now precise, expectations, goal-setting or demands in connection with one's own future performance, we shall term the level of aspiration of the subject (Hoppe, 1930, p. 10).

The notion that, with repetition, success becomes associated with pleasure and failure with displeasure, was disputed by Hoppe. He felt even a successfully accomplished task, when repeated often enough, becomes more and more unpleasant, or psychic satiation is achieved. A distinction between satiation and satisfaction was needed since a person can be satisfied by a task and still repeat it, or he can be sated by it without satisfaction.

Shortly after Hoppe's work, American psychologists began to study level of aspiration. Studies showed that changes in level of aspiration depended less on the characteristics of tasks than on the set and character of individual subjects, and so the use of level of aspiration procedures were utilized in personality studies

(Diggory, 1966).

J. D. Frank introduced a quantitative method of evaluating level of aspiration. On the basis of his findings, a re-definition was formulated:

Level of aspiration... is defined as the level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach (Frank, 1935, p. 119).

The level of aspiration literature shows that man's approach to goals is not simply a repetitive one of achieving the goals which he has already reached, but having accomplished one task his next choice usually contains some novelty. Some people will decide that they lack the power to achieve the ultimate goal they had been approaching, even after a series of successful goal-directed attempts, or attempts in which at least improvement was consistently shown. There is a close functional connection between estimated performance for a given task and direct self-evaluations as a performer of that task. Therefore self-evaluations are highly resistant to change when they are related to general, unspecified fields of functioning, but can be easily changed when performance relates to a well-defined goal which must be achieved under clearly specified conditions of work (Diggory, 1966).

The individual's perceived competence in specific tasks has been measured in relation to his performance in a number of studies.

Often these studies involved tasks which did not require a great deal of skill or took a relatively short period of time to learn what was to be accomplished. The degree of attractiveness of an activity is commonly assumed to be enhanced by the successful completion of that activity, whereas the activity decreased in attractiveness with failure to achieve the prescribed goal.

Gebhard (1938) reported a number of general conclusions when relating the successful completion of an activity to its attractiveness for the subject. Experienced success or failure generally was accompanied by changes in the subject's expectation of success or failure. Ratings of personal interest and favorability of general comments were dependent upon experience and expectation of success. The attractiveness of an activity generally was determined not only by past experiences of success or failure but also by expectation of future success and failure.

Another characteristic of the level of aspiration and its relationship to performance is the relative dominance of a "success-oriented versus failure-oriented evaluative disposition." "Success-motivated" persons, when setting goals, consider the outcome of success rather than failure, which indicates they judge their levels of achievement against a general background of success expectation. The reverse is true for "failure-oriented" individuals. In these instances the "... evaluative dispositions do not operate directly

as directional tendencies but indirectly as frames of reference which are not the result of immediate experience but which influence the outcome of goal setting or judgment" (Heckhausen, 1967, p. 22).

The influence of others on an individual's perceived competence was reported by Gill (1969). Findings indicated a positive feeling of acceptance by peers and teachers was more commonly associated with over-achievement than with under-achievement. This demonstrated, in Gill's study, the importance of the teacher's attitudes towards students in shaping their self concepts and should be considered an important aspect of learning.

Another study concerning the effects of success and failure feedback on performance and its relationship to self-esteem was conducted by Shrauger and Kosenberg (1970). Subjects with high and low self-esteem were given either positive or negative feedback about their possession of a specific attribute. Reactions to this feedback were assessed as to changes in self evaluation on the specified attribute, and changes in performance on a different task but evaluating the same specified attribute. It was found that the person with generally high self-esteem evaluated his performance on the specific attribute more favorably after failure than does the person with low self-esteem. High self-esteem people, compared to those low in self-esteem, showed greater positive changes in their self-evaluation on a specific attribute following positive feedback.

Similarly, low self-esteem people showed greater negative changes in their self-evaluation on a specific attribute following negative feedback. The pattern of changes in self-evaluations suggests that people were more prone to change evaluations of themselves when the favorability of feedback from others was consistent with their general level of self-esteem.

Studies which relate the individual's self-evaluation or perceived competence to skills and cognitive tasks are very few. One purpose of such a study (Chaloupka, 1969), was to analyze generality or specificity of levels of aspiration in selected psychomotor and cognitive tasks as related to motor ability and academic ability. A secondary purpose of this study was to determine the relationship between the level of aspiration and performance on psychomotor and cognitive tasks. Chaloupka found that academic ability was not significantly related to the level of aspiration on any of the psychomotor tasks nor on the cognitive tasks. He also found that motor ability was generally not related to academic ability. When motor ability and standardized measures of academic ability were intercorrelated, Chaloupka found conflicting evidence so there were no general statements which could be made concerning motor and academic abilities. There was some evidence of a relationship between the level of aspiration in psychomotor tasks and in cognitive tasks among the subjects who participated in this study. However there were no relationships

between the level of aspiration and the performances on psychomotor and cognitive tasks.

PROCEDURE

Development of the Instruments

Four instruments were developed or selected for use in the questionnaire which was the basis for information in this study. (See Appendix A.) Since previous research concerning home sewing practices had included various demographic factors to describe the subjects studied, some of these factors were included. A frequency-of-sewing scale was devised to measure the amount of sewing the subjects had done in the past year with woven and knit fabrics. Another instrument was developed to determine at which level the subject perceived her sewing competence. The measure of sex-role concept used was developed by Lewis and adapted by Sugimura.

Demographic Factors

General background information was obtained in order to describe the sample. Previous research concerned with home sewing practices had included a number of demographic factors. The factors selected for inclusion in this study were: (1) age, (2) marital status, (3) number and age levels of children, (4) educational level, (5) socio-economic level, and (6) the amounts and kinds of sewing instruction (Appendix A, p. 3, 4, 5).

Frequency-of-sewing Scale

This portion of the questionnaire required the subject to indicate the amounts of garments which had been sewn in the previous 12 months from knitted and woven fabrics. The garments were classified into ten groups: dresses; skirts, jumpers; pants, shorts; tops, sweaters, T-shirts, blouses, shirts; jackets; vests; coats; bathing suits; robes; sleepwear; and lingerie. A ratio was established with greater importance given to the number of different garment classifications, rather than the total number of garments sewn during the past 12 months. This portion was pre-tested on 28 female students who were both home economics majors and non-degree students enrolled in a summer session tailoring course. (Appendix A, p. 1.)

Perceived Sewing Competence

The subject was asked to indicate the skill level she felt she possessed in 53 specific clothing construction features in comparison to construction as evidenced in ready-made and/or professionally-made clothing. These 53 construction features were grouped as follows: buttonholes, collars, darts, decorative features and trims, facings, hems, finishing, interlinings, linings, pockets, sleeves, underlinings, waist finishes for pants and skirts, and

zippers. This portion was also pre-tested on the same 28 female students who participated in the pre-testing of the frequency-of-sewing scale. A mean score was derived from all the ratings the subject indicated on this portion of the questionnaire to yield a single score for perceived sewing competence. (Appendix A, p. 2.)

Sex-role Concept

The instrument developed by Dr. Helenan Lewis at Western Michigan University, and adapted by Sugimura (1971), was used to determine sex-role concept, or attitude toward woman's job role. The measure of the sex-role concept adapted by Sugimura is a composite of items from Dr. Lewis' measure, Terman and Miles Attitude-Interest Analysis Test, the Strong Vocational Interest Blank, and the Minnesota Multiphasic Personality Inventory (MMPI). Sugimura's adaptation is composed of 17 occupations. The subjects were asked to check those jobs they felt women should never have. The greater the number of jobs checked by the subjects, the higher their score on restrictiveness as to women's jobs.

Collection of the Data

Selection of the Population

The population used for this study was limited to women in the Eugene-Springfield area who were home sewers aged 18 years or

older at the time of the study.

All the subjects were selected by a systematic sampling method. One group consisted of those women who had completed at least one sewing-with-knit course. The mailing list at the Eugene S-T-R-E-T-C-H-and-Sew Fabrics, a retail fabric store that offers classes in sewing-with-knit, was used to identify the group of women who had completed at least one sewing-with-knit course offered at the store. This source of names was selected due to the specificity of the types of sewing courses offered. A systematic sampling method of selecting the names of possible participants was used by tabulating every forty-third name in the alphabetical listing. Forty-three was a number selected at random from a random numbers table. These women were then contacted by telephone to determine whether they would agree to participate in the study. The second group of women was selected by tabulating the sixty-sixth name on each page of the Eugene-Springfield Telephone Directory. Sixty-six was the second number selected at random from a random numbers table. These women were also contacted by telephone to determine if they were home sewers, had not completed a sewing-with-knit course, and would participate in the study.

The total population of women aged 18 years or older in the Eugene-Springfield area, according to the 1970 Census figures, was 22,727. Approximately 3200 women had completed at least one sewing-with-knit class, as determined after contacting the sources which offer such classes in the Eugene-Springfield area. Therefore those women aged 18 years or older, in the Eugene-Springfield area, who had not

completed a sewing-with-knit class, numbered approximately 19,527. A total sample size of 200 women was selected to participate in the present study, as the writer felt able to afford the expenses incurred by a study of this size.

The sample size of 200 was a stratified sampling of the total population divided into two subpopulations, or strata. In order to obtain the sampling fraction in both strata of home sewers the following formula achieves a stratification with proportional allocation and self-weighting of the two subpopulations.

$$\frac{n_h}{n} = \frac{N_h}{N} \frac{\text{number of units in subpopulation}}{\text{total sample size}} = \frac{\text{total units in strata}}{\text{total units in population}}$$

(Cochran, p. 88, 89).

The following figures indicate how the size of the two subpopulations (n_1 and n_2) were determined. The subpopulation n_1 represented the group of women who had completed at least one sewing-with-knit course. Subpopulation n_2 represented the remaining group of women who had not completed a sewing-with-knit course.

$$\frac{n_1}{200} = \frac{3200}{22727} = n_1 = \frac{3200}{22727} \cdot 200 = n_1 = (.141)(200) = 28$$

$$\frac{n_2}{200} = \frac{19527}{22727} = n_2 = \frac{19527}{22727} \cdot 200 = n_2 = (.859)(200) = 172$$

After investigating Cochran's formula, the proportional allocations of the samples were found to be very divergent. Dr. Norbert

Hartmann, statistician consulted for this study, suggested that the figures yielded by the arithmetical formula would be likely to result in a sample whose sub-groups would distort the population data. Therefore, a decision was made, based on Dr. Hartmann's judgment, that a sample size of 75 home sewers would represent the group of women who had completed a sewing-with-knit class, and a sample size of 125 home sewers would represent the group of women who had not completed a sewing-with-knit class. It was judged that this distribution would help eliminate the possibilities of a skewed population.

A total of 265 women was contacted by telephone. In order to obtain 125 names of women who were home sewers, had not completed a sewing-with-knit class, and would be willing to participate in the study, 190 women were contacted by telephone. Of this group, 55 women refused to participate in the study or were disqualified because they were not home sewers. The 135 home sewers who had not completed a sewing-with-knit class and who agreed to participate were mailed questionnaires. A total of 98 questionnaires were returned which were usable for this representation of home sewers. An additional two questionnaires, originally tabulated in this group, were returned with information which indicated that the respondents had completed a sewing-with-knit class. Therefore these two questionnaires were re-classified, and placed in the

group of home sewers who had completed a sewing-with-knit class. Twenty-eight questionnaires were not returned.

Each one of the women who was contacted by telephone whose name appeared on the mailing list at S-T-R-E-T-C-H-and-Sew Fabrics, and who had completed a sewing-with-knit class agreed to participate in the study. Of the 75 women who agreed to participate, all returned usable questionnaires. The additional two re-classified responses described above brought the total for this group of home sewers to 77.

Data Collection Procedure

Each of the prospective subjects was called by telephone to determine eligibility and willingness to participate in the study. First the subject was asked if she considered herself a home sewer, and if she had completed a sewing-with-knit course; she was informed that the study was concerned with home sewing practices and was asked if she would participate in the study. The questionnaire was mailed to those women who had agreed to participate in the study. Instructions and a short explanatory cover letter were included with the questionnaire, therefore it was a self-administered instrument. The questionnaire was addressed to the writer's home and stamped so all that was required of the subject was to complete the items, staple or tape the questionnaire closed, and mail it back to the

Table 1. Selection of Participants in the Study

Subjects	Contacts by telephone					Returns on Questionnaires						
	Number of subjects called	Disqualified or refused to participate		Qualified subjects		Questionnaires mailed to subjects	Completed questionnaires returned		Incomplete questionnaires returned		Questionnaires not returned	
		No.	%	No.	%		No.	%	No.	%	No.	%
Subjects who had completed a sewing- with-knit class selected from S-T-R-E-T-C-H-and- Sew fabrics mailing list	75	0	0	75	100	75	75	100	0	0	0	0
Subjects selected from telephone directory who had not completed a sewing-with-knit class	190	55	28.9	135	71.1	135	100*	74.1	7	5.2	28	20.7
Total	265	55	20.8	210	79.0	210	175	66.0	7	2.6	28	10.6

*Two subjects were re-classified from this group, which made total number of home sewers who had completed a sewing-with-knit class at 77;
a total number of home sewers who had not completed a sewing-with-knit class at 98.

writer. The questionnaires were all mailed to the respondents on July 26, 1971 and it was requested that they be returned by mail no later than August 2, 1971.

Preparation for Analyses

The data collected were prepared for card-punching before the statistical analyses on the computer. The subjects recorded their information on the questionnaire, and the data were punched directly onto the computer cards from the questionnaires.

Scoring of Demographic Factors

Age was divided into three groups: (1) from under 20 years to 29 years, (2) 30 to 49 years, and (3) 50 years and older.

Marital status was tabulated as either "0" for single or "1" for those women who were married, widowed, divorced or separated.

The subject responded to items concerning children. This information was tabulated and punched on the computer cards according to the numbers of children, sex and age levels.

All the sources from which the subject learned to sew with woven fabrics were tabulated.

The subject was also asked to indicate whether a sewing-with-knit class had been completed as well as the other sources from which she learned to sew with knitted fabrics. This tabulation was

done to achieve the actual number of subjects who had and had not completed a sewing-with-knit class.

Socio-economic level was scored using the Two Factor Index of Social Position based on the Hollingshead Scale (1958). The two factors used are the subject's educational level and occupation, if employed outside the home. Married subject's socio-economic level was determined by a combination of the educational level of her husband, and her husband's occupation. The Hollingshead Scale (1958) was used to determine socio-economic level, which classified occupations as follows:

- (1) executives and proprietors of large concerns, and major professionals;
- (2) managers and proprietors of medium-sized businesses and lesser professionals;
- (3) administrative personnel of large concerns, owners of small independent businesses, and semiprofessionals;
- (4) owners of small businesses, clerical and sales workers, and technicians;
- (5) skilled workers;
- (6) semiskilled workers;
- (7) unskilled workers.

Educational level was scored from one to seven, with the greatest amount of education receiving a score of "1", the least

amount of education receiving a score of "7". Educational level of the subject's husband was scored in the same manner. The educational levels as defined by Hollingshead's Scale are as follows:

- (1) completion of graduate professional training,
- (2) completion of a 4-year college degree (B. A. or B. S.),
- (3) completion of at least one year of college education,
- (4) high school graduation,
- (5) completion of at least the eleventh grade of high school,
- (6) completion of ninth grade, or junior high school,
- (7) completion of at least the sixth grade of elementary school.

(Hollingshead and Redlich, 1958).

Originally estimates of class position by Hollingshead were determined by the subject's residence, occupation, and educational level. Later a Two Factor Index of Social Position was used in a follow-up study of Hollingshead's original study. The scale values were weighted so that the occupation score was multiplied by a factor weight of 7, the educational score was multiplied by a factor weight of 4. The range of computed scores was then arranged according to Social Class levels:

<u>Range of computed scores</u>	<u>Social Class</u>
11 -- 17	I
18 -- 27	II
28 -- 43	III
44 -- 60	IV
61 -- 77	V

(Myers and Bean, 1968).

Scoring of Frequency-of-Sewing Scale

The garments sewn by the subject during the previous twelve months from knitted and woven fabrics were tabulated for ten groups: dresses; skirts, jumpers; pants, shorts; tops, sweaters, T-shirts, blouses, skirts; jackets, vests; coats; bathing suits; robes; sleepwear; and lingerie. Dr. Hartmann devised a method of establishing a ratio with the greatest importance given to the number of different garment classifications, rather than the total number of garments sewn from each grouping during the past twelve months. The first garment sewn from each of the ten groups was given a ratio of $1/2$, the second garment sewn in the group was given a ratio of $1/4$, the third garment was given a ratio of $1/8$. For example, three dresses would be given ratios of $1/2 + 1/4 + 1/8$. The score for the three dresses would total $7/8$. The garments sewn from woven and knitted fabrics were added in this ratio for each of the groups of garments.

The lowest score which could be given for one garment sewn in each group would be 1/2. Each respondent was assigned two scores, a sewing-with-knit fabrics score and a sewing-with-woven fabrics score.

Scoring of Perceived Sewing Competence

Perceived sewing competence was scored by the subjects on the basis of how they felt their clothing construction skills compared with specific features of ready-made and/or professionally-made clothing. On each of 13 categories of construction skills the subjects were asked to indicate their skill levels ranging from five to one as follows:

- 5 -- exceptional
- 4 -- above average
- 3 -- average
- 2 -- below average
- 1 -- haven't tried to do this

The categories were as follows: buttonholes, collars, darts, decorative features and trims, facings, hems--finishing, interlinings, linings, pockets, sleeves, underlinings, waist finishes for pants--skirts, and zippers. The mean score was calculated for all of these categories for each subject, then designated as the perceived sewing competence score.

Scoring of Sex-role Concept

On the fifth page of the questionnaire (Appendix A) is the instrument as adapted by Sugimura from the instrument developed by Dr. Lewis to determine sex-role concept, or attitude toward woman's job role. Sugimura's adaptation is composed of 17 occupations. The occupations were the following: (1) architect, (2) bookkeeper, (3) business executive, (4) detective, (5) engineer, (6) farmer, (7) hair-dresser, (8) judge, (9) mathematician, (10) mayor, (11) minister, (12) personnel manager, (13) pilot, (14) politician, (15) research worker, (16) sports writer, and (17) truck driver. By adding the number of occupations the subject marked, it was possible to determine the degree of restrictiveness or permissiveness on women's occupations. If the subject marked item 18, the score was recorded as "0." The higher the score, the greater the restrictiveness on occupations for women.

Statistical Analyses

A simple correlation analysis of the data was used to test the relationships between variables. The level of significance selected was .05 or less.

FINDINGS

Description of the Sample

Demographic Factors

The total sample consisted of 175 home sewers, 77 women who had completed a sewing-with knit class, and 98 women who had not completed a sewing-with-knit class.

Age was divided into three groups, with a mean age of 40 years for the home sewers who participated in this study (Table 2). Rather than retain all eight of the age levels as they appeared on the questionnaire, a decision was made to combine the levels into three groups to facilitate statistical analysis.

Table 2. Age Levels of Participants

Age Level	Number	Per cent
Group I -- up to 29 years	45	25
Group II -- 30 to 49 years	89	51
Group III -- 50 and older	<u>41</u>	<u>24</u>
Total	175	100

The marital status of the subjects was indicated on the questionnaire as single, married, widowed, divorced, or separated. For the purpose of analyzing the data, the subjects were either placed in the single group with a score of 0, or the subjects were

placed in the married, widowed, divorced or separated group with a score of 1 (Table 3).

Table 3. Marital Status of Participants

Marital Status	Number	Per cent
Single	5	2.9
Married	157	89.7
Widowed	7	4.0
Divorced or separated	<u>6</u>	<u>3.4</u>
Total	175	100.0

The subjects indicated educational level completed by checking from 1 (high) to 7 (low). Nearly all respondents had graduated from high school (Table 4).

Table 4. Educational Levels of Respondents

Educational Level	Number	Per cent
1 -- Completion of graduate professional training.	27	15.5
2 -- Completion of a 4-year college degree (B. A. or B. S.).	26	14.9
3 -- Completion of at least one year of college education.	54	30.9
4 -- High school graduation.	61	34.8
5 -- Completion of at least the eleventh grade of high school .	5	2.8
6 -- Completion of ninth grade or junior high school	2	1.1
7 -- Completion of at least the sixth grade of elementary school.	<u>0</u>	<u>0</u>
Total	175	100

There were 29 women who did not have children, or did not have children still living at home. Of the 146 women who had children still living at home, often there were children in more than one age level, which accounts for a total greater than 146 (Table 5).

Table 5. Number and Age Levels of Children

Age Levels of Children	Number of Women
Pre-school aged children	47
School aged children	80
Post-school aged children	<u>41</u>
Total	168
N = 146	

Socio-economic levels were determined by using the Two Factor Index of Social Position based on the Hollingshead Scale (1958). The two factors, husband's educational level and occupation, or the subject's educational level and occupation (if unmarried), were scored with a possible range of 11 (high) to 77 (low) (Table 6).

Table 6. Socio-economic Levels of Participants

Social Class Levels	Number	Per cent
I -- (11-17)	23	13.1
II -- (18-27)	53	30.3
III -- (28-43)	40	22.8
IV -- (44-60)	49	28.0
V -- (61-77)	5	2.9
Insufficient information	<u>5</u>	<u>2.9</u>
Total	175	100.0

Five questionnaires were returned without sufficient information to determine a social class level for those individuals.

All the women in this study were home sewers, and had learned to sew from several sources. Not all the home sewers had learned to sew with knit fabrics in specific sewing-with-knit classes, but had learned from other sources. Table 7 indicates the numbers of sources from which the respondents had learned to sew, and Table 8 indicates the numbers of sources from which the respondents had learned to sew with knit fabrics.

Table 7. Sources from which Participants Learned to Sew

Number of sources	Sum	Per cent
1	8	4.5
2	31	17.7
3	30	17.1
4	36	20.6
5	18	10.3
6	20	11.5
7	10	5.7
8	11	6.3
9	5	2.8
10	4	2.3
11	<u>2</u>	<u>1.1</u>
Total	175	100.0
Mean -- 4.45 sources		

Table 8. Sources from which Participants Learned to Sew with Knits

Number of sources	Sum	Per cent
1	87	63.1
2	23	16.7
3	8	5.8
4	12	8.7
5	4	2.9
6	2	1.4
7	<u>2</u>	<u>1.4</u>
Total	138	100.0
Mean -- 1.43 sources		

Whether sewing with knit fabrics is so recent a sewing experience women haven't had as many opportunities to learn these techniques, or home sewers have merely been content to accept fewer instructional sources is unknown. However it is interesting to note that only one source for learning to sew with knit fabrics is the mode, whereas the mode for learning to sew with woven fabrics is from four sources.

Frequency-of-Sewing

Most of the garments sewn from knit fabrics were in the category of tops and sweaters, the least number of garments sewn were in the category of coats. Most of the garments sewn from woven fabrics were dresses, the least were swimsuits. The total number

of garments sewn with knit fabrics as well as the distribution are presented in Table 9 with the most frequently sewn types of garments ordered first and the least frequently sewn garments last. The total number of garments sewn with woven fabrics and the distribution of the types of garments are presented in Table 10.

Table 9. Frequency of Sewing with Knit Fabrics

Types of Garments Sewn from Knit Fabrics	Number of Garments	Per cent of Garments Sewn
Tops, sweaters	813	34.2
Pants, shorts	609	25.6
Dresses	457	19.2
Skirts, jumpers	149	6.2
Swimsuits	94	3.9
Lingerie	90	3.8
Jackets, vests	87	3.7
Sleepwear	39	1.6
Robes	20	1.0
Coats	<u>18</u>	<u>.8</u>
Total	2376	100.0
N = 136		

The total number of women who sewed garments with knit fabrics was 136, and the women who sewed garments with woven fabrics numbered 133. The number of garments sewn from woven fabrics was slightly over half of those sewn from knit fabrics (57.8 per cent). The mean number of sources home sewers used to learn to sew with woven fabrics was 4.45. Home sewers learned to sew

with knit fabrics from a mean number of 1.43 sources. This inverse relationship between instructional sources from which women learned to sew with woven or knit fabrics and their sewing practices is quite interesting. With about one-third (31.8 per cent) of the sources from which women learned to sew with knit fabrics, their sewing practices with knit fabrics is almost double the sewing practices with woven fabrics (57.8 per cent).

Table 10. Frequency of Sewing with Woven Fabrics

Types of Garments Sewn from Woven Fabrics	Number of Garments	Per cent of Garments Sewn
Dresses	420	30.5
Skirts, jumpers	232	16.8
Tops, sweaters	219	16.0
Pants, shorts	218	15.9
Jackets, vests	95	6.9
Sleepwear	80	5.8
Robes	57	4.4
Coats	30	2.1
Lingerie	12	.8
Swimsuits	<u>11</u>	<u>.8</u>
Total	1374	100.0
N = 133		

Perceived Sewing Competence

Perceived sewing competence was scored by the respondents on 53 specific sewing techniques with a possible score for each technique ranging from a high of 5 to a low of 1. A mean score was

calculated and rounded off for all of these techniques for each subject with a resultant range of final scores from 1 to 4 for the entire sample (Table 11).

Table 11. Range of Perceived Sewing Competence Scores

Score	Number of Subjects	Per cent
1	40	22.9
2	95	54.3
3	34	19.4
4	6	3.4
5	<u>0</u>	<u>0</u>
Total	175	100.0

When the responses for all 53 of the sewing techniques were examined (Appendix C), only four had a greater number of scores marked 2 (below average) than a score of 4 (above average). These techniques were bound buttonholes, hand-sewn buttonholes, shirring, and waist facings. All of the remaining 49 sewing techniques were evaluated a greater number of times at score 4 than at score 2. The inclusion of a great number of scores of 1 (haven't tried this) created an artificial lowering of scores as seen in Table 11. There were eight sewing techniques which half or more of the respondents indicated they hadn't tried, and included the following: shirring; smocking; applique; Hong Kong method of hemming; saddlebag, slot, and welt pockets; and hand-sewn zippers.

Sex-role Concept

The number of occupations on the questionnaire checked by the respondent indicated the degree of restrictiveness or permissiveness on women's occupations. A score of "0" indicated the greatest degree of permissiveness, and a score of "17" indicated the most restrictiveness. The scores were as shown in Table 12.

Table 12. Sex-role Concept Scores

Number of Occupations	Number of Subjects	Per cent
0	119	68.0
1	20	11.4
2	15	8.6
3	6	3.4
4	2	1.1
5	5	2.9
6	1	.6
7	1	.6
8	2	1.1
9	2	1.1
10	0	0
11	1	.6
12	0	0
13	0	0
14	0	0
15	0	0
16	0	0
17	<u>1</u>	<u>.6</u>
Total	175	100.0

The occupations receiving the most responses indicating jobs women should never have were, in order of most restrictiveness: truck driver (41), engineer (18), mayor (17), minister (17),

detective (15), pilot (14), judge (13), farmer (12), architect (10), politician (10), sports writer (9), business executive (5), mathematician (3), personnel manager (2), research worker (2), bookkeeper (1), and hairdresser (1).

Relationships Among Variables

Tests of relationships between pairs of the fourteen variables provided 91 correlations (Table 13). Of these 25 had a value of .148 or greater, the absolute value required for significance at the .05 level.

These were:

1. The completion of a sewing-with-knit class and:

Number of knit garments sewn. $r = .455$

Number of instructional sources for sewing with knit
fabrics. $r = .573$

Number of instructional sources for sewing with woven
fabrics. $r = .300$

Perceived sewing competence. $r = .225$

2. The sewing practices with knit fabrics and:

Number of woven garments sewn. $r = .178$

Number of instructional sources for sewing with knit
fabrics. $r = .396$

Table 13. Total Sample Degrees of Freedom 175-1 = 174 Level of Significance = .05 (.148)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.000	.455*	.036	.573*	.300*	.225*	.017	-.128	-.073	.102	.055	-.075	.115	.083
2		1.000	.178*	.396*	.223*	.338*	-.069	-.038	-.058	-.090	.093	.011	.223*	-.014
3			1.000	-.015	.077	.409*	.063	.028	.044	-.147	.037	.076	.175*	-.088
4				1.000	.584*	.284*	-.042	-.054	.010	.171*	.111	-.048	.097	.076
5					1.000	.439*	-.024	-.141	.010	.100	.094	-.041	.080	.041
6						1.000	-.029	-.163*	-.112	.020	.066	-.132	.016	.040
7							1.000	.260*	.249*	.100	.076	.053	.038	.006
8								1.000	.630*	.081	.052	-.039	-.050	-.033
9									1.000	.162*	.027	.049	-.034	.064
10										1.000	.239*	-.430*	-.077	.315*
11											1.000	.095	.130	.066
12												1.000	-.068	-.208*
13													1.000	-.152*
14														1.000

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school children.

Number of instructional sources for sewing with woven fabrics. $r = .223$

Perceived sewing competence. $r = .338$

Number of school aged children. $r = .223$

3. The sewing practices with woven fabrics and:

Perceived sewing competence. $r = .409$

Number of school aged children. $r = .175$

4. Number of instructional sources for sewing with knit fabrics and:

Number of instructional sources for sewing with woven fabrics. $r = .584$

Perceived sewing competence. $r = .284$

Age. $r = .171$

5. Number of instructional sources for sewing with woven fabrics and:

Perceived sewing competence. $r = .439$

6. Perceived sewing competence and:

Socio-economic level. $r = -.163$

7. Sex-role concept and:

Socio-economic level. $r = .260$

Educational level of the respondent. $r = .249$

8. Socio-economic level and:

Educational level of the respondent. $r = .630$

9. Educational level of the respondent and:

Age. $r = .162$

10. Age and:

Marital status. $r = .239$

Number of pre-school aged children. $r = -.430$

Number of post-school aged children. $r = .315$

11. Marital status:

(No significant correlations with any of the remaining variables).

12. Number of pre-school aged children and:

Number of post-school aged children. $r = -.208$

13. Number of school aged children and:

Number of post-school aged children. $r = -.152$

The correlation coefficients for the remaining 66 correlations had a value of less than .148 and are therefore not reported here.

In Appendix B complete data are presented for all correlations among the fourteen variables.

There were 16 correlations with a value of .241 or greater, with a level of significance at .05 in the group of home sewers who had completed a sewing-with-knit class (Table 14). In the group of home sewers who had not completed a sewing-with-knit class, there were 17 correlations with a value of .188 or greater with a level of significance at .05 (Table 15).

Table 14. Home Sewers Who had Completed a Sewing-with-knit Class Degrees of Freedom 77-1 = 76. Level of Significance = .05 (.223).

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.000													
2		1.000	.410*	.668*	.241*	.573*	-.125	-.098	-.057	-.068	.151	.042	.209	.132
3			1.000	.372*	.287*	.489*	.051	.026	.042	-.094	.072	.035	.119	.005
4				1.000	.216	.370*	-.088	-.064	-.025	-.137	.086	.254*	.029	.073
5					1.000	.479*	.034	-.240	-.006	-.108	.082	.118	-.007	-.064
6						1.000	-.109	-.204	-.111	-.101	.066	-.117	-.168	.155
7							1.000	.303*	.357*	.110	.105	-.064	.138	-.038
8								1.000	.617*	.043	.069	-.093	-.087	-.033
9									1.000	.114	.012	-.008	.004	-.039
10										1.000	.240	-.415*	-.047	.385*
11											1.000	.121	.140	.087
12												1.000	-.026	-.263*
13													1.000	-.174
14														1.000

1. Have completed a sewing-with-knit class.

2. Sewing practices with knit fabrics.

3. Sewing practices with woven fabrics.

4. Number of instructional sources for sewing with knit fabrics.

5. Number of instructional sources for sewing with woven fabrics.

6. Perceived sewing competence.

7. Sex-role concept.

8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).

10. Age (low score indicated younger age level).

11. Marital status (married = 1, single = 0).

12. Pre-school aged children.

13. School aged children.

14. Post-school children.

Table 15. Home Sewers Who had not Completed a Sewing-with-knit Class. Degrees of Freedom 98-1 = 97 Level of Significance = .05 (.198).

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.000													
2		1.000	-.035	.149	.021	.017	-.066	.129	.0002	-.234*	-.002	.059	.183	-.147
3			1.000	-.136	-.076	.333*	.074	.040	--	-.215*	-.013	.126	.221*	-.154
4				1.000	.610*	.211*	-.067	.044	.104	.223*	.137	-.052	.045	.033
5					1.000	.363*	-.058	-.028	.066	.194*	.088	-.109	.075	.043
6						1.000	.010	-.078	-.085	.092	.042	-.120	.105	-.040
7							1.000	.250*	.191*	.096	.058	.132	-.013	.018
8								1.000	.643*	.148	.049	-.008	-.130	-.018
9									1.000	.237*	.058	-.107	.053	.143
10										1.000	.229*	-.438*	-.125	.297*
11											1.000	.074	.118	.056
12												1.000	-.087	-.188*
13													1.000	-.164
14														1.000

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school children.

CONCLUSIONS AND DISCUSSION

The purpose of this study was to compare two groups of home sewers on their sewing practices with knit and woven fabrics, on their perceived sewing competence, their sex-role concept, the amount and types of sewing instruction they had received, socio-economic level, educational level, age, marital status, and number and age levels of children. Comparisons between the home sewers who had completed a sewing-with-knit class and the home sewers who had not completed a sewing-with-knit class were made to determine how they differed on any of these variables.

The first null hypothesis is discussed on the basis of the data which were obtained by examining the total sample. The second null hypothesis is discussed using the data received from the total sample, in addition to the data gained by examining the two sub-groups of home sewers, those who had completed a sewing-with-knit class and those who had not completed a sewing-with-knit class.

H₀ 1: Home sewers who have completed a sewing-with-knit class will not differ from home sewers who have not completed a sewing-with-knit class on:

a). Sewing practices with knit fabrics. $r = .455$,

$p < .05$. The null hypothesis is rejected.

Home sewers who have completed a sewing-with-knit class constructed a greater number

of garments from knit fabrics than did home sewers who have not completed a sewing-with-knit class.

- b). Sewing practices with woven fabrics. $r = .036$,
 $p > .05$.

The null hypothesis cannot be rejected.

- c). Instructional sources for sewing with knit fabrics. $r = .573$, $p < .05$.

The null hypothesis is rejected.

Home sewers who have completed a sewing-with-knit class used more instructional sources for sewing with knit fabrics than did home sewers who have not completed a sewing-with-knit class.

- d). Instructional sources for sewing with woven fabrics. $r = .300$, $p < .05$.

The null hypothesis is rejected.

Home sewers who have completed a sewing-with-knit class used more instructional sources for learning to sew with woven fabrics than did home sewers who have not completed a sewing-with-knit class.

- e). Perceived sewing competence. $r = .225$, $p < .05$.

The null hypothesis is rejected.

Home sewers who have completed a sewing-with-knit class have a higher perceived sewing competence score than home sewers who have not completed a sewing-with-knit class.

- f). Sex-role concept. $r = .017$, $p > .05$.

The null hypothesis cannot be rejected.

- g). Socio-economic level. $r = -.128$, $p > .05$.

The null hypothesis cannot be rejected.

- h). Educational level of respondent. $r = -.173$, $p > .05$.

The null hypothesis cannot be rejected.

- i). Age. $r = .102$, $p > .05$.

The null hypothesis cannot be rejected.

- j). Marital status. $r = .055$, $p > .05$.

The null hypothesis cannot be rejected.

- k). Number of pre-school aged children. $r = -.075$,
 $p > .05$.

The null hypothesis cannot be rejected.

- l). Number of school aged children. $r = .115$, $p > .05$.

The null hypothesis cannot be rejected.

- m). Number of post-school aged children. $r = .083$,
 $p > .05$.

The null hypothesis cannot be rejected.

When the data for the total sample were examined there were differences between the two groups of home sewers on four of the variables: sewing practices with knit fabrics, the number of instructional sources for sewing with knit fabrics, the number of instructional sources for sewing with woven fabrics, and perceived sewing competence. The relationship between sewing-with-knit class and sewing practices with knit fabrics indicates home sewers used the skills they learned in the class by sewing with knit fabrics. The home sewers who completed a sewing-with-knit class have learned to sew with knits from more instructional sources than home sewers who did not complete a sewing-with-knit class, which may indicate these women are very interested in continuing to learn how to sew successfully with knits. A most interesting relationship was found between the home sewers who had completed a sewing-with-knit class and a high level of perceived sewing competence. The successful completion of a class in which skills are learned may lead to success in that activity, which may lead to more practice of those skills. It is also possible that a high perceived competence will encourage a desire to learn more about that skill which then increases the level of aspiration for achievement in that skill. The findings from this study lend support to the writings of Diggory (1966) dealing with perceived competence and with level of aspiration. He suggested that success with an activity enhances its

attractiveness and that attractiveness of an activity is lessened when associated with failure. This study supports Diggory's theory with the findings concerned with the relationship between women who had completed a sewing-with-knit class and sewing practices with knit fabrics. They successfully completed a sewing-with-knit class which apparently enhanced the attractiveness of sewing with knit fabrics. Diggory found that man's approach to goals is not simply one of repeatedly achieving goals already reached, but after having accomplished one task his next choice usually contains some novelty or variation in the task. This may partially explain some of the relationships of variables in the sub-group of women who had completed a sewing-with-knit class. They had indicated more instructional sources for sewing with knit fabrics and for sewing with woven fabrics than the group of women who had not completed a sewing-with-knit class. Therefore it seems that the women who had completed a sewing-with-knit class may have been seeking more instruction not only for sewing with knit fabrics but also for sewing techniques in general. Diggory also suggested that some people, even though partially successful in their approach toward the goal they hoped to attain, found the gains so slight or of such little reward they decided to compromise the original goal achievement. It is possible that women who had learned to sew with woven fabrics originally established an ultimate goal which became too remote in terms

of what they were willing to invest or able to achieve. Learning to sew with knit fabrics may have satisfied the individual's need for variation of the basic sewing skills and would lend a feeling of success. Therefore, perhaps sewing with knits became a compromise between the former goal of sewing achievement and a feeling of failure to reach that goal.

As a representation of the population of home sewers in the Eugene-Springfield area, these two groups of home sewers were found to be homogeneous, as they did not differ on the remaining variables of sex-role concept, socio-economic level, educational level of the respondent, age, marital status, and number and age levels of children. For all of the respondents, completion of a sewing-with-knit class was not related to educational level of the respondent nor to socio-economic level. Moreover marital status, numbers and age levels of children were found to have no relationship to completion of a sewing-with-knit class. Previous studies found variances in sewing practices between women of differing marital status. There were also differences in previous studies between the sewing practices of women who had children, those who had no children, and the age levels of those children. However this study found no differences between the two groups of home sewers on those variables. There also were no differences between the two groups of home sewers on sex-role concept.

H₀ 2: Sewing practices with knit fabrics is independent of:

- a). Sewing practices with woven fabrics. $r = .178$,
 $p < .05$.

The null hypothesis is rejected.

- (1). There was a significant relationship between sewing practices with knit fabrics and sewing practices with woven fabrics in the total sample. Home sewers who sewed more with knit fabrics also sewed more with woven fabrics.
- (2). Within the group of home sewers who had completed a sewing-with-knit class, the relationship between sewing practices with knit fabrics and sewing practices with woven fabrics was $r = .410$, $p < .05$. This finding may indicate a growing or greater enthusiasm for sewing which may be the result of those women taking the time, effort, and paying the fee to attend the sewing-with-knit class.
- (3). Within the group of home sewers who had not completed a sewing-with-knit class there was no significant relationship with sewing practices with woven fabrics.

b). Instructional sources for sewing with knit fabrics.

$$r = .396, p < .05.$$

The null hypothesis is rejected.

- (1). Home sewers who sewed more with knit fabrics indicated use of more instructional sources for learning to sew with knit fabrics than women who sewed less with knit fabrics.
- (2). Within the group of home sewers who had completed a sewing-with-knit class, the relationship between number of garments made from knits and number of instructional sources used for sewing with knit fabrics was $r = .668, p < .05$. Women who learned to sew with knits from a greater number of instructional sources also sewed a greater number of garments from knit fabrics, which again indicates that success in learning to sew with woven fabrics reinforces a desire to complete a sewing-with-knit class.
- (3). Within the group of home sewers who had not completed a sewing-with-knit class there was no significant relationship with instructional sources for sewing with knit fabrics.

- c). Instructional sources for sewing with woven fabrics. $r = .223$, $p < .05$.

The null hypothesis is rejected.

- (1). Women who sewed more with knit fabrics learned to sew with woven fabrics from more instructional sources than women who sewed less with knit fabrics.
- (2). Within the group of home sewers who had completed a sewing-with-knit class the relationship between sewing practices with knit fabrics and instructional sources for sewing with woven fabrics indicated they have learned to sew with woven fabrics from more sources. $r = .241$, $p < .05$. This finding shows that women who complete a sewing-with-knit class may have a higher interest in learning to sew from many sources.
- (3). Within the group of home sewers who have not completed a sewing-with-knit class there was no significant relationship with instructional sources for sewing with woven fabrics.

d). Perceived sewing competence. $r = .338$,

$p < .05$.

The null hypothesis is rejected.

- (1). Home sewers who constructed more garments from knit fabrics scored higher on perceived sewing competence than those who constructed fewer garments from knit fabrics.
- (2). Within the group of home sewers who had completed a sewing-with-knit class there was also a relationship between sewing practices with knit fabrics and perceived sewing competence. $r = .573$, $p < .05$.
This relationship may be partially attributed to the self-assuring condition which is realized by completing the class, and learning how to sew successfully with knit fabrics.
- (3). Within the group of home sewers who had not completed a sewing-with-knit class there was no significant relationship with perceived sewing competence.

- e). Sex-role concept. $r = -.069$, $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two sub-groups of home sewers there was no significant relationship between the two variables.

- f). Socio-economic level. $r = -.038$, $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two sub-groups of home sewers there was no significant relationship between the two variables.

- g). Educational level of respondent. $r = -.058$, $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two sub-groups of home sewers there was no significant relationship between the two variables.

- h). Age. $r = -.090$, $p > .05$.

The null hypothesis cannot be rejected.

- (1). Within the total sample there was no significant relationship with age.

- (2). Within the group of home sewers who had completed a sewing-with-knit class there was no significant relationship.

- (3). However, within the group of home sewers who had not completed a sewing-with-knit class, the relationship between sewing practices with knit fabrics and age was $r = -.234$, $p < .05$.

The younger home sewers constructed more knit garments in this group than the older home sewers. This may be accounted for in that the younger women may be adventurous and confident enough of their skills to construct knit garments without the benefit of a sewing-with-knit class, whereas the older women may need more specialized instruction to give them the confidence needed before venturing into different methods and techniques of sewing.

- i). Marital status. $r = .093$, $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two subgroups of home sewers there was no significant relationship between the two variables.

- j). Number of pre-school aged children. $r = .011$, $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two subgroups of home sewers there was no significant relationship between the two variables.

k). Number of school aged children. $r = .223$, $p < .05$.

The null hypothesis is rejected.

- (1). Home sewers' practices of constructing garments from knit fabrics and women who have school aged children are related.
- (2). Within the group of home sewers who had completed a sewing-with-knit class there was no significant relationship.
- (3). Within the group of home sewers who had not completed a sewing-with-knit class there was no significant relationship.

l). Number of post-school aged children. $r = -.014$,
 $p > .05$.

The null hypothesis cannot be rejected.

For the total sample and for each of the two sub-groups of home sewers there was no significant relationship between the two variables.

Since this hypothesis dealt with the relationship between sewing practices with knit fabrics and the other variables, the data were examined from three aspects. Relationships were based on the data received from the total sample, as well as from the two sub-groups of home sewers, those who had completed a sewing-with-knit class and those who had not completed a sewing-with-knit class.

There were significant relationships between the sewing practices with knit fabrics in the total sample as well as the sub-group of home sewers who had completed a sewing-with-knit class on the following variables: sewing practices with woven fabrics, number of instructional sources for sewing with knit fabrics, instructional sources for sewing with woven fabrics, and perceived sewing competence. In every comparison between sewing practices with knit fabrics and the variables listed above, the relationship was not significant for the sub-group of home sewers who had not completed a sewing-with-knit class. Therefore the data for the total sample were highly influenced by the sub-group of home sewers who had completed a sewing-with-knit class, and the data then must be reviewed with this in mind.

It was found that the women who sew more with knit fabrics and with woven fabrics have used more instructional sources for learning to sew with woven fabrics, as well as using more instructional sources for learning to sew with knit fabrics, particularly the sewing-with-knit class. Those women who sewed more with knit fabrics indicated they also have a higher perceived sewing competence score, with this relationship being stronger in the sub-group of home sewers who had completed a sewing-with-knit class. It may be that women who had utilized many instructional sources for learning to sew with knit fabrics, particularly the sewing-with-knit class, perceived their

sewing competence very highly because of earlier successful experiences with instructional sources for learning to sew with woven fabrics in addition to the completion of a sewing-with-knit class. This conclusion is based on the fact that the perceived sewing competence score was computed from self-evaluations on 53 sewing techniques and methods which are primarily those related to sewing with woven fabrics. Another indication may be that women who had not utilized many sources for learning to sew with knit fabrics do not have the same degree of enthusiasm for sewing as those women who had utilized instructional sources for learning to sew with knit fabrics. This statement is made on the basis of the comparative numbers of instructional sources for learning to sew with woven fabrics and knit fabrics related to sewing practices with knit and woven fabrics.

The only significant relationship in the sub-group of home sewers who had not completed a sewing-with-knit class was between sewing practices with knit fabrics and age. It was found the younger home sewers constructed more knit garments than the older home sewers. This is an indication that perhaps the younger women may be more confident of their skills to sew with knit fabrics without the benefit of a sewing-with-knit class, whereas the older women may need more specialized instruction before they feel confident enough to venture into different types of sewing with different types of fabrics.

SUMMARY

Statement of the Problem

The purpose of this study was to compare two groups of home sewers on sewing practices with knit and woven fabrics, sources of sewing instruction, perceived sewing competence, and sex-role concept. The two groups compared were home sewers who had completed a sewing-with-knit class and home sewers who had not completed a sewing-with-knit class. Other variables investigated included socio-economic level, educational level, age, marital status, and number and age levels of children.

The following null hypotheses were tested using correlation coefficient, with the significance level being a probability of .05.

1. Home sewers who have completed a sewing-with-knit class will not differ from home sewers who have not completed a sewing-with-knit class on:
 - a. Sewing practices with knit fabrics.
 - b. Sewing practices with woven fabrics.
 - c. Instructional sources for sewing with knit fabrics.
 - d. Instructional sources for sewing with woven fabrics.
 - e. Perceived sewing competence.
 - f. Sex-role concept.
 - g. Socio-economic level.
 - h. Educational level.
 - i. Age.
 - j. Marital status.
 - k. Number of pre-school aged children.
 - l. Number of school aged children.
 - m. Number of post-school aged children.

2. Sewing practices with knit fabrics is independent of:
 - a. Sewing practices with woven fabrics.
 - b. Instructional sources for sewing with knit fabrics.
 - c. Instructional sources for sewing with woven fabrics.
 - d. Perceived sewing competence.
 - e. Sex-role concept.
 - f. Socio-economic level.
 - g. Educational level.
 - h. Age.
 - i. Marital status.
 - j. Number of pre-school aged children.
 - k. Number of school aged children.
 - l. Number of post-school aged children.

Procedure

Development of the Instrument

Four instruments were developed or selected for use in the questionnaire, the source of data for this study.

To provide continuity with other studies which investigated home sewing practices, certain demographic factors were included in order to describe the sample. The factors selected for describing the sample were: age, marital status, educational level, socio-economic level, and number and age levels of children.

A frequency-of-sewing scale was developed by the writer to measure number and variety of garments she had made in the previous 12 months from both knit and from woven fabrics.

A scale to measure the subjects' perceived sewing competence on 53 specific clothing construction techniques and methods was

another instrument used. The perceived sewing competence score was based on the subjects' comparisons of her sewing skills with that evidenced in ready-made and/or professionally-made clothing. A mean score was then calculated to yield a single score on perceived sewing competence for each subject.

The final instrument used in the questionnaire, sex-role concept, had been developed by Dr. Helenan Lewis and was adapted by Diane Sugimura (1971) to assess attitude toward women's job role. The measure of the sex-role concept as adapted by Sugimura was a composite of items from Dr. Lewis' measure, Terman and Miles Attitude-Interest Analysis Test, the Strong Vocational Interest Blank, and the Minnesota Multiphasic Personality Inventory (MMPI). The adaptation used in the questionnaire was composed of 17 occupations. Subjects were requested to indicate the jobs they felt women should never have, with a higher score meaning greater restrictiveness as to women's job role.

The selection of subjects to participate in this study was limited to women in the Eugene-Springfield, Oregon area who were home sewers, and age 18 years or older at the time of the study. All the subjects were selected by a systematic sampling method. One group consisted of women who had completed at least one sewing-with-knit class. The other group consisted of women who had not completed

a sewing-with-knit class. The mailing list at S-T-R-E-T-C-H-and-Sew Fabrics, a retail fabric store that offers classes in sewing-with-knit, was used to identify the group of home sewers who had completed a sewing-with-knit class. The other group of home sewers was selected from the Eugene-Springfield telephone directory, also by the systematic sampling method. Following calculations to determine the size of a stratified sample to represent the home sewers in the Eugene-Springfield area, a total of 200 home sewers to include these two groups of women was to be contacted for participation in this study. A sub-group of 125 women who had not completed a sewing-with-knit class and a sub-group of 75 women who had completed a sewing-with-knit class was deemed adequate representation of the two groups of home sewers. A total of 265 women was contacted by telephone, with 210 questionnaires mailed to those who agreed to participate in the study. A total of 175 questionnaires was returned which had usable data, 77 from home sewers who had completed a sewing-with-knit class and 98 from home sewers who had not completed a sewing-with-knit class. There was a return of 66 per cent completed questionnaires from the entire mailing, 2.6 per cent incomplete questionnaires returned, and 10.6 per cent which were not returned.

Findings and Conclusions

The total sample consisted of 175 home sewers; 77 women who had completed a sewing-with-knit class, and 98 women who had not completed a sewing-with-knit class.

Demographically, most of the subjects were found to be in the 30 to 49 year age bracket (89 subjects, 51 per cent), married (157 subjects, 89.7 per cent), had children still living at home (146 subjects, 83.4 per cent), in Social Class II for socio-economic level (53 subjects, 30.3 per cent), and all but seven of the 175 home sewers had at least graduated from high school (96 per cent).

A mean of 4.45 sources from which participants learned to sew with woven fabrics was contrasted with a mean of 1.43 sources from which the participants learned to sew with knit fabrics. This finding is especially interesting when the numbers of garments sewn from knit fabrics was compared with those sewn from woven fabrics. There were 2376 garments sewn with knit fabrics; 1374 garments sewn with woven fabrics, or 42.2 per cent more knit garments than woven garments. Therefore on the basis of a mean of 1.43 sources from which subjects learned to sew with knit fabrics, they had almost doubled their construction of garments made from knit fabrics over those made from woven fabrics. The number of women who sewed garments from knit fabrics was 136, the number of women who

sewed garments from woven fabrics was 133.

Perceived sewing competence was scored on 53 specific sewing techniques ranging from a high of 5 to a low of 1. The greatest number of home sewers received a mean score of 2. When responses to individual techniques were examined more closely, the greater proportion of the scores were at 3, or "average." The inclusion of a large number of scores of 1 (which indicated the respondent had not tried this sewing technique) created an artificial lowering of scores. This was evident on nine of the 53 sewing techniques where there were more than half the subjects who gave themselves a score of 1. Many of these techniques have probably not been used or tried by the subjects due to present fashions in clothing.

The number of occupations marked by the subject indicated the degree of restrictiveness or permissiveness on women's occupations, or sex-role concept. Most of the respondents indicated the greatest degree of permissiveness, that no job should be closed to women, with 119 of the subjects (68 per cent) in this group. Only one respondent indicated that the entire list of 17 occupations should be closed to women.

When the data for the entire sample were examined there were differences between the two groups of home sewers on only four of the variables, namely: sewing practices with knit fabrics,

number of instructional sources for sewing with knit fabrics, number of instructional sources for sewing with woven fabrics, and perceived sewing competence. On the following variables the subjects were homogeneous: sex-role concept, sewing practices with woven fabrics, socio-economic level, educational level, age, marital status, and number and age levels of children.

The relationship between the sub-group of women who had completed a sewing-with-knit class and sewing practices with knit fabrics indicated that this group of home sewers use the skills they learned in the class. These women sewed more frequently with knit fabrics and woven fabrics than the sub-group of women who had not completed a sewing-with-knit class. The women who had completed a sewing-with-knit class were found to have used a greater number of instructional sources for learning to sew with woven and knit fabrics than those who had not completed a sewing-with-knit class.

The most significant relationship occurred between the home sewers who had completed a sewing-with-knit class and a high level of perceived sewing competence. Success in developing sewing skills which were experienced by the women who had completed a sewing-with-knit class may have led to a high level of perceived sewing competence. It is also possible that women who have a high perceived sewing competence level will have a high level of aspiration and will

pursue classes or other sources to increase their skill level in sewing. The findings from this portion of the study lend support to the writings of Diggory (1966), which dealt with perceived competence and with level of aspiration. One of his theories was that a successfully completed activity is more attractive than an activity associated with failure. With the successful completion of a sewing-with-knit class, the activity of sewing with knit fabrics was greatly enhanced. In addition the level of aspiration may have been increased so that more instructional sources for learning to sew with woven fabrics and knit fabrics were utilized by the group of home sewers who had completed a sewing-with-knit class. The women who had utilized many sources for learning to sew with knit fabrics and woven fabrics may have a greater degree of enthusiasm for sewing than the women who had not utilized as many instructional sources. The number of instructional sources from which women learned to sew with knit fabrics and woven fabrics was related to completing a sewing-with-knit class.

Another aspect of the high level of perceived sewing competence by the sub-group of home sewers who had completed a sewing-with-knit class may have been the result of earlier successful experiences of learning to sew with woven fabrics. The perceived sewing competence score was computed from self evaluations on 53 sewing

techniques and methods which are almost exclusively those related to sewing with woven fabrics.

The only significant relationship in the sub-group of women who had not completed a sewing-with-knit class was between sewing practices with knit fabrics and age. The younger home sewers made more knit garments than the older home sewers, which may have been an indication related to degree of confidence and possibly to level of aspiration. The older women may need more specialized instruction before they feel confident enough to venture into different types of sewing with different types of fabrics.

RECOMMENDATIONS

For Use of the Present Study

Home sewing practices have been the central topic for many studies. None of the studies examined attempted to investigate relationships between home sewing practices, perceived competence in the skill of sewing, and sex-role concept.

The findings reported in this study reflect some current conditions in relation to home sewing practices, number of instructional sources from which women learn to sew with knit and woven fabrics, perceived sewing competence, sex-role concept, age, marital status, socio-economic and educational levels, and numbers and age levels of children. Therefore some of these findings may serve to extend information gained from earlier studies.

Women who have learned to sew with woven fabrics did not sew more garments, nor did they perceive their sewing competence at a high level. Therefore it seems that the sewing classes offered as part of the secondary school home economics curriculum could be reviewed with this finding in mind. The present success of those retail fabric stores offering sewing instruction with knit fabrics is additional evidence that perhaps the sewing instruction at the secondary school level could be reviewed and improved.

Commercial firms that market fabrics as well as provide sewing instruction may find the conclusions which can be drawn from the data in this study helpful in planning their marketing procedures.

For Further Study

The two instruments developed for this study, perceived sewing competence and sewing practices with woven and knit fabrics, might be used profitably in further investigation of these variables.

Studies that would investigate further the four variables which were found to be significant in comparing home sewers who had completed a sewing-with-knit class with home sewers who had not completed a sewing-with-knit class would be valuable. The significant variables were identified as:

1. Sewing practices with knit fabrics.
2. The number of instructional sources for sewing with knit fabrics.
3. The number of instructional sources for sewing with woven fabrics.
4. Perceived sewing competence.

These studies might include interrelationships among the variables for different populations and factors underlying these relationships. This research might well explore the sociological and psychological dimensions of these variables.

Investigations expanded from the present study to a wider community, but using the variables which were found to be significant in this study, could be useful and might yield supplementary data on home sewing practices. Comparing an urban with a rural community would augment this study which utilized an urban-suburban area.

Another aspect might be to compare two groups of home sewers on the basis of perceived sewing competence only. Questions about the completion of a sewing-with-knit class, success with sewing in general, and success with sewing techniques designed specifically for knit fabrics in relation to perceived sewing competence might provide useful insights. The relationship of the completion of a sewing-with-knit class to perceived sewing competence might give information about ways in which high school and college-level sewing classes may be improved for maximum gain to the student in skill level retention and improvement of level of aspiration.

Perhaps a comparison of young women of secondary school age, 12 to 18 years, with adult women in relation to sewing practices, sex-role concept, perceived sewing competence, and the demographic factors used in this study would be useful.

A study which investigates leisure time activities and classes which provide the skills necessary for such activities at the adult level would be useful for planning curriculum offerings at the community-college level, extension, or other adult education programs. The

reasons why adult women take sewing classes contrasted with classes in other leisure time activities, such as painting, sculpture, pottery, and other crafts or skills would be helpful to pursue. Attitudes in relation to the activity, perceived competence, and sex-role concept could provide data on which decisions about curriculum could be based.

For Improvement of the Study

The writer feels that contact by telephone and response to a mailed questionnaire would have been greatly improved if made more personal. If time allowed, personal interviews with each of the respondents might have yielded greater accuracy, as questions regarding the completion of items in the measure could have been answered. The selection of the subjects might have yielded a more general segment of the population with greater representation of all social class levels if means other than a randomized system for contacting possible respondents from the telephone directory were employed. Using a grid system to block the Eugene-Springfield city map into segments with a pre-determined percentage of the population from each segment that would be contacted for participation in the study might have yielded a wider range of socio-economic levels. In addition the lower social class levels may not have been adequately represented in the systematic random method of selecting subjects

for this study due to lower percentages of telephone service to those persons.

To clarify meaning, it is also suggested that the instrument which measures sex-role concept be altered so that item number 18, page 5 of the questionnaire, is "A woman should be able to select any of the above jobs."

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APPENDICES

APPENDIX A

July 21, 1971

Two-hundred women in the Eugene-Springfield area are cooperating in a study which is being conducted as a portion of my master's degree program in clothing and textiles at Oregon State University. The questionnaire which will yield information about home sewing is on the following pages.

Since you indicated by telephone that you are willing to be included in this study, I am sending you a copy of the questionnaire. Completion of the questionnaire should take about half an hour. When complete, please fold, staple or tape the booklet and return by August 2, 1971. Of course, all information will be held confidential.

Your cooperation is greatly appreciated and I will look forward to receiving your completed questionnaire.

Thank you.



Judith Wheeler
Graduate Student



Ruth E. Gates
Associate Professor
Clothing, Textiles and Related Arts
Oregon State University

QUESTIONNAIRE

Please indicate the number of different types of garments you have sewn from knit and woven fabrics during the last 12 months. Place the number of garments sewn in the appropriate blanks. (Remember those items sewn for your husband and children.)

GARMENTS	KNIT FABRICS	WOVEN FABRICS
Dresses	_____	_____
Skirts, Jumpers	_____	_____
Pants, Shorts	_____	_____
Tops, Sweaters (T-shirts, blouses, shirts)	_____	_____
Jackets, Vests	_____	_____
Coats	_____	_____
Bathing Suits	_____	_____
Robes	_____	_____
Sleepwear	_____	_____
Lingerie (Slips, bras, girdles, panties)	_____	_____

Please indicate the skill level you feel you have in the following clothing construction features in comparison to ready-made and/or professionally-made clothing. Please do not leave any blanks without a number.

- 5 - Exceptional
4 - Above average
3 - Average
2 - Below average
1 - Haven't tried to do this

BUTTONHOLES

- _____ machine-made
_____ bound
_____ hand-sewn
_____ button loops of fabric

COLLARS

- _____ ruffled
_____ stand-up
_____ roll
_____ shaped, curved or pointed
_____ notched

DARTS

- _____ straight
_____ curved
_____ dart-seams

DECORATIVE FEATURES & TRIMS

- _____ shirring
_____ smocking
_____ applique
_____ rick-rack
_____ braid
_____ decorative tapes
_____ cording
_____ ruffling, edges
_____ ruffling, set in at seamlines
_____ gathers

FACINGS

- _____ neckline
_____ armholes

HEMS, FINISHING

- _____ turned & machine-stitched
_____ taped, with seam tape
_____ Tailor's hem
_____ Hong Kong method of
finishing hem (tailoring
method)

INTERLININGS

- _____ coats
_____ jackets

LININGS

- _____ coats, jackets, vests
_____ dresses, jumpers, skirts

POCKETS

- _____ patch, square, pointed
_____ patch, rounded
_____ saddlebag
_____ slot
_____ in-seam
_____ welt
_____ flap

SLEEVES

- _____ set-in
_____ raglan
_____ cut-in-one, or kimono
_____ cuffs

UNDERLININGS

- _____ dresses
_____ skirts

WAIST FINISHES FOR PANTS, SKIRT

- _____ waistbands
_____ waist facings
_____ elastic casing, pull-ons
_____ self-fabric belts

ZIPPERS

- _____ one-lap
_____ centered
_____ invisible
_____ hand-sewn

The following background information is needed to help interpret the data.
Please answer all the items listed below in the appropriate blanks as they apply to you. There are no right or wrong answers.

1. Check the blank(s) in column A which indicate from whom or where you learned to sew.

Column A	Number of Classes
<input type="checkbox"/> a. junior high school home economics	_____
<input type="checkbox"/> b. senior high school home economics	_____
<input type="checkbox"/> c. college or university home economics	_____
<input type="checkbox"/> d. 4-H	_____
<input type="checkbox"/> e. extension, adult education	_____
<input type="checkbox"/> f. community college, non-credit	_____
<input type="checkbox"/> g. specialty knit fabric retail store	_____
<input type="checkbox"/> i. magazine articles	_____
<input type="checkbox"/> j. in-store displays	_____
<input type="checkbox"/> k. sewing books	_____
<input type="checkbox"/> l. mother, or other relative	_____
<input type="checkbox"/> m. self-taught	_____
<input type="checkbox"/> n. other (indicate) _____	_____

***Now will you please go back and indicate in the right-hand column how many classes you have completed, to the best of your recollection, for each of the sources of sewing instruction you checked.

2. Have you taken any classes to learn how to sew with knits? ☐ yes ☐ no
If you checked "no", please go on to item #3. If you checked "yes", please check the blank(s) in column A to indicate where you learned how to sew with knits. As you did above, go back to indicate how many courses you have completed.

Column A	Number of Classes
<input type="checkbox"/> a. junior high school home economics	_____
<input type="checkbox"/> b. senior high school home economics	_____
<input type="checkbox"/> c. college or university home economics	_____
<input type="checkbox"/> d. 4-H	_____
<input type="checkbox"/> e. extension, adult education	_____
<input type="checkbox"/> f. community college, non-credit	_____
<input type="checkbox"/> g. specialty knit fabric retail store	_____
<input type="checkbox"/> h. television programs	_____
<input type="checkbox"/> i. magazine articles	_____
<input type="checkbox"/> j. in-store displays	_____
<input type="checkbox"/> k. sewing books	_____
<input type="checkbox"/> l. mother, or other relative	_____
<input type="checkbox"/> m. self-taught	_____
<input type="checkbox"/> n. other (indicate) _____	_____

***Did you remember to go back to indicate how many courses you have completed?

3. Marital status:

- ☐ a. single
☐ b. married
☐ c. widowed
☐ d. divorced or separated

4. Age:

- ☐ a. under 20 years
☐ b. 20 to 24 years
☐ c. 25 to 29 years
☐ d. 30 to 34 years
☐ e. 35 to 39 years
☐ f. 40 to 49 years
☐ g. 50 to 59 years
☐ h. over 60 years

5. Educational level:

Indicate the highest educational level you have achieved.

- ☐ a. Completion of graduate professional training. (More than a 4-year college education.)
☐ b. Completion of a 4-year college degree (B. A. or B. S.)
☐ c. Completion of at least one year of college education.
☐ d. High school graduation.
☐ e. Completion of at least the eleventh grade of high school.
☐ f. Completion of ninth grade, or junior high school.
☐ g. Completion of at least the sixth grade of elementary school.

If you are married, indicate the highest educational level your husband has achieved.

- ☐ a. Completion of graduate professional training. (More than a 4-year college education.)
☐ b. Completion of a 4-year college degree (B. A. or B. S.)
☐ c. Completion of at least one year of college education.
☐ d. High school graduation.
☐ e. Completion of at least the eleventh grade of high school.
☐ f. Completion of ninth grade, or junior high school.
☐ g. Completion of at least the sixth grade of elementary school.

6. Occupation:

Are you employed? ☐ no ☐ yes Number of hours per week _____
 If yes, write your occupation in the blank below. Describe briefly.

If you are married, write the primary occupation of your husband in the blank below. Describe briefly.

7. Children:

Do you have children? ____yes ____no

If yes, indicate the number of children still living at home in the blank which signifies their age level(s).

	Preschool	Grades 1-6	Junior High	Senior High	Out of High School
a. boys	_____	_____	_____	_____	_____
b. girls	_____	_____	_____	_____	_____

Below is a list of jobs. Place an "X" in front of each job which you believe a woman should NEVER have.

- _____ 1. Architect
- _____ 2. Bookkeeper
- _____ 3. Business executive
- _____ 4. Detective
- _____ 5. Engineer
- _____ 6. Farmer
- _____ 7. Hairdresser
- _____ 8. Judge
- _____ 9. Mathematician
- _____ 10. Mayor
- _____ 11. Minister
- _____ 12. Personnel manager
- _____ 13. Pilot
- _____ 14. Politician
- _____ 15. Research worker
- _____ 16. Sports writer
- _____ 17. Truck driver
- _____ 18. None of the above

Thank you very much for taking time from your busy schedule to help me with my study.

APPENDIX B

Sub-group - Married
Degrees of Freedom 170-1 = 169 Level of Significance = .05(.151)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.441*	.027	.577*	.298*	.220*	.013	-.131	-.071	.093		-.082	.110	.081
2		1.00	.173*	.391*	.216*	.334*	-.077	-.041	-.058	-.118		.002	.215*	-.020
3			1.00	-.019	.074	.414*	.061	.033	.060	-.161*		.073	.173*	-.091
4				1.00	.581*	.280*	-.051	-.060	.008	.149		-.059	.084	.069
5					1.00	.445*	-.032	-.151*	.004	.080		-.051	.068	.035
6						1.00	-.035	-.173*	-.117	.004		-.141	.008	.031
7							1.00	.260*	.252*	.085		.046	.028	.0008
8								1.00	.623*	.071		-.045	-.058	-.037
9									1.00	.163*		-.053	-.039	.063
10										1.00		-.469*	-.113	.309*
11											1.00			
12												1.00	-.082	-.215*
13													1.00	-.163*
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group: Educational Level I -- Completion of graduate professional training Size of group: 27 Level of Significance: .374

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.486	.040	.580	.299	.325	.219	-.111		.027	.175	.024	.237	.018
2		1.00	.088	.567	.077	.272	-.047	-.032		-.159	.243	-.103	.397	-.247
3			1.00	-.164	-.029	.482	-.166	.075		-.177	-.181	-.280	.138	.022
4				1.00	.343	.157	.485	-.101		.270	.145		.234	.059
5					1.00	.531	.198	-.093		.062	.138	-.189	-.083	.142
6						1.00	-.091	-.056		-.136	.143	-.426	-.023	.046
7							1.00	-.266		.456	.064	-.176	-.173	.462
8								1.00		-.205	.076	.090	-.093	-.172
9									1.00					
10										1.00	.261	.035	.191	.621
11											1.00	.137	.123	.102
12												1.00	-.007	-.367
13													1.00	-.005
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group: Educational Level II -- Completion of a four year college degree (B. A. or B. S.) Size of group: 26 Level of Significance: .381

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.580	.229	.449	.244	.157	.111	-.322		.161	-.121	-.031		-.117
2		1.00	.346	.396	.312	.152	.241	-.272		-.110	-.112	.123	-.184	.141
3			1.00	.182	.179	.377	.240	-.354		-.229	-.064	.036	.037	.024
4				1.00	.630	.477	.009	-.208		.426	.117	-.008	.084	.275
5					1.00	.622	-.065	-.103		.421	.028	.061		.382
6						1.00	-.014	-.305		.445	.197	-.211	-.039	.457
7							1.00	-.049		-.263	.053	.646	-.068	-.106
8								1.00		-.037	.139	-.022	.160	.088
9									1.00					
10										1.00	.276	-.204	.184	.321
11											1.00	.092	.153	.079
12												1.00	-.283	-.183
13													1.00	-.061
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group: Educational Level III -- Completion of at least one year of college education Size of group: 54 Level of Significance: .265

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.330	-.073	.543	.188	.059	-.094	-.103		.072	.044	-.037	.110	.158
2		1.00	.314	.166	.095	.492	-.183	.129		-.085	.085	.081	.373	.001
3			1.00	-.042	-.026	.504	.082	.054		-.107	.125	.272	.215	-.049
4				1.00	.579	.220	-.123	-.116		.174	.116	-.103	.148	-.011
5					1.00	.327	-.004	-.161		.264	.171	-.146	.137	.111
6						1.00	-.283	-.128		-.156	.071	.166	.091	.217
7							1.00	.064		.147	.106	-.264	.020	.114
8								1.00		.011	.016	-.107	-.166	-.231
9									1.00					
10										1.00	.255	-.521	.026	.120
11											1.00	.112	.174	.080
12												1.00	-.011	-.234
13													1.00	-.118
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group: Educational Level IV -- High school graduation Size of group: 61 Level of Significance: .250

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.501	.062	.617	.434	.284	.081	-.031		.129		-.158	.026	.128
2		1.00	-.131	.531	.380	.271	-.067	-.067		-.079		-.033	.056	.023
3			1.00	-.074	.159	.288	.198	.146		-.161		.166	.055	-.165
4				1.00	.665	.298	-.092	-.067		.032		-.024	-.072	.101
5					1.00	.387	-.069	-.230		-.143		.065	.033	-.043
6						1.00	.109	-.070		.084		-.147	-.122	-.070
7							1.00	.252		.026		.035	.193	-.099
8								1.00		-.100		.046	.140	-.123
9									1.00	2.00				
10										1.00		-.675	-.367	.314
11											1.00			
12												1.00	.001	-.211
13													1.00	-.241
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group - up to 29 yrs
Degrees of Freedom 45-1=44 Level of Significance = .05 (.288)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.645*	.177	.504*	-.133	.030	-.048	-.184	-.258		.015	.048	-.009	
2		1.00	.257	.403*	.038	.237	-.076	.057	-.199		.212	.012	.231	
3			1.00	.201	.071	.303*	-.080	-.041	-.003		.111	.187	.042	
4				1.00	.126	.101	-.043	.054	.098		.178	.296*	.074	
5					1.00	.332*	.038	.076	.115		.131	.118	-.068	
6						1.00	-.211	-.203	-.238		.107	-.027		
7							1.00	.173	.267		.165	.306*	.241	
8								1.00	.697*		.109	.185	.361*	
9									1.00		.026	.357*	.315*	
10										1.00				
11											1.00	.334*	.152	
12												1.00	-.038	
13													1.00	
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group - 30 to 49 yrs
Degrees of Freedom 89-1 = 88 Level of Significance = .05 (.208)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.396*	-.041	.539*	.396*	.277*	.044	-.162	.083			-.087	.094	.052
2		1.00	.210*	.456*	.311*	.382*	-.006	-.121	.068			-.059	.264*	.001
3			1.00	-.015	.090	.552*	.060	.011	.135			-.087	.157	.034
4				1.00	.696*	.280*	-.064	-.062	.051			-.050	.073	-.059
5					1.00	.455*	-.061	-.097	.109			-.032	.027	-.014
6						1.00	.024	-.180	-.020			-.255*	.001	.202
7							1.00	.259*	.241*			.043	.080	-.063
8								1.00	.649*			-.156	.115	-.034
9									1.00			-.264*	.009	.029
10										1.00				
11											1.00			
12												1.00	-.119	-.267*
13													1.00	-.268*
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

Sub-group - 50 and older
Degrees of Freedom 41- 1 = 40 Level of Significance = .05 (.304)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.412*	.066	.705*	.339*	.288	-.001	-.022	-.194				-.027	.104
2		1.00	-.115	.364*	.180	.352*	-.143	.080	-.067				-.211	.046
3			1.00	-.132	.049	.193	.296	.248	.094				.114	-.150
4				1.00	.460*	.408*	-.045	-.117	-.201				-.144	.124
5					1.00	.482*	.001	-.338*	-.279				-.144	.054
6						1.00	.074	-.100	-.157				-.153	-.065
7							1.00	.284	.212				-.122	-.014
8								1.00	.535*				.018	-.112
9									1.00				-.095	-.012
10										1.00	2.00			
11											1.00			
12												1.00		
13													1.00	-.120
14														1.00

1. Have completed a sewing-with-knit class.
2. Sewing practices with knit fabrics.
3. Sewing practices with woven fabrics.
4. Number of instructional sources for sewing with knit fabrics.
5. Number of instructional sources for sewing with woven fabrics.
6. Perceived sewing competence.
7. Sex-role concept.
8. Socio-economic level (low score indicated high socio-economic level).

9. Educational level of respondent (low score indicated high educational level).
10. Age (low score indicated younger age level).
11. Marital status (married = 1, single = 0).
12. Pre-school aged children.
13. School aged children.
14. Post-school aged children.

APPENDIX C

PERCEIVED SEWING COMPETENCE

- 1-- Haven't tried this
 2 -- Below average
 3 -- Average
 4 -- Above average
 5 -- Exceptional

Sewing Techniques	Score	1	2	3	4	5
Buttonholes						
machine sewn		26	18	79	43	9
bound*		64	29	52	26	4
hand sewn*		77	21	59	15	3
button loops		82	12	55	23	3
Collars						
ruffled		83	2	51	17	2
stand up		41	4	87	37	6
rolled		61	7	66	35	6
shaped		20	9	97	42	7
notched		74	13	61	22	5
Darts						
straight		4	2	90	60	19
curved		24	8	81	47	15
dart-seams		36	3	77	45	14
Decorative features and trims						
shirring *, **		142	10	20	2	1
smocking **		133	9	18	8	7
applique **		104	10	48	11	2
rick-rack		30	8	100	27	10
braid		54	7	86	20	8
decorative tapes		63	10	67	28	7
cording		68	10	74	17	6
ruffling, edges		80	9	63	20	3
ruffling, set-in		84	10	60	17	4
gathers		20	8	103	34	10
Facings						
neckline		3	5	88	59	20
armholes		5	6	84	58	22
Hems, finishing						
turned		43	11	79	33	9
taped		19	2	102	40	12
tailor's hem		83	9	44	27	12
Hong Kong method **		146	6	11	9	3

(Continued)

Sewing Techniques	Score 1	2	3	4	5
Interlinings					
coats	97	8	53	12	5
jackets	81	11	64	14	5
Linings					
coats	55	12	80	26	2
dressess	49	11	79	31	5
Pockets					
patch, square	20	5	104	39	7
patch, rounded	37	7	91	32	8
saddlebag **	138	4	26	15	2
slot **	100	15	36	20	4
in-seam	75	11	56	26	7
welt **	102	11	39	21	2
flap	80	11	58	22	4
Sleeves					
set-in	5	11	86	54	19
raglan	23	3	75	55	19
kimono	50	6	61	43	15
cuffs	36	11	88	31	9
Underlinings					
dressess	79	6	63	23	4
skirts	75	4	71	21	4
Waist finishes					
waistbands	14	11	101	43	6
waist facings *	39	8	91	29	8
elastic casing	21	9	90	42	13
self-fabric belts	64	19	63	24	5
Zippers					
one-lap	16	16	95	39	9
centered	11	18	89	47	10
invisible	62	8	64	26	15
hand-sewn**	103	10	28	19	9

*More respondents scored themselves below average than above average on this sewing technique or method.

**More than half of the respondents had not tried this sewing technique or method.