

A COURSE OF STUDY IN CLOTHING AND TEXTILES
FOR
JUNIOR AND SENIOR HIGH SCHOOLS

by

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B. S., Kansas State Teachers College of Hays, 1921

A THESIS

submitted in partial fulfillment of the requirements
for the degree of
Master of Science

KANSAS STATE AGRICULTURAL COLLEGE

1924

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The question of a uniform course of study in clothing and textiles for both junior and senior high schools has interested me for some time. During my attendance at several summer school sessions I have heard frequent discussions among teachers of experience in regard to the duplication in the senior high school of the clothing work taught in the junior high school. This is true not only in different schools but investigation reveals much duplication in the same system. It seems that there is very little cooperation between the junior and senior high school departments, the teacher in the senior department often giving in her first year practically the same work that the junior teacher is giving in her last year.

Here are a few of the questions that invariably come up when sewing teachers discuss their work:

Should emphasis be placed on the number of problems finished or should technique be stressed rather than the quantity of work accomplished?

What related subject matter, if any, should be taught with sewing?

Should sewing be taught in the grades? If so, where should it begin?

How much, if any, of the sewing taught in the grades should be repeated in the high school?

In an attempt to learn what is actually being taught in the sewing departments of the public schools of Kansas, I sent letters to the superintendents of seventy-five representative schools, asking each superintendent to send me a copy of the course of study being used in both the junior and senior sewing departments of his school system. Of these letters, eleven were sent to first class cities, fifty-two to second class cities, and twelve to third class cities. These third class cities were ones in which were located either consolidated or rural high schools.

From twenty-one of these schools I received either courses of study or tentative outlines so that I have material from nineteen senior high schools and thirteen junior high schools.

A careful study of this material shows that the time given to clothing varies greatly in different schools, ranging from forty-eight to one hundred fifty hours each semester in the senior high schools, and from eighteen to ninety hours each semester in the junior high schools.

The following books are used either as text books or as references in the high schools:

Textiles and Clothing	-	McGowan and Waite
Elements of Costume Design	-	Downs and O'Leary
Clothing for Women	-	Laura I. Baldt
The Business of the Household	-	C. W. Tabor

Shelter and Clothing - Kinne and Cooley
 Textiles - Woolman and McGowan
 Dressmaking - Jane Fales
 Monthly Magazines

The following tabulation shows the related subject matter taught, the articles and garments made, and the number of senior and junior high schools including each in their course:

	Senior-Junior	
Require students to keep note book	3	1
Models made for note book	1	3
Study of Consumers League	1	1
Shopping habits	1	1
Care of clothing	6	2
Hygiene of clothing	5	0
Care of the skin	1	0
Cleaning and pressing garments	0	2
Laundry work	1	1
House sanitation	0	1
Home decoration	6	1
Household accounts	2	0
Budget making	5	4
Remodeling	5	1
Household sewing (curtains, linen, etc.,)	2	0

	Senior-Junior	
Comforts and quilts	1	0
Charity sewing	0	1
Sewing for others for pay	1	0
Child's dress	2	1
Man or boy's shirt	1	0
Color study	10	3
Textile study	11	7
Study the sewing machine	9	5
Study design	7	3
Application of design on garments	2	0
Fashion show (exhibit of semester's work)	1	1
Judging of finished article by class	1	0
Record of time used in making an article	0	1
Record of cost of article	0	2
Costume designing	9	2
Christmas sewing	6	6
Millinery	2	1
Style and application of trimming	1	2
Art work (painting, enameling, etc.)	1	0
Crocheting	2	0
Embroidering and hemstitching	6	3
Weaving	0	1
Use of text books	6	3
Pattern drafting	6	2

	Senior-Junior	
Use of commercial patterns	8	6
Modeling a pattern on a person	1	0
Fundamental stitches	8	7
Patching	8	8
Darning	8	8
Hot dish holder	2	5
Laundry bag	1	3
Hand towel	4	2
Tea towel	2	6
Sewing on lace by hand	2	1
Drawing of article to be made	1	1
Problems listed (girl choosing her problem)	1	0
Sewing or serving apron	2	8
Cooking apron	7	8
Bungalow apron	2	7
Kimono	4	1
Kimono night dress	9	8
Night dress with set in sleeves	1	0
Princess slip or petticoat	8	5
Underwear	15	7
Pajamas	5	1
Blouse	4	1
Middy suit	12	2
Wash dress	17	2

	Senior-Junior	
Sport dress	1	0
Dress of sheer material	5	0
Silk dress	11	0
Wool dress	12	1
Fancy stitches	4	2
Housewife for Red Cross	0	2
Protection cloth	0	2
Buttonholes	5	7
Sewing club (no credit given)	0	1

The number of duplications shown above, as well as the diversity of problems, reveals the great need of a uniform course of study in clothing and textiles.

From the officials of thirteen schools, I received letters stating that they had no courses to send. Many of them asked me to send them a practical course or tell them where to send for one.

Following are extracts from two of these letters and are typical of all the letters received. The first is from a home economics teacher in one of the largest high schools of the state:

"We are changing and reorganizing our courses in both junior and senior high schools. We are looking everywhere for courses of study used in high schools. Per-

haps you can send us the one used in Manhattan or else tell us where to send for it. I will be grateful for any help or suggestions."

The superintendent of one of the larger high schools writes:

"Our course of study for home economics was made out two years ago. We have introduced a number of changes since that time and would like to embody these before we send you the copy you request. We are very much interested in getting a better and more definite course. When we made out our present course we corresponded widely and found that there was nothing being used that could be called a course of study."

After a careful study of these courses, outlines and letters, I have attempted to make a practical course of study for clothing and textiles which includes both junior and senior high schools.

I have used the city of Manhattan as a laboratory in which to carry on my work because it was easier to work here than in any other community and to keep up my other college work. Conditions here are typical of an average community anywhere in the state.

I wished to get the opinion of as many home-makers, particularly mothers, as I could, as to what they thought should be taught in the sewing classes in the schools. I

first attended a meeting of the Parent-Teacher's Association where the president allowed me to use a few minutes to talk to the mothers concerning my problem and to secure the names of those who were willing to give me a few minutes of their time for a personal interview. Later, I made appointments with those whose names I secured and called at each home, spending from thirty minutes to an hour in conference with the mother.

The following reports are taken from notes and given as nearly as possible in the words of the person interviewed:

1. "A girl should be able to plan a costume to suit her own individuality and not blindly follow the prevailing fashion regardless of whether or not it suits her type. She should learn to dress tastefully and artistically and at the same time economically. She should learn to work with a fair degree of rapidity and at the same time with good technique. She should have a fair knowledge of color harmony and be able to combine colors artistically in a costume. Her costume should be practical as well as decorative.

"One very important thing, to my mind, is the ability to make over clothing into the prevailing style and to do it artistically. Often a girl with this ability can take a dress which is out of style and with very little

expense make herself a very pretty and stylish frock. I think it is especially important that girls be taught to make children's clothes from grown people's clothes.

"Millinery is important because hats are so expensive to buy. If a girl can make or make over hats, she can for very little extra expense have a hat for each costume.

"It is important that young people be taught to dress in such a way as will protect their health. They dress too scantily in winter weather. They should wear heavy underwear and also be taught to cover the chest from exposure in cold weather.

"A girl should learn to wear the clothes she has, if they are appropriate and in good condition, rather than buy new ones just because the "crowd" does. For instance, a high school girl had a lovely crepe de chine party dress but, for a certain party, all the other girls were going to wear taffeta so she immediately bought an expensive taffeta."

2. "A girl should be able to do mending, darning, and simple garment construction. She should know the necessary things that would enable her to buy economically; at least, elementary millinery would be good."

3. "As a rule, girls are taught pretty thoroughly to know the dress textiles, but I don't think much stress is placed on the household textiles; I mean, how much does a

girl know about table linen, or bed linen, or the various qualities of each of them?

"For myself, I prefer good cotton to linen for sheets and pillow slips as linen is too cold in winter and holds the moisture too much in summer. For the table, I want pure linen; above all things, I dislike mercerized table linen. Are the girls taught the proper length of sheeting to buy? When you go to a store the clerk will tell you that two and a half yards is plenty for one sheet, but when you take off the proper hem for each end and then shrink it in the laundry your sheet is too short.

"Can a girl tell whether linen is all linen or if it is part cotton? She should know the best materials and colors to use for curtains and draperies for the various rooms of the house."

4. "A girl, when through with her high school clothing course should have a good knowledge of textiles and know how to buy both yard goods and ready-to-wear garments. She should be able to make a dress similar to a model she has seen." This woman's daughter found in a store a dress that was just the style she wanted for her wedding dress but it was not the color she wanted. She carefully examined the dress and then bought the material and, with a few minor changes, made a dress that she liked better than the model. Her mother attributes this ability to the training

she received in the high school clothing classes.

"I think a course in ethics and morals should be given in the schools. It seems to me that it could be given to girls in these clothing classes."

5. This woman's daughter is now in a home of her own. She learned to sew before she started to school because she was allowed to use the sewing machine whenever she wished. She learned to sew by hand when she realized that she could make some things look nicer if the stitching did not show. The mother says:

"A girl should know how to make her own clothes, to dress to preserve her health, and to buy economically. She should know how to make her household expenses less than her income. She should learn to discern between the more important and the less important things connected with housekeeping. She should learn to do what should be done rather than what she wants to do, thereby gaining self-control."

6. "By the time girls finish high school they should be able to do patching, darning, hemming, and simple embroidery. A handkerchief is a nice article on which to learn to do hemming and simple embroidering. They should know how to draft patterns and how to use commercial patterns. They should make in the following order, a slip-on apron, underwear, a princess slip, house dress, and then another

wash dress of better material. They should learn to do fancy work such as knitting, crocheting, embroidering, and other art work. They should know at least some simple millinery. Some girls might be able to make a wool dress but it is doubtful if they should try a silk dress unless it be in the senior year."

7. "The trouble with high school sewing is that girls are allowed to cut their garments too small. My two daughters have ruined a blouse and two bloomers in this way this year. The girls are not taught to fit the pattern to themselves before cutting out the garment. There is too much duplication in the high school of the work done in the grades, and too much duplication in college of the work done in high school. When they are through high school, girls should be able to do all their own sewing. They should know how to darn, and to make button holes. They should be taught to wear a thimble. They should be able to put simple hand work on their own clothes."

8. "The only fault I find with high school sewing is that sometimes girls cut garments too small. Girls should be taught to cut and make garments economically. Basting is very important. Girls should be taught to use the sewing machine at the beginning of the course. A garment should be neatly finished and present a good appearance on the wearer. Garments should be made in the prevailing

style. For instance, night dresses used to be made with high necks and long sleeves and yokes. The kimono gown is much simpler, more dainty and easier to make. The girls should be taught to present a well groomed appearance. The hat, dress, hose, bloomers and accessories should harmonize in color.

"The fact should be emphasized that if a girl can afford but one dress that should be of subdued color. The girl should be able to plan her own costume and to put some dainty hand work on it.

"Another good thing for girls to learn is how to make baby clothes. So many girls go from high schools into homes of their own and have no idea as to the size or the material for these little garments."

9. "I think sewing is so important for girls to learn that I would begin it in the sixth grade because some girls drop out of school before they complete the grades. They should begin with the fundamental stitches, patching and darning. They should know at least the common textiles and be able to recognize them easily. Every girl should know how to make underwear, aprons and house dresses. A high school girl should, by all means, know how to cut, fit and make a good looking house dress. Every girl should know how to cut out and make children's clothes. If there are no children in the family the clothes can be sold at a

school bazaar. Mothers often would be glad to give orders for children's clothes to be made in school. To me this course seems even more practical than making clothes for themselves because the majority of girl soon go into homes of their own and need to know these things. Girls should learn to work with wool and silk, too. This would enable them to have more nice dresses than they could afford to buy ready-made. They should learn to renovate old clothes and make them over into the newest style. At least, an elementary course in millinery should be given. Hats are so expensive and it is so hard to find just what you want that if a girl can make simple hats and decorations for them she can have a hat for each costume. I have often made very nice hats that cost no more than fifty cents by re-shaping an old frame and buying silk remnants. I have made very nice little hats from old silk petticoats. I think the home economics course is the most practical course ever put into the schools. I have never had the opportunity to take it in school. We learned Greek and Latin and so on, and they have never helped me to make a home. I have had to learn to cook and sew since I married, and it has been hard work. I think every girl should take a home economics course.

I next attended a meeting of the Woman's Club where the president kindly permitted me to ask the help of the

members in my problem. I gave to each of those who were willing to help me a questionnaire which I asked them to fill out and return to me. I furnished a stamped, addressed envelope with each questionnaire. Forty-three of the members took them and ten returned them filled out. Two were returned blank. One questionnaire was filled out by a home-maker who had received a very classical education, being a graduate of Boston University. Her home economics education was received by experience after her marriage. This questionnaire is so good that I am including it just as it came back to me.

QUESTIONNAIRE.

How much of the following would you want your girl to have in high school clothing classes?

Technique: Seams, hems, facings, buttonholes. -"Yes".

Patching. Darning. "Yes".

Making underwear: "Yes".

Making aprons and wash dresses: "Yes".

Making children's clothes in junior high school:

"Something of the types of clothes children should wear. I have two small children, a boy and a girl, and was as innocent of all the information on the subject of dressing them as the babes in the woods. My year-old daughter needs a batch of dresses, etc., which I am making. What is the best way to fix the bloomers, on an unbleached waist, or

shall I make buttonholes in them and attach them on a hickory waist or something? This is just a little thing but much help might be given by attention to the right way to dress a child, possibly exhibits of different types of clothing, etc."

Making a silk dress in high school. Making a wool dress in high school: "These I should consider less essential. More time might be spent in thoroughness on the rest of the program which is large."

Millinery problems: "In general".

Knowledge of dress and other clothing textiles: "By all means".

Knowledge of household textiles: "Surely".

Knowledge of color harmony: "Just touch on it. If people can't sense it, they can't learn it."

Know how to buy economically both piece goods and ready-to-wear garments: "Yes, and teach them the value of buying standard goods (along certain lines) rather than cheaper ones."

Know how to dress economically yet tastefully and artistically: "This would, of course, be in a way a result of it all, or at least to be hoped for."

Know how to make over garments artistically: "Yes".

Know the relation of health to clothing: "This would be a most valuable thing."

Know how to live within their income.(Budgets?)
 (Accounts?): "More power! The state will be saved if you can do that. Budgets are fine and should be aimed at, even if not lived up to."

Know how to dress appropriately for school: "Yes".

Know how to dress appropriately for parties: "Yes".

Ability to sew with fair rapidity: "Yes".

Ability to plan a costume to suit her own individuality: "A few of the fundamental rules along this line."

Know how to launder properly the various textiles: "Yes".

Ability to discern between the more important things and the less important in clothing, thereby gaining self-control. "In regard to this, I know that shoes are not clothing and textiles in a way, still, they are so vital. Pupils should be taught how to buy shoes. I mean the necessity of getting length with narrowness. The danger of too short shoes and the fallacy of believing that if things are wide enough they fit. The mistake of buying a cheap shoe, the vulgarity as well as low health value of French heels worn at the wrong times, the poor taste of over dress in foot wear. In a way shoes are more important than are other articles of clothing. A bit of exercise in make-believe outfitting. Make them go shopping and report on what they can do with \$10, \$25, etc. My ideas are nebulous as I know

little or nothing of the methods of teaching these things, but I think there is a lot in it.

"Teach them simple short-cuts and effective trimming. Use of bias tapings, rick rack, braids, simple stitches, French knots, smocking, easy types of bindings, methods of sewing on collars, etc."

Lessons in ethics of clothing. (Health talks sometimes too late.) "Fins".

Another questionnaire was not filled out but had the following note at the end:

"It seems to me that if I were a school girl I would be so glad to know all these things, for fear I should not be able to go on to college and get them. Or, if I had a daughter, I should be glad for her to know them, so I should say "yes" to all; but I do not know whether or not she could study all this and get her other lessons. I hope she could. Cordially yours, President, Woman's Club."

The remaining eight questionnaires, I have tabulated as follows:

1. Technique. Seams, hems, facings, buttonholes.

Eight answered "Yes".

2. Patching. Darning.

Eight answered "Yes".

3. Making Underwear.

Eight answered "Yes".

4. Making aprons and wash dresses.

Eight answered "Yes".

5. Making children's clothes in junior high school.

Two answered "Yes".

One answered "Very simple ones".

6. Making a silk dress in high school.

Five answered "Yes".

7. Making a wool dress in high school.

Four answered "Yes".

For numbers 6 and 7, one wrote, "Desirable if optional with pupil. If compulsory, often works hardship upon some girls because of expense."

8. Millinery problems.

Three answered "Yes".

One said, "A little, perhaps."

9. Knowledge of dress and other clothing textiles.

Six answered "Yes".

10. Knowledge of household textiles.

Three answered "Yes".

11. Knowledge of color harmony.

Eight answered "Yes".

12. Know how to buy economically both piece goods and ready-to-wear garments.

Six answered "Yes."

13. Know how to dress economically yet tastefully and ar-

tistically.

Six answered "Yes".

14. Know how to make over garments artistically.

Eight answered "Yes".

15. Know the relation of health to clothing.

Eight answered "Yes".

16. Know how to live within their income. (Budgets?) (Accounts?).

Four answered, "Yes".

One answered, "Taught at home".

17. Know how to dress appropriately for school.

Five answered, "Yes".

One said, "Should be emphasized".

18. Know how to dress appropriately for parties.

Five answered, "Yes".

One answered both 17 and 18 by saying, "Mothers should see to those two questions."

One answered 16, 17 and 18, as follows: "I think these three are especially important."

19. Ability to sew with fair rapidity.

Six answered, "Yes".

One said, "I think this would come with practice".

20. Ability to plan a costume to suit her own individuality.

Six answered, "Yes".

21. How to launder properly the various textiles.

Six answered, "Yes".

22. Ability to discern between the more important and the less important things in clothing, thereby gaining self-control.

Six answered, "Yes".

23. Lessons in ethics of clothing. (Health talks sometimes too late.)

Six answered, "Yes".

One home-maker added the following note at the end of her questionnaire: "Some knowledge of all items listed is of value; the amount of any one item would depend upon the length of the course. There is an item that interests me which is not mentioned, but which might be of value, that is, the ability to use a pattern as a foundation from which to evolve other styles without the expense of extra patterns."

Another woman wrote on the back of her questionnaire: "As long as I took this paper I feel I must at least return it, although my ideas are not conclusive, as I do not believe I am able to report on it. I have two girls who have had one year of high school sewing and the older girl is taking home economics work in college. I believe if a girl has work in junior high school in sewing and takes two years of sewing in high school, she should be able, if there is progression each year instead of repetition in her work, to do practically all the work outlined on these sheets. We

found that the first semester, at least, of sewing in college was a good deal repetition of work done in high school. I think one way to help the girl to do better work at school is to put into practice each summer the work learned the previous year. We expect too much of them with so little practice."

By these two methods I have been able to get expressions of opinion and valuable suggestions from nineteen home-makers, most of whom are mothers. Some of them have daughters married and in homes of their own; others have daughters who are teaching; others have daughters in college; some have daughters in high school and in the grades; a few of them have daughters not yet in school. Thus, I have been able to obtain information from mothers who have past experience from which to draw; from mothers who are now gaining their experience with these problems; and last but not least, from mothers who are looking ahead and planning for the future of their little daughters.

The chief occupation of the majority of all school girls will be home-making. As it is impossible to know which of the girls will marry, it is important that all girls be instructed in the fundamentals of home-making.

The efficient home-maker must be a reasonably skilled worker in several semi-skilled occupations. She is usually the joint-owner and manager of the home. In

addition she must be skilled in general housekeeping; in the choice, preparation and serving of food; in the care and rearing of children; in the care of the health of the family; and the selection, care, and upkeep of the clothing of the family. She must see to the budgeting of the family expenditures, do most of the purchasing and in many cases keep the household accounts.

It is just as important that the girl who does not marry get this training in clothing. She is usually out in the world earning her living and her personal appearance is one of her greatest assets. She should be trained to choose the most becoming styles and colors as well as the most serviceable costumes. A thorough knowledge of textiles will aid her in selecting those fabrics which combine beauty with service. Often she has the time to do her own sewing or, at least, to add those distinctive touches to a ready-made garment which will reflect her individuality.

Years ago this home-making training was acquired in the home, but the complexity of modern life has changed things. At present, students are in school a major part of their time and home assignments, school activities, and social duties absorb much of their out-of-school time. Therefore, there is less opportunity for mothers to give their daughters this training. At the same time certain habits, appreciations, informations, and skills are more

easily acquired in youth than later in life.

In this course of study the habits, appreciations and information that can easily and effectively be taught are listed in the grade where they can most easily be emphasized.

Under skills are listed all the abilities that a girl should have in the order that she should acquire them as she proceeds with this course. They include abilities in the selection of material and styles as well as an ideal accomplishment of technique in sewing.

The problems listed are suggestive and may be changed to meet the needs of the class. Care should be taken, however, in substituting other problems that only those are chosen which will include the skills listed because the main thing is to teach these skills to the girls. Styles of garments may change with time but if a girl thoroughly masters these skills she can easily make any style that prevails.

In planning this course of study I have tried to keep in mind the suggestions given me by the mothers, all of whom were intelligent, cultured women, and the majority of whom were college graduates.

Children's clothing is placed in the eighth grade because there is less material to handle in making a garment, the fitting is simple and the girl can finish the

problem before she has an opportunity to get tired of it. Girls of this age usually have enough clothes of their own and so do not need any more. If children's clothes are made they can be sold at a school bazaar or at private sale and thus incur no expense on the families of the girls and this is sometimes a very important item.

The problem of infant's clothing was strongly emphasized by several of the mothers both in the conferences with them and in the returns from the questionnaires.

A great deal of attention is being given to the proper feeding and bathing of the infant so why not make the study complete and teach the girls how to clothe the infant properly. No better way can be found for teaching this than to have the girls actually handle the dainty material and make the whole layette. It is probably not advisable to have each girl make a whole set but the class as a whole can make a layette, each girl doing her part of the work on it. Usually, if the teacher is one of those progressive people who keep their eyes open for opportunities, the layette can be sold.

This problem is placed in the last semester of clothing because the girls are older and more mature and can more easily adjust their muscles to this fine work. Then, too, it is nearer to the time when most of these girls who do not go on to college will go out into homes

of their own.

Accompanying this is a copy of the course of study in clothing and textiles as planned for four semesters of work with ninety 90-minute periods each semester.

COURSE OF STUDY IN CLOTHING AND TEXTILES
JUNIOR AND SENIOR HIGH SCHOOLS

SEVENTH GRADE

Habits

Information

[illegible]

SEVENTH GRADE

Habits	Information
12.*Care of the hands.	(c) folded in drawers
13.*Care of the nails	6. To know the hygiene of under-
14.*Care of the hair.	wear.
15.*Care of the teeth.	
16. Neat and becoming style of arrangeing the hair.	
17. Care of the shoes.	
18. Care of the hose.	
*These are usually consid- ered as health habits. They are introduced here to empha- size their importance in rela- tion to personal appearance.	

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested problems
1. To distinguish between length-wise, crosswise, and bias of material.	1. Hem a towel.
2. To use scissors correctly.	Judge finished article:
3. To straighten the edge of material.	(a) selection of material
4. To use a tape-line correctly.	(b) workmanship
5. To use a needle correctly.	
6. To turn an even hem on a straight edge.	
7. To do even basting.	
8. To care properly for a sewing machine;	
(a) to oil properly	
(b) to keep clean	
(c) to keep level on floor	
9. To thread a machine correctly.	
10. To set a machine needle correctly.	
11. To watch for both good and poor work of machine.	
12. To make the fundamental stitches: (a) running stitch	2. Make a fudge, or kitchen apron: Judge finished article;
(b) back stitch	(a) selection of material

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested Problems
(c) combination stitch	(b) selection of design
(d) overhanding	(c) workmanship
(e) overcasting	3. Make underwear
(f) hemming stitch	(a) teddies
13. To take measurements correctly;	or
(a) length for apron or underwear	(b) combination suit
(b) bust measure	(c) slip
14. To read and understand a simple commercial pattern.	Judge finished article
15. To place a pattern correctly on material.	(a) selection of material
16. To finish a neck with a bias facing.	(b) selection of design
17. To miter a corner neatly.	(c) workmanship
18. To finish a neck with a binding.	
19. To distinguish between a true bias and a garment bias.	
20. To sew a straight seam on a sewing machine.	
21. To make a French seam.	
22. To keep a record of the cost of every article made.	

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested problems
23. To read and understand a commercial pattern for an apron. 24. To put on patch pockets. 25. To make simple alterations in a ready-made apron: (a) shorten or lengthen apron (b) shorten or lengthen sleeve	4. Make a bungalow apron or Make a kimono night dress Judge finished article: (a) selection of material (b) selection of design (c) workmanship Exhibit of semester's work
	Suggested problems for home practice: 1. Undergarment (simple) 2. Apron for mother or sister. 3. Night dress. 4. Simple kimono.

90-minute periods, 5 days per week, for 18 weeks.

Skills.	Suggested problems.
All skills listed in grade 7 and in addition the following: 1. To plan simple underwear for self. 2. To estimate the amount of material required for underwear for self. 3. To buy cotton material suit- able for underwear. 4. To sew with greater rapidity. 5. To use short cuts in sewing: (a) pinning only, instead of basting straight seams. (b) pressing instead of basting straight narrow hems, etc. (c) using bias tape and other finishing braids. 6. To make a fell seam. 7. To select laces and embroid- eries with a view to durability in laundering. 8. To join lace.	1. To make a princess slip: (As either a review or a new problem). Judge finished article: (a) selection of material (b) selection of design (c) workmanship 2. Make blommers. Judge finished article: (a) selection of material (b) selection of design (c) workmanship

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested problems
9. To join embroidery. 10. To sew lace on underwear by machine. 11. To turn an even hem on a gored or curved edge. 12. To keep a record of the time used in making a garment.	
13. To make a firm neat button hole. 14. To sew on buttons. 15. To put a band on a sleeve or bloomers. 16. To make simple decorative stitches: (a) blanket stitch (b) feather stitch (c) cross stitch (d) catch stitch (e) outline stitch (f) chain stitch	3. Make a child's romper suit. Use some simple decorative stitches as trimming: Judge finished article: (a) selection of material (b) selection of design (c) workmanship
17. To darn hose (silk, wool, or cotton) neatly and firmly.	4. Darn hose brought from home.

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested problems
18. To patch checked, striped or figured material.	5. Patch a garment brought from home.
19. To buy standard cotton material suitable for dress.	6. Make a simple cotton dress for self.
20. To cut out material having an up and down.	Judge finished article:
21. To sew on snap fastners.	(a) selection of material
22. To sew on hooks and eyes.	(b) selection of design
23. To fit a simple wash dress.	(c) workmanship
24. To construct a simple dress.	(d) suitability to wearer
25. To make simple alterations, in a ready-made wash dress.	Exhibit of semester's work.
26. To press a garment correctly.	
	Suggested problems for home practice:
	(a) undergarments
	(b) bloomers
	(c) bungalow apron
	(d) other children's clothes
	(e) children's night drawers
	(f) kimono

SEVENTH GRADE

Habits

Information

-
- :
:7. To know simple color har-
:
:mony in textiles.
:
:8. To know materials suitable
:
:for various kinds of aprons.
:
:9. To sew on rick rack or stick-
:
:eri braid.
:
:10. To know materials suitable
:
:for underwear.
:
:11. To know trimmings of dec-
:
:orations suitable for under-
:
:wear.
-

EIGHTH GRADE

Habits	Information
All habits listed in grade 7 and in addition the following:	All information listed in grade 7 and in addition the following:
1. To read carefully the instructions on a pattern before cutting out the material.	1. To know the kinds of lace or embroidery suitable for under-wear.
2. To estimate the amount of material needed before attempting to buy.	(a) width (b) quality (c) design
3. To buy wisely for school problems.	2. To know the following facts concerning ten additional
4. To think through the entire process of cutting and making before starting the problem.	standard cotton materials: (a) name (b) approximate price (c) width (d) dangers of adulteration (e) various qualities (f) uses
5. To use sufficient pins to fasten the pattern firmly to the material.	
6. To pin all pieces of the pattern on the material before cutting out any part.	

EIGHTH GRADE

Habits	Information
7. To sew for others as well as for self.	3. To know materials suitable for children's clothes. 4. To know styles suitable for children. 5. To know styles and fit of shoes for children. 6. To know styles of hose for children.
8. To darn hose as soon as they become worn or a small hole appears.	

EIGHTH GRADE

Habits	Information
9. To patch cotton garments as soon as torn.	
10. To keep personal wardrobe in good repair: (a) buttons, fasteners, and hooks and eyes firmly sewed on. (b) garments neatly pressed.	7. To know in a general way the colors suitable for a wash dress for self. 8. To know in a general way the lines suitable for self. 9. To know how to press any garment made by self. 10. To know how to remove from material the following stains: (a) fruit (d) blood (b) grass (e) coffee (c) grease or tea (f) chocolate

NINTH GRADE

It is hoped that a unit in applied design will be given to parallel this clothing course. If, however, this can not be done the following unit in costume design should be given in the first six weeks of the ninth grade. It will be necessary in that case to omit one of the suggested problems in sewing. Omit either problem 2 or problem 3.

Habits and Appreciations	Information
1. To observe and appreciate good color combinations.	1. To know the color spectrum.
2. To observe and appreciate colors and lines suitable for self.	2. To know how to combine colors in clothes.
3. To observe and appreciate pleasing, graceful, subtle curves in lines.	3. To know the following principles as applied to clothing:
4. To select and wear clothes which are becoming in line and color rather than follow the vagaries of passing fashion or fad.	(a) color combination
5. To judge a costume in respect to color and line being suitable to the wearer.	(b) proportion
	(c) rythm
	(d) balance
	(e) unity

NINTH GRADE

Habits	Information
All habits listed in grades 7 and 8 and in addition the following:	All information listed in grades 7 and 8, and in addition the following:
1. To buy standard goods.	1. To know how to test and alter any commercial pattern.
2. To buy guaranteed fabrics.	2. To know correct styles and materials for school dresses.
3. To have unity in the entire costume.	3. To know correct size of thread and machine needle for various materials.
	4. To know the various methods of dry cleaning:
	(a) non-inflammable liquids
	(b) magnesia
	(c) sponging spots
	5. To know the following facts concerning ten additional standard cotton materials:
	(a) name
	(b) approximate price
	(c) width
	(d) various qualities
	(e) dangers of adulteration
	(f) uses

NINTH GRADE

Habits	Information
	1.
	2.
	3.
	4.
	5.
	6. To know the following facts concerning ten standard linen materials:
	(a) name
	(b) approximate price
	(c) width
	(d) various qualities
	(e) dangers of adulteration
	(f) uses
	7. To know how to make rap- ery hems.
	8. To know good table linen:
	(a) all linen
	(b) part linen
	9. To know mercerized linen.
	10. To know materials for tow- els.

NINTH GRADE

Habits	Information
	: :11. To know various materials : :for draperies: : : (a) colors : : (b) qualities :: : (c) styles : : (d) uses : :12. To know materials suitable : :for sheets and pillow slips. : :13. To know correct sizes of : :sheets and pillow slips. : : :
	: :14. To know the fundamental weaves. : :15. To know the variations of these : :weaves. : :16. To know correct styles and : :materials for a simple party dress. : :17. To know when to sew on lace by : :hand. : :To know when to sew on lace by : :machine. : :19. To know the difference between : :hand-made and machine-made trim- : :mings. : : :

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested problems
1. To combine colors artistically.	:1. Study the color spectrum.
2. To select pleasing lines and suitable colors in costumes for self.	:2. Make a color wheel using colored paper.
3. To select hats suitable for self in regard to color and style	:3. Mount samples of textiles illustrating color harmony for
4. To wear the style of hat that is in keeping with the rest of the costume.	:costumes and emphasizing the preference of grayed colors and
5. To arrange the hair in the way most becoming to self.	:the proportions of each.
6. To select and wear those accessories which add to the beauty of the costume.	:(a) self-tone harmony
7. To select and wear hygienic shoes and hose which in color	:(b) related harmony
	:(c) complementary harmony
	:(d) original harmony
	:4. Using half-yard lengths of textiles try various colors on
	:each girl letting the class de-
	:cide what colors are most becom-
	:ing and why.

90-minute periods, 5 days per week, for 18 weeks.

Skills.	Suggested problems.
and style are in keeping with the entire costume.	5. Study the Greek Law of proportion. Study lines and spaces as applied to clothing. Divide oblong spaces (representing costume) into pleasing space division.
8. To recognize the "ideal" or "standard" figure and the variations from it.	6. Study the proportions of the human body of various types: (a) medium (b) short slender (c) short stout (d) tall slender (e) tall stout 7. Study the effective use of vertical and horizontal lines on the above types. 8. Study your own proportions and the effective use of vertical and horizontal lines in a costume. 9. Study silhouettes of various periods. (Notice the influence of fashion on silhouettes). 10. Cut out from magazines and

90-minute periods, 5 days per week, for 18 weeks.

Skills

Suggested Problems

:
: catalogues and mount in note-
:
: books with written remarks con-
:
: cerning lines, color combina-
:
: tions and suitability to occas-
:
: sion, the following costumes
:
: for a school girl:
:
: (a) house dress
:
: (b) school dress
:
: (c) party dress
:
: (d) sport suit.
:
: The following problems may be
:
: cut out and with suitable comments
:
: in note books:
:
: 11. Study various styles of ar-
:
: ranging the hair to suit the
:
: various types of faces.
:
: 12. Study styles of hats suitable
:
: (a) for different types of face
:
: (b) to wear with various cos-
:
: tumes
:
: (c) to wear on various occas-
:
: sions.
:
: 13. Various accessories suited to
:
: the wearer, the costume, and
:

90-minute periods, 5 days per week, for 18 weeks.

Skills

Suggested Problems

the occasion:

(a) various kinds of necklaces

(b) ear bobs

(c) hair ornaments

(d) broaches and pins

(e) rings

(f) purses or hand bags

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested Problems
<hr/> <p>All skills listed in grades 7 and 8 and in addition the following:</p>	
1. To regulate length of machine stitch.	1. Make a bloomer dress for a child. or
2. To use the following attachments:	Make a suit for a boy of two to four years.
(a) hemmer	Judge finished article:
(b) gatherer	
(c) tucker	
3. To finish a bias or curved seam with a bias binding.	(a) selection of material
4. To make a continuous placket.	(b) selection of design
5. To make an extension placket.	(c) workmanship
6. To join bias edges without stretching them.	
7. To select the width of material best suited to the pattern.	
8. To use decorative stitches artistically.	
9. To make simple repairs on a sewing machine as:	

90-minute periods, 5 days per week, for 18 weeks.

Skills.

Suggested Problems.

- (a) putting in a new needle
- (b) shortening the wheel band
- (c) adjusting the feeder

10. To put in sleeves.

11. To put on collar.

12. To finish any shaped neck
with a shaped facing.

2. Make a blouse for self

or

Make a blouse for a boy.

Judge finished article:

- (a) selection of material
- (b) selection of design
- (c) workmanship
- (d) suitability to wearer

13. To make neat firm napery hems. 3. Hem napkins

14. To test for all cotton.

or

15. To test for all linen.

Make draperies

16. To darn table linen.

or

Make a luncheon set.

(This may be started in class
and finished as a home problem)

4. Darn table linen.

90-minute periods, 5 days per week, for 18 weeks.

Skills

Suggested Problems

17. To sew with increasing rapidity.

18. To work with sheer material.

19. To design a simple party dress for self.

20. To model a pattern on a person or form.

21. To adapt a commercial pattern to the style suitable for self.

5. Make a dress of cotton or linen material suitable for school or one suitable for a simple party.

Judge finished article:

(a) selection of material

(b) selection of design

(c) workmanship

(d) suitability to wearer

Exhibit of semester's work.

90-minute periods, 5 days per week, for 18 weeks.

<u>Skills.</u>	<u>Suggested Problems.</u>
All skills listed in grades 7, 8 and 9, and in addition the following:	
1. To regulate both tensions	1. Make a middy suit of either cotton or silk.
2. To put cuffs on a shirt sleeve.	Judge finished article:
3. To calculate the total cost of a garment before buying the material.	(a) selection of material
4. To put in a middy yoke.	(b) selection of design
5. To put in a front facing in a middy.	(c) workmanship
6. To sew flat braid on a collar and cuffs.	(d) suitability to wearer
7. To make a bound button hole.	2. Plan a wardrobe for a high school girl of average financial circumstances.
8. To make a set-in pocket.	3. Exercises in shopping.
9. To make arrow head tacks.	Have the girls see what they can buy with \$10, \$15, \$20, etc.
10. To fit a garment correctly.	
11. To measure correctly for pleats and spaces.	
12. To recognize real silk.	
13. To recognize fiber silk.	

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested Problems
	:
	:
	:
	:
	:
	:
	:
	:
	:
	:
	:
14. To recognize all wool.	4. Make a wool dress.
15. To launder correctly cotton, linen and wool.	Judge finished article:
16. To launder hose correctly:	(a) selection of material
(a) cotton (d) colored	(b) selection of design
(b) silk (e) white	(c) workmanship
(c) wool	(d) suitability to wearer
17. To hang a skirt correctly.	
18. To press wool garments.	
19. To alter a ready-made wool dress.	
20. To dye a garment or house- hold materials.	

90-minute periods, 5 days per week, for 18 weeks.

Skills.	Suggested Problems
21. To adapt to one's particular type the fashions of the days so that one will not look "queer" or out of place.	: : : : :
22. To plan a garment for a child.	: 5. Make a garment for a child : from a grown person's garment
23. To renovate a wool garment.	: or otherwise utilize good mat-
24. To make over a wool garment.	: erial in discarded garments.
25. To plan a wardrobe for a child.	: Judge finished article: : (a) selection of material : (b) selection of design
26. To retrim a hat.	: (c) workmanship
27. To renovate a hat.	:
28. To make a hat frame.	: 6. Make a hat for self.
29. To cover a hat frame.	: Judge finished article:
30. To make a hat lining.	: (a) selection of material
31. To put in a hat lining.	: (b) selection of design
32. To study the contour of the	: (c) workmanship
face when making or selecting	: (d) suitability to wearer
a hat for self.	:
	:
	:
	:

90-minute periods, 5 days per week, for 18 weeks.

Skills	Suggested Problems
33. To plan a wardrobe for an infant.	7. Make a layette. (One layette may be made by the class, every student doing some work on it.)
34. To sew on fine lace by hand.	

The last three problems will depend upon the time allowed and the ability of the class. Those students who are of superior ability should be permitted to do as much as they can do well.

If possible the whole layette should be made and the information thoroughly discussed.

A majority of the girls go from high school into homes of their own and need to know these things.

Problem 5 can easily be used as a home problem.

TENTH GRADE

Habits	Information
All habits listed in grades 7, 8 and 9, and in addition the following:	All informations listed in grades 7, 8 and 9 and in addition the following:
1. To present a neat, pleasing appearance at all times.	1. To know when to wear a middy suit.
2. To dress within her share of the family income.	2. To know how to test for silk.
3. To dress according to the principles of good clothing selection.	3. To know how to test for wool.
	4. To know the characteristics of the various fibers.
	5.*
	6. To know how to apportion budgets.
	7. To know how to keep accounts.
	8. To know how to plan a wardrobe from the standpoint of economy, beauty, and durability.
	9. To understand the effect of marketing conditions on the cost of clothing.
	10. To know how to give proper summer care to winter clothing.
	5. To know the source of the various fibers.

TENTH GRADE

Habits	Information
4. To practice economy by utilizing used material which is in good condition.	
5. To wear only those hats which are becoming in style and color.	14. To know the style and color of hat becoming to self.
6. To have hat harmonize with costume.	

TENTH GRADE

Habits	Information
	: 11. To know how to give proper : winter care to summer clothing. : 12. To know the following facts : concerning ten standard silk : materials: : (a) name : (b) approximate price : (c) width : (d) dangers of adulteration : (e) various qualities : (f) uses
	: 13. To know the following facts : concerning ten standard wool : materials: : (a) name : (b) approximate price : (c) width : (d) various qualities : (e) dangers of adulteration : (f) uses

TENTH GRADE

[illegible]

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