

A STUDY IN CONSTRUCTING  
GUIDE SHEETS FOR USE IN TEACHING  
NINTH GRADE CLOTHING THROUGH PROBLEMS

by

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## INTRODUCTION

One of the most important aims in education is the encouragement and guidance of our pupils in independent thinking. Dr. Bosic of Columbia University says "we cannot expect students to leave our high schools as self reliant, independent young people, if for twelve years they have leaned upon others and have been guided in every thought and action".

This statement sets forth a challenge to educators today. Success in life lies in the ability to make adjustments and to solve problems as they arise. This places a responsibility upon our schools, first in the content of the curriculum, second in organization of the subject matter, and third in methods of teaching.

Courses offered should be planned to meet the present needs and interests of the students. The subject matter should be so organized and presented that it encourages effort and independent thinking on the part of the pupils rather than the mere acceptance of facts found in textbooks.

The use of the unit plan of organization, the determining of the essential unit principles, and the use of problems and guide sheets are means of developing thinking in pupils.

While many teachers have been using problems in their teaching, little has been done in unit-principle-problem organization of courses or in the construction and use of guide sheets. Coon (1927) made a study in determining the essential science principles for a course in Science Related to the Home. Problems were suggested for many of the principles, but no attempt was made to organize the principles and problems into a course of study.

Justin and Rust (1928) have made a study of the unit-principle-problem organization of a high school course in Home Living but the development of guide sheets was not included.

Pieper and Beauchamp (1924) developed a guide book for pupils in Seventh and Eighth Grade Natural Science. This is made in a series of guide sheets which aid in the directing of the pupils study. They have published a book for Junior High School Science (1925) which is organized on the unit-principle-problem basis. This text is the result of a number of years experimentation and study with high school students.

Instruction sheets for individual instruction came into use during the war. These have been used in industry, part-time and evening schools, and in the day schools. They are much used in the army and in the Veterans Bureau. These sheets state somewhat definitely the method of procedure to be followed, and do not always give the learner opportunity to exercise his own judgment and to develop initiative. The guide sheet is a further development of the instruction sheet and its purpose is to develop thinking in the pupil.

A realization of the need of more effective teaching in high school clothing classes brought about this study. The desire to organize and arrange a course in

high school clothing that would encourage independent thinking in pupils resulted in the development of this course in ninth grade clothing which is on the problem basis.

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#### METHOD AND PROCEDURE

In making a study of this type, it was necessary to determine what subject matter should be included in the course. It was decided to use for a basis the Minimum Essentials for Ninth Grade Clothing and Textiles as established by the Textile Section of the American Home Economics Association. This study covers a period of four years during which time, two hundred items of information and construction were checked by several thousand

homemakers and ninth grade girls. The results were tabulated and the following list of minimum essentials was formulated:

MINIMUM ESSENTIALS FOR TEXTILES AND CLOTHING

As Determined by the Textile Section of the  
American Home Economics Association

Hand Sewing.

1. Use a thimble
2. Keep a good posture while sewing

Use:

3. Back stitch
4. Basting
5. Combination stitch
6. Slant hemming
7. Vertical hemming
8. Overcasting
9. Overhanding
10. Running
11. Slip stitch
12. Blanket stitch
13. Chain stitch
14. Cross stitch
15. Feather stitch
16. French knot
17. Lazy daisy
18. Outline stitch

Decide on:

19. Size of thread to use
20. Size of needle to use

Sewing Machines.

## Use machine:

21. Throw machine out of gear
22. Wind bobbin
23. Thread upper and lower threads
24. Prepare for stitching
25. Treadle rapidly
26. Treadle with least weariness
27. Hold material when stitching
28. Remove work from machine
29. Adjust length of stitch
30. Adjust tension
31. Adjust band
32. Replace needle
33. Oil machine
34. Clean machine

## Use attachments:

- 34½. Binder
35. Hemmer
36. Ruffler

## Decide:

37. Size of needle to use
38. Size of thread to use
39. Cause of poor stitching
40. Cause of hard running machine
41. Whether to buy foot power or electric machine

## Decide whether to use hand or machine sewing for:

42. Hem in cotton dress
43. Neck of undergarment
44. Attaching lace to underwear
45. Finishing a binding
46. Gathering
47. Sewing in place a facing that covers seam joining collar to dress

## Have need for knowing:

48. Names of parts of machine
49. Use of different parts

Construction Processes.

50. Attach band
51. Attach skirt to lining
52. Cut bias
53. Join bias
54. Make bias binding
55. Make straight binding
56. Make bias facing
57. Make fitted facing
58. Model collar
59. Make collar
60. Attach collar
61. Match plaids, stripes, checks or figured material
62. Mitre square corner
63. Join lace

## Fasteners:

64. Bound buttonholes
65. Forged buttonholes
66. Hooks and eyes
67. Thread eyes
68. Loops
69. Snaps
70. Sew on buttons

## Hems:

71. Make plain hem
72. Establish hem line on skirt
73. Make damask hem
74. Make hem on inward curve
75. Make hem on outward curve
76. Make rolled hem

## Plackets:

77. Continuous bound
78. Bound and faced
79. Hemmed
80. Two-piece (lap)

Pockets:

81. Decide on size and location
82. Make patch pocket
83. Make slash pocket
84. Trim pocket

Seams:

85. Flat fell, hemmed
86. Flat fell, stitched
87. French seam

Plain seam finished by:

88. Binding
89. Overcasting
90. Pinking
91. Turning edge under and stitching

Sleeves:

92. Establish armseye
93. Test pattern
94. Make sleeve
95. Finish at bottom
96. Set into armseye

Repair Processes.

97. Darn stockings
98. Make hemmed patch
99. Make stitched patch
100. Make 3-cornered darn
101. Reinforce worn parts

Fabrics.

Recognize and know width, price, and uses of

102. Basket weave cloth
103. Batiste
104. Cambric
105. Chambray
106. Cheese cloth
107. Crash
108. Crepe

- 109. Dimity
- 110. Dress linen
- 111. Handkerchief linen
- 112. Galatea
- 113. Gingham
- 114. Indian head
- 115. Kindergarten cloth
- 116. Longcloth
- 117. Nainsook
- 118. Organdie
- 119. Outing flannel
- 120. Percale
- 121. Pique
- 122. Ratine
- 123. Romper cloth
- 124. Sateen
- 125. Soisette
- 126. Unbleached muslin
- 127. Voile

Consider relation of character of yarn and texture  
of fabric to:

- 128. Method of handling in construction of  
garment (e. g. Does it fray easily?)
- 129. Durability (e. g. Is it firmly enough  
woven to keep its shape? Is yarn  
tightly enough spun to stand hard  
wear?)
- 130. Care (e. g. Can fabric be boiled? Will  
it spot easily?)

Know how to:

- 131. Shrink material
- 132. Test for fastness of color

Recognize and know how to decide on desirability of  
trimmings, considering appearance, laundering,  
use, and cost:

- 133. Rickrack
- 134. Braids
- 135. Embroidery
- 136. Laces
- 137. Commercial bias
- 138. Tatting
- 139. Crocheting

### Drafting.

140. Kimono night gown
141. Kimono one-piece dress
142. Ability to cut pattern from made-up garment

### Use of Commercial Patterns.

143. Take measurements
144. Interpret symbols (markings on patterns)
145. Test patterns
146. Calculate amount of material needed for garment

Know approximate measurements for:

147. Bust
148. Width of back
149. Width of front
150. Waist
151. Hip
152. Shoulder
153. Length of sleeve
154. Armscye
155. Length from shoulder to floor

Alter patterns:

156. To change size
157. For round shoulders
158. For flat chest
159. To change design

### Fitting.

Know when to fit:

160. Right side out
161. Wrong side out

Know how to:

162. Place pins in fitting
163. Alter size of garment

Make adjustments for:

164. Sloping shoulders
165. Square shoulders

166. Round shoulders
167. Wrinkles at shoulder seams
168. Skirt that sticks out in front
169. Sleeve that draws
170. Sleeve that twists on the arm

#### Children's Clothes.

Know materials suitable for:

171. Layette
172. Underwear
173. Rompers
174. Dresses

Know types of patterns that are:

175. Easily constructed
176. Easy to launder
177. Easily kept in repair

#### Laundering And Cleaning.

Cleaning:

178. Cotton undergarments
179. Wool undergarments
180. Silk undergarments
181. Cotton or linen dress
182. Silk dress
183. Wool dress
184. Cotton blouse
185. Silk blouse
186. Silk scarf
187. Cotton hose
188. Silk hose
189. Wool hose
190. Neckwear

Ironing and pressing:

191. Cotton garments
192. Table linen
193. Wool garments

Have need for knowing names and uses of cleaning agents:

194. Soap
195. Soap flakes

196. Ammonia
197. Washing powders
198. Gasoline
199. Carbona or similar cleaning fluid

Budgets And Accounts.

200. Decide on number of articles of clothing needed
201. Decide on what to pay for different articles
202. Keep simple accounts of expenses

The unit which has been found a satisfactory division for the organization of subject matter was used in this course of study. The unit (Morrison 1926) is a comprehensive and significant aspect of the environment, or of an organized science capable of being understood, rather than being merely memorized. There are certain essentials that must be kept in mind in determining the unit. The unit is complete in itself; the nature of the unit will determine its length. It should be so stated that it does not require further explanation. The unit should also indicate to some extent the learning product that is sought. The unit must require the mastery of the principles essential to the understanding of the unit.

In formulating this course of study, thirteen units of varying lengths were chosen. These were based on the Minimum Essentials for Textiles and Clothing and were stated according to the standard of the unit as determined for this study. These units were checked by two persons, one from the Division of Home Economics and one from the

Department of Education, and restated in accordance with the checking. The units were then checked with the Minimum Essentials for Textiles and Clothing to see that all items were included.

The principles based upon the aims, unit and minimum textiles essentials were stated for each unit. These were checked by two persons and restated. A principle (Coon 1927) as used in this study, is the statement of an underlying fact that governs our procedure. Synonomous terms for principles are ideas or understandings. These principles are stated in the form of complete thoughts or ideas. They are the subject matter of the unit which was formerly expressed in outline form by one or two words. They set definite goals to be attained and enable the teacher to do direct teaching.

The principles are not taught directly as such but are taught through problems which are typical of those met in actual life. The problem should create interest and a desire on the part of the pupil to find its solution. A problem (Douglas 1926) exists when confusion or doubt is raised in the mind of the pupil in such a manner as to challenge its solution. A problem should stimulate thinking, when this is not done, a problem does not exist. A question requiring an answer of "yes" or "no" words or an answer merely from memory is not a problem.

Problems through which the essential principles can be taught were established for each unit. These were planned with the interests, needs and capacities of the Ninth Grade girl in mind.

In solving a problem there are certain ideas and facts which are necessary to be understood in order to solve the problem. These are called teaching points (Allen 1919). They are little principles and are similar to the unit principles but are smaller in scope. They, too, are expressed in terms of complete thoughts and indicate definitely the ideas to be taught. Teaching points for each problem in the course were determined. The problems and teaching points were checked by two persons, one from the Division of Home Economics and one from the Department of Education and restated in accordance with the checking.

Since one purpose of formulating a course of study in clothing on the unit-principle-problem basis has been to develop thinking, personal initiative, and self-confidence on the part of the pupil, a plan whereby the pupil could be guided in solving the problems herself was necessary. Instruction sheets consisting of a page of printed instructions were not satisfactory in that they served only to give directions for work and stimulated very little, if any, thinking on the part of the pupil. Guide Sheets which

direct the pupil's thinking and which help her solve the problem at hand are proving satisfactory and desirable in teaching by the problem method. A guide sheet for one problem in each unit was planned. Different types of problems were selected in order to show a variety of guide sheets and their use.

THE COURSE OF STUDY  
NINTH GRADE CLOTHING  
Two Semesters

The Aims.

1. To develop in the girl an understanding of the principles of clothing and art which she will use in her home.
2. To help her apply these principles by solving problems which are typical of those she will meet in everyday life.
3. To give her sufficient skill to enable her to select, make and care for plain underwear, household linens, wash dresses and children's clothing.
4. To teach her to use and care for the sewing machine and sewing equipment.
5. To enable her to select, interpret, test and alter simple patterns.

6. To develop ability in the girl to recognize the common textile fabrics and to know their important qualities.

7. To help the girl understand the importance of economical practices in regard to her clothing.

8. To develop in the girl a desire to keep account of her expenditures.

9. To help the girl to understand the relation of clothing to health and comfort.

10. To help the girl to secure satisfaction in wearing becoming, well made inexpensive garments.

11. To develop in the girl, desirable standards of personal appearance and cleanliness.

12. To create in the girl an interest in her home and a desire to do her part in its maintenance.

13. To create in the girl a desire for further study in clothing.

The Units.

I. How to use and care for our sewing machine and equipment.

II. How to select and construct a kimono gown.

III. How to select and make bloomers.

IIa. and IIIa. How to select and make a pajama suit.

(IIa and IIIa may be substituted for II and III).

- IV. How to obtain the greatest services from our clothing.
- V. Remembering our friends at Christmas time.
- VI. How to select and make a dress slip.
- VII. How to select and make a kimono.
- VIII. How to launder and clean our clothing and household linens.
- IX. How to plan our clothing expenditures.
- X. How to dress becomingly.
- XI. How to select and make a wash dress.
- XII. How to select and make a child's dress.
- XIII. How clothing is related to our health and comfort.

#### THE UNITS AND PRINCIPLES

##### UNIT I

###### Two to Three Weeks

How to use and care for our sewing machine and sewing equipment.

1. An understanding of the principal parts and the operation of the machine is necessary to use the machine intelligently.
2. A correct position at the sewing machine adds to the comfort and convenience of the worker.
3. The worker learns to use the machine through

practice in its operations.

4. There are definite causes of difficulty in the use of the sewing machine.

5. The successful operation of the machine depends upon learning how to overcome these difficulties.

6. Certain sewing equipment is necessary for efficient work.

## UNIT II

### Three to Four Weeks

How to select and make a kimono gown.

1. Materials of soft texture, which are durable, attractive, easily handled and laundered, light in weight and comparatively inexpensive, are suitable for a gown.

2. A recognition of materials and a knowledge of the qualities of materials which are suitable for gowns aid us in the selection.

3. White or delicate tints are pleasing colors for a gown.

4. A drafted pattern is desirable to use in making the kimono gown.

5. The French seam is the best seam for the gown.

6. Suitable finishes for the neck and sleeves are bindings, facings and hems.

7. Trimming for gowns should be in keeping with the material, style and use of the gown.

8. Care in handling material makes possible a clean finished garment.

9. Careful pressing and correct folding adds to the appearance of the garment.

### UNIT III

#### Three Weeks

##### How to select and make bloomers.

1. Materials of light or medium weight which are durable, soft in texture, easily handled and laundered and reasonable in cost are suitable for bloomers.

2. A commercial pattern is desirable to use for bloomers.

3. A stitched fell seam should be used in making bloomers.

4. The top and leg of bloomers are finished with a hem, facing or band.

5. Openings at the hips or legs should be finished with plackets.

6. Care in pressing and folding adds to the appearance of the finished garment.

## UNIT IIa AND IIIa

## Four to Five Weeks

How to select and make a pajama suit.

1. Materials of light and medium weight which are durable, of firm weave, soft in texture, easily handled and laundered, and reasonable in cost, are suitable for pajamas.

2. Colored and figured materials and combinations of these materials make attractive pajamas.

3. A drafted pattern is desirable for the upper part of the pajama; a commercial pattern is better for the trousers.

4. A French or stitched fell seam should be used for the upper part of the pajamas; a stitched fell seam should be used in making the trousers.

5. Suitable finishes for the neck and sleeves are bindings, facings and hems.

6. The bottom of the upper part of the pajamas and the top and the leg of the trousers should be finished with a hem, facing or band.

7. Trimmings for the pajamas should be in keeping with the style and type of garment.

8. Careful pressing and correct folding adds to the appearance of the finished garment.

#### UNIT IV

##### One to Two Weeks

How to obtain the greatest service from our clothing.

1. The service of clothing is increased by proper care of clothing.

2. Care of clothing includes: brushing, airing, pressing, proper hanging and folding, and repair.

3. Repair of clothing consists of: restitching, ripped seams, replacing worn parts, sewing on fasteners, darning and patching.

4. Clothing should be repaired at the first sign of wear.

5. Careful workmanship is necessary for successful repair of clothing.

#### UNIT V

##### One to Two Weeks

Remembering our friends at Christmas time.

1. The true spirit of Christmas involves thinking of others.

2. The custom of exchanging gifts at Christmas time is beautiful if properly observed.
3. Gifts should be carefully planned or chosen for each individual.
4. Making our gifts is a desirable practice because it represents time and thought spent in an effort to please our friends.
5. Christmas packages are made more attractive through special care in wrapping.
6. Our friends' remembrance should give us joy.
7. The donor should always receive pleasure from giving.
8. Our Christmas joy often is increased through the remembrance of some less fortunate person.

#### UNIT VI

##### Two to Three Weeks

How to select and make a dress slip.

1. Materials of light or medium weight which are durable, soft in texture, easy to work with, and launder, and reasonable in cost are suitable for a slip.
2. The color selected depends upon individual preference and the type of the slip to be made.

3. It is wise economy to make the pattern for the slip.
4. The French seam is a desirable seam for the slip.
5. Finishes used are determined by the kind of material and the type of the slip.
6. Care in pressing and folding adds to the appearance of the finished garment.

#### UNIT VII

##### Three to Four Weeks

How to select and make a kimono.

1. Materials which are suitable for kimonos are plain and printed crepes, outing flannel, corduroy and certain rayon fabrics.
2. Many lovely color combinations are possible in making a kimono.
3. The kimono is similar in line to the kimono gown.
4. In making a kimono, time is saved if a commercial pattern is used.
5. The types of seams and finishes chosen depend upon the pattern and materials selected.
6. Careful pressing and correct folding add to the appearance of the finished garment.

## UNIT VIII

### One to Two Weeks

How to launder and clean our clothing and household linens.

1. Keeping clothing clean and well laundered adds to the appearance, increases the wearing qualities and renders them hygienic and comfortable.
2. Careful laundering of household linens preserves their good appearance and increases their wearing qualities.
3. Good methods are necessary for successful laundering and cleaning.
4. Prompt action is essential in the removal of stains.
5. Adequate supplies are essential for good results.

## UNIT IX

### One to Two Weeks

How to plan our clothing expenditures.

1. The clothing budget is an aid in the planning of clothing expenditures.
2. A clothing budget consists of a plan for future clothing expenditures in consideration of money to be spent

and clothing on hand.

3. The proportion of the income allowed for clothing varies with the amount of the income.

4. A study of past expenditures or model budgets may serve as a basis for the beginning of a clothing budget.

5. A clothing budget should be planned for a definite period of time.

6. The proportions spent for the different items of clothing are determined by the needs, interests and desires of the individual.

7. A clothing budget to be of value must be followed.

8. The following a clothing budget aids in successful financial management and the best choice of our clothing.

#### UNIT X

##### Two Weeks

How to dress becomingly.

1. Wearing becoming clothing should be the desire of everyone.

2. Becoming clothing gives satisfaction, pleasure, poise and assurance to the wearer.

3. Becoming clothing harmonizes with the personality of the wearer and emphasizes her best points in line, texture and color.

4. Becoming clothing is suitable and appropriate to the wearer, the occasion and the income.

5. Becoming clothing conforms to the principles of design.

6. An understanding of the principles of design aids in the selection of becoming clothing.

7. Becoming clothing may be obtained with a small expenditure of money.

#### UNIT XI

##### Four Weeks

###### How to select and make a wash dress.

1. The design chosen for a dress should be becoming, appropriate and in good taste.

2. Material for a wash dress should be durable, easily laundered and cared for, becoming in color, suitable in design and reasonable in cost.

3. The choice of pattern depends upon the purpose and type of the dress.

4. Careful fitting is essential for a satisfactory dress.

5. The choice of seams and finishes depends upon the design of the dress and the kind of material used.

6. Trimmings and certain finishes serve as decorations and should be carefully planned and well made.

7. Careful pressing during construction is an essential of good workmanship.

#### UNIT XII

##### Four Weeks

###### How to select and make a child's dress.

1. Materials for a child's dress should be durable, easily handled and laundered, suitable in color and design and reasonable in cost.

2. Children's garments should be comfortable and should meet the requirements of health and hygiene.

3. The design chosen should be attractive and suitable to the type of dress and age of child.

4. A commercial pattern is a valuable aid in making children's garments.

5. The French seam and the stitched fell seam are desirable to use in children's garments.

6. Children's garments should be well constructed in order to be serviceable.

7. The finishes of children's garments should be durable and well made.

8. The finishes of children's garments are determined by the age of the child and the type of garment.

9. Trimmings should be simple and in keeping with the garment.

10. Careful pressing and folding add to the appearance of the finished garment.

## UNIT XII

### One-Week

How clothing is related to our health and comfort.

1. Hygienic clothing contributes to health.

2. The hygiene of clothing deals with the relation of clothing to the body in regard to cleanliness, absorption, ventilation, temperature and freedom of movement.

3. Clothing should protect the body and help to conserve body heat.

4. The warmth of clothing depends upon the type of weave and the conductivity of its fibers.

5. Undergarments should be of materials that are easily cleaned, porous and capable of absorbing body moisture.

6. Under and outer garments that keep the body unrestricted in movement, dry, clean, well ventilated and at a constant temperature should be chosen.

7. The amount of clothing worn depends upon the climate, age, work, and the state of health of the individual.

8. Frequent bathing and changes of underclothing and suitable outside clothing aid in keeping the body in a state of health.

### THE PROBLEMS AND TEACHING POINTS

#### UNIT I

##### Two to Three Weeks

How to use and care for our sewing machine and sewing equipment.

Problem I. How shall I choose my sewing equipment.

Teaching points:

1. Good equipment enables the individual to work efficiently.

2. Care should be taken in the selection of proper tools for sewing.

3. The tools necessary for use in sewing are: scissors, tapeline, needles, emory bag, pincushion, pins, thread, thimble and sewing box or basket.

Problem II. How shall I sit at the machine?

Teaching points:

1. A comfortable, convenient position for work at the machine should be taken.

2. A chair of proper height should be selected and placed the correct distance from the machine.

3. The worker should sit erect and well back in her chair with both feet placed flat on the treadle of the machine.

4. The proper position of the feet on the treadle aids in treading the machine easily and smoothly.

5. The position should be such that the light falls directly on the work.

Problem III. How can I learn to use the sewing machine?

Teaching points:

1. Naming and locating the parts of the sewing machine which are used in learning to operate it, is important.

2. Practice in treading will enable me to run the machine easily and smoothly.

3. Forming correct habits of starting and stopping the machine is necessary.

4. Threading the machine, winding, threading and placing the bobbin are processes that require thorough mastery.

5. The relation of tension to the making of a good stitch should be understood.

6. It is important to learn to regulate the

the length of stitch.

Problem IV. How can I adjust the machine to eliminate causes of faulty stitching?

Teaching points:

1. Many difficulties in using the machine may be overcome if the proper method is used.

2. The breaking of the upper thread is due to improper threading of machine, tight tension, a faulty needle or some worn part of machine.

3. The skipping of stitches is due to some fault in needle or use of wrong size of thread.

4. The breaking of the needle may be due to improper selection of needle, loose presser foot, pulling of material as it passes under presser foot.

5. The puckering of material is due to blunt needle, improper tension or length of stitch, too much or too little pressure on presser foot.

6. Looped stitches are caused by an improper tension.

7. Improper feeding may be due to i proper pressure for material, a worn feed dog, a blunt needle or trouble with stitch regulator.

Problem V. Pillow cases and towels afford an opportunity for practice in basting and machine stitching. How shall I plan and make a tea towel and pillow case.

Problem V. Pillow cases and towels afford an opportunity for practice in basting and machine stitching. How shall I plan and make a tea towel and pillow case?

Sub-Problem: a. How shall I plan and make a tea towel?

Teaching points:

1. A flour or sugar sack is desirable to use for a tea towel.

2. The edges of a tea towel should be straightened by pulling threads.

3. The edges of the tea towel are finished by making a hem, the first fold of which is one-eighth to one-fourth inch deep, second fold, one-fourth to three-eights inch deep.

4. The hem is basted in place, pressed and stitched close to the edge on the sewing machine.

5. The corners should be carefully finished.

6. Basting threads should be removed, machine threads tied and clipped and the towel neatly pressed and folded.

Sub-Problem: b. How shall I plan and make my pillow case?

Teaching points:

1. Materials suitable for pillow cases are muslin, cambric, Indian head, pillow tubing or sheeting.

2. The amount of material for a pillow case should be carefully estimated.

3. The material should be straightened by pulling a thread or tearing.

4. A plain overcasted seam is a satisfactory seam.

5. The width of the hem depends upon the size of the pillow case and personal taste of the individual.

6. The steps in making the hem are:

(1). Turn first fold to wrong side one-fourth inch and crease.

(2). Turn second fold to wrong side the desired width of hem and crease.

(3). Pin the hem in place so that the threads of the hem are straight.

(4). Baste on the edge of the hem.

(5). Stitch on sewing machine close to upper edge of hem.

7. A pleasing decoration consists of running a colored embroidery thread through the lengthened sewing machine stitch of the hem.

8. Care in finishing will help to insure a well made pillow case.

Problem VI. What care shall I give to the sewing machine.

1. The machine in order to do good work should be kept clean and well oiled.

2. Loose parts should be tightened and weak parts repaired at first sign of wear.

3. Care should be taken in using the machine that the parts are not strained unnecessarily.

4. The belt should be removed and several thicknesses of cloth placed under the presser foot when the machine is not in use.

5. The head of the machine should be lowered or covered when not in use.

6. The head of the machine should be lowered slowly.

## UNIT II

### Three to Four Weeks

How to select and construct a kimono gown.

Problem I. What shall we consider in selecting materials for our night gown?

Teaching points:

1. Materials for a gown should be of soft texture, light in weight, easily handled and laundered.

2. Materials for a gown should be durable, attractive, and comparatively inexpensive.

3. The choice of material depends upon the design chosen, the use of gown, the money to be spent, and the personal taste of the wearer.

4. Muslin, longcloth, cambric, nainsook, cutting flannel and crepe are suitable materials for a gown.

Problem II. What determines the choice of design for our gown.

Teaching points:

1. The type and use of gown helps to determine the design.

2. The material chosen influences the choice of design.

3. The ease of laundering may affect the choice of design.

4. Personal tastes and prevailing fashion are important considerations.

5. Season and climate may influence the choice of design.

Problem III. Commercial patterns are expensive, how can we make our own pattern?

Teaching Points:

1. The measurements needed are: bust measure, garment length, shoulder to bust, sleeve length, sleeve width and width at bottom.

2. The measurements must be taken accurately.

3. Directions for making the pattern must be followed carefully.

4. Accuracy in the construction makes possible a good fitting pattern.

Problem IV. What procedure shall we follow in cutting out our gown?

Teaching points:

1. The material should be well pressed and folded.

2. Any changes and alterations in the pattern should be marked on the pattern.

3. The pattern should be placed carefully and securely on the material.

4. Cutting should follow the cut edge line of the pattern.

5. Center front and center back should be marked with long guide basting the entire length of the gown.

6. The pattern should be removed, folded and put away.

Problem V. How shall we make the seams in our gown?

Teaching points:

1. The seams should be neat, durable and easily made.

2. The french seam is a desirable one to use.

3. A french seam has no raw edge. It has one

stitching which shows and is not wider than one-fourth inch when finished.

4. Careful basting and trimming of raw edges and straight stitching make possible a good French seam.

5. The method of making a French seam is:

(1). Place wrong sides together and baste on the finished seam line.

(2). Stitch one-fourth inch outside the basting line.

(3). Trim material to one-eighth inch of the stitching.

(4). Turn seam to wrong side and press with thumb.

(5). Baste one-fourth inch from edge of seam stitch just inside or outside the basting line.

(6). Remove bastings and press.

Problem VI. How shall we finish the neck and sleeves of the gown?

Teaching points:

1. The neck line should be made the desired shape.

2. A true bias is a good finish.

3. It is economy to make the bias facing.

4. The facing should be basted and carefully pressed so that it will fit smoothly.

5. A good method in facing an edge is:

(1). Baste facing to the garment one-fourth inch from edge.

(2). Stitch just outside basting.

(3). Turn facing to other side, crease, baste one-eighth inch from stitched edge.

(4). Turn under to desired width and baste in place.

(5). Press, stitch and remove basting.

6. When the facing is turned to the right side of the material the second stitching should be done on the machine; when facing is turned to the wrong side the second stitching should be done by hand.

7. The bias facing is a good finish for the sleeve.

8. A neat even hem or a straight facing can be used in furnishing the sleeves if the edge is straight.

Sub-Problem: a. How shall we make our bias facing?

Teaching points:

1. A good method for cutting true bias facing is:

(1). Fold material with warp threads parallel to filling threads.

(2). Press and cut on fold or mark on the fold with tailor's chalk on the wrong side of material.

(3). Mark lines the desired width of the bias parallel to the first one.

(4). Cut on marked lines.

2. Bias strips should be joined so that the edge of the bias is a continuous regular line at the joining.

Problem VII. How shall we hem our gown?

Teaching points:

1. The length of the garment should be determined and the turning edge of the hem carefully marked.

2. Such changes should be made in the marked line as are necessary to make the lower edge of the hem an even curve.

3. The hem should be turned to the wrong side of material on the marked line and basted in place at the lower edge of the hem.

4. Using a gauge, the hem should be trimmed evenly and the edge turned under one-fourth inch.

5. The edge of the hem should form an even continuous line.

6. The hem should be carefully basted in place, pressed and stitched close to the upper edge of hem.

7. The bastings should be removed and the hem pressed.

Problem VIII. How can we keep our garment clean while

working with it.

Teaching points:

1. The top of the table should be clean or covered with paper before beginning work.
2. The sewing machine should be free from dust or from oil that might drop on the garment.
3. Our hands must be washed before we begin to sew.
4. Garments should be carefully folded and put away at the close of the period.
5. A sewing apron is an aid.

Problem IX. How shall we press and fold our gown when finished?

Teaching points:

1. The gown should be pressed to remove wrinkles and creases and to improve the appearance of finishes and trimmings.
2. The material of the gown should be moistened with a damp cloth and pressed with a hot iron.
3. The gown should be folded in the shape of a rectangle with the most attractive part of gown showing.

Problem X. What points shall we consider in judging our gown?

Teaching points:

1. The choice of material and the design should

be considered.

2. The workmanship should be considered.
3. The method of work should be considered.
4. The time used should be considered.
5. The appearance of the finished garment should be considered.

### UNIT III

#### Three Weeks

Problem I. Why are bloomers a part of every girl's wardrobe?

Teaching points:

1. Bloomers permit freedom of movement.
2. Bloomers are comfortable.
3. Bloomers enable one to wear fewer garments.
4. Bloomers are a means of protecting the body.
5. Bloomers are fashionable at the present time.

Problem II. How shall I select the materials and the pattern for my bloomers?

Teaching points:

1. Materials of light or medium weight which are durable, soft in texture, easily handled and laundered, and reasonable in cost are suitable for bloomers.
2. Some suitable materials for bloomers are:

gingham, percale, sateen, satinette, lingerie cloth, muslin, mainsock, lengcloth and crepe.

3. The choice of material will depend upon the type, cost of the bloomers, and personal taste of the wearer.

4. The choice of pattern depends upon the type of bloomers desired and the figure of the girl.

5. The bloomer pattern should be the correct size.

Problem III. How shall I become acquainted with my pattern in order to use it intelligently?

Teaching points:

1. All printed material with the pattern should be carefully read.

2. All directions on the envelope and the pattern guide should be studied.

3. Every piece of the pattern should be identified.

4. A study of all pattern markings should be made.

5. Measurements should be checked and alterations made and marked.

Problem IV. What procedure shall I follow in cutting out my bloomers?

Teaching points:

1. Care should be taken in folding material and placing pattern.

2. The pattern should be pinned securely on the material.

3. Cutting should follow the cut edge line of the material.

4. All necessary markings should be made on the materials before the pattern is removed.

5. The pattern should be removed, replaced in envelope and put away.

Problem V. How shall I put my bloomers together?

Teaching points:

1. The cut pieces should be folded and fitted together as the pattern indicates.

2. The back of the bloomers should be longer than the front.

3. It is good practice to sew the leg seams of the bloomers first and to make the crotch seam in one continuous line.

4. Care should be taken that the leg seams meet exactly at the joining.

5. Basting of both leg and crotch seams should proceed from the crotch.

Problem VI. How shall I finish the seams in my bloomers?

Teaching points:

1. The stitched flat fell seam should be used for bloomers.

2. The stitched fell seam has no raw edges, has two parallel machine stitchings on the right side of the garment and is easily laundered.

3. The method of making a stitched flat fell seam is:

(1). Place the two wrong sides of material together.

(2). Baste and stitch on the seam line.

(3). Remove bastings.

(4). Trim under edge one-eighth inch from stitching.

(5). Turn under top edge making seam one-fourth to three-eights inch finished.

(6). Crease edges flat in direction seam is to be turned.

(7). Baste and stitch seam flat through the three thicknesses of the material parallel to the first stitching.

(8). Remove bastings and press seam.

Problem VII. How shall I finish the top and legs of the bloomers?

Teaching points:

1. The top of the bloomers may be finished with a bias or shaped facing, a fitted yoke, a hem, or band.

2. A satisfactory finish for the top and legs of bloomers is a hem or facing which holds an elastic.

3. Garment bias may well be used for facing bloomers.

4. The casing should carry the elastic nicely and yet be close fitting.

5. A band or belt requires a placket in the bloomers.

Sub-Problem: a. How shall I make a placket for my bloomers?

Teaching points:

1. The placket opening at the side should be cut straight with the thread of the material to a depth of eleven inches.

2. A continuous, bound or tailored placket may be used.

3. The strips used in making the placket should be cut lengthwise of the material.

Sub-Problem: b. How shall I put a band on my bloomers?

Teaching points:

1. A band should be cut lengthwise of the material.

2. If two plackets are used, the belt should be made in two pieces.

3. If the band is turned to the wrong side of garment, the last stitching should be by hand; if turned to right side of garment, last stitching should be done by machine.

Sub-Problem: c. How shall I make a buttonhole?

Teaching points:

1. The fan-and-bar type of buttonhole is satisfactory to use on garments where there is strain.

2. The fan placed at the outside end provides room for the button to rest, the bar holds the sides together and prevents gaping.

3. The buttonhole should be cut at right angles to the edge of the closing if there is strain.

4. The buttonhole should be cut along a thread of the material.

5. Thread coarser than is used in stitching the garment should be used in working the buttonhole.

6. A good method of making a buttonhole is:

(1). Mark the position of the buttonhole.

(2). Cut the buttonhole along a thread of the material, using buttonhole scissors or ordinary sharp pointed scissors.

(3). If the material frays or pulls easily, stitch around the place for the buttonhole before cutting.

(4). Overcast buttonhole, using not more than three stitches along each side.

(5). Use a single thread in working the buttonhole.

(6). Begin on the side opposite the folded edge at the lower right hand corner and work toward the left.

(7). Bring the needle halfway through the material from the wrong to the right side. With the needle still in the cloth, bring the double thread from the eye of the needle under the point of the needle from right to left.

(8). Draw the needle through the loop and pull the thread tight, allowing the purl to come on the edge of the slit.

(9). Continue, taking stitches about the width of the thread apart, until the opposite end of the slit is reached.

(10). Use a fan at the outside and where the button rests. Slant the stitches for the fan like the spokes of a fan or wheel with the stitches at the end slightly longer than the others.

(11). Finish the second side as the first

side.

(12). Use a bar to finish the inside end of the buttonhole in order to draw the sides together.

7. A good method of putting on a band is:

(1). Divide the band and the top of bloomers into quarters.

(2). Gather each quarter of bloomers separately.

(3). Pin the gathered portion to the belt before basting.

(4). Allow one-half inch of material to turn in at each end of band.

(5). Baste and stitch the gathered portion to the band.

(6). Remove bastings and press the seam toward the band.

(7). Turn under the raw edge of band.

(8). Bring folded edge slightly past or to the line of machine stitching.

(9). Baste and stitch.

(10). Remove bastings and press.

Problem VIII. What practices will insure well finished bloomers?

Teaching points:

1. Careful handling of material is an aid.

2. Care in folding and putting the work away each day helps.

3. Care in adjusting and using the sewing machine helps.

4. Good workmanship is important.

5. Removing bastings, tying and clipping short threads and pressing are aids.

#### UNIT IIa AND IIIa

Four to Five Weeks

a. How to select and make a pajama suit.

Problem I. How shall we plan and choose materials for our pajamas?

Teaching points:

1. Materials of light and medium weight, which are durable, of firm weave, soft in texture, easily handled and laundered, reasonable in cost, are suitable for pajamas.

2. Colored and figured materials and combinations of these materials make attractive pajamas.

3. Suitable materials for pajamas are colored gingham, crepes and prints, lingerie cloth, outing flannel and poplin.

4. The lines of the kimono gown are desirable to use for the waist of the pajamas.

5. It is desirable to make our own pattern for the pajama waist.

6. A commercial pattern used for the trousers saves time and insures better fitting pajamas.

Problem II. The kimono pattern is used for the waist of the pajamas. How can we make our own pattern?

Teaching points:

1. The measurements needed are: bust measure, garment length, shoulder to bust, sleeve length, sleeve width and width at bottom.

2. The measurements must be taken accurately.

3. Directions for making the pattern must be followed carefully.

4. Accuracy in the construction make possible a good fitting pattern.

Problem III. What procedure shall we follow in cutting out our pajama waist?

Teaching points:

1. The material should be well pressed and folded.

2. Any changes and alterations in the pattern should be marked on the pattern.

3. The pattern should be placed carefully and securely on the material.

4. Cutting should follow the cut edge line of

the pattern.

5. Center front and center back should be marked with long guide basting the entire length of the gown.

6. The pattern should be removed, folded and put away.

Problem IV. How shall we make the seams in the waist of the pajamas?

Teaching points.

1. The seams should be neat, durable, and easily made.

2. The French seam is a desirable one to use.

3. A French seam has no raw edge. It has one stitching which shows and is not wider than one-fourth inch when finished.

4. Careful basting and trimming of raw edges and straight stitching make possible a good french seam.

5. The method of making a french seam is:

(1). Place wrong sides together and baste on the finished seam line.

(2). Stitch one-fourth inch outside the basting line.

(3). Trim material to one-eighth inch of the stitching.

(4). Turn seam to wrong side and press with thumb.

(5). Baste one-fourth inch from edge of seam. Stitch just inside or outside the basting line.

(6). Remove bastings and press.

Problem V. How shall we finish the neck, sleeves and bottom of the waist?

Teaching points:

1. The neckline should be made the desired shape.

2. The neck can be finished with a binding, a bias or fitted facing.

3. A fitted facing of contrasting material makes a pleasing finish for the neck.

\*4. A good method of making a fitted facing is:

(1). Cut fitted facing exact shape of neck line.

(2). Pin and baste right side of facing to wrong side of material.

(3). Turn facing to right side of material, baste, press and stitch.

5. The finish of the sleeves and the bottom of the pajama suit may match the finish of the neck.

6. A neat even hem can be used in finishing the

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\*Note: The bias facing directions are developed in Unit II. If bias binding is desired, the directions should be developed in the same manner.

bottom of the pajama suit.

Problem VI. How shall we become acquainted with the trouser pattern?

Teaching points:

1. All printed material with the pattern should be carefully read.
2. All directions on the envelope and the pattern guide should be studied.
3. Every piece of the pattern should be identified.
4. A study of all pattern markings should be made.
5. Measurements should be checked and alterations made and marked.

Problem VII. What procedure shall we follow in cutting out our trousers?

Teaching points:

1. It is important to fold material and place pattern carefully.
2. The pattern should be pinned securely on the material.
3. Cutting should follow the cut edge line of the material. ?
4. All necessary markings should be made on the materials before the pattern is removed.

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5. The pattern should be removed, replaced in envelope and put away.

Problem VIII. How shall we finish the seams in our pajama trousers?

Teaching points:

1. The stitched flat fell seam should be used for pajama trousers.

2. The stitched flat fell seam has no raw edges, has two parallel machine stitchings on the right side of the garment and is easily laundered.

3. The method of making a stitched flat fell seam is:

(1). Place the two right sides of the material together.

(2). Baste and stitch on the seam line.

(3). Remove bastings.

(4). Trim under edge one-eighth inch from stitching.

(5). Turn under top edge, making seam one-fourth to three-eighths inch finished.

(6). Crease edges flat in direction seam is turned.

(7). Baste and stitch seam flat through the three thicknesses parallel to first stitching.

(8). Remove bastings and press seam.

Problem IX. How shall we finish the top and the leg of the trousers?

Teaching points:

1. A satisfactory finish for the top of the trousers is a hem or facing which holds an elastic or drawstring.
2. Garment bias may well be used for the facing.
3. Eyelets should be made in the hem or facing if a drawstring is used.
4. The bottom of the trousers may be hemmed or faced.
5. The finish of the bottom of the trousers usually corresponds to that of bottom of waist or sleeves of pajamas.

Problem X. What practices will insure well finished pajamas?

Teaching points:

1. Careful handling of material is an aid.
2. Care in folding and putting the work away each day helps.
3. Care in adjusting and using the sewing machine helps.
4. Good workmanship is important.
5. Removing bastings, typing and clipping short threads and pressing are aids.

Problem XI. How shall we judge our finished pajamas?

Teaching points:

1. The material and the design should be well chosen.
2. The seams should be well made.
3. The finishes of pajamas serve as trimming and should represent careful work.
4. The top and bottom of the bloomers should be well finished.
5. Basting and knots should be removed and short threads tied and clipped.
6. The pajamas should be carefully pressed and folded.

#### UNIT IV

How to obtain the greatest service from our clothing.

Problem I. How can we increase the service of our clothing?

Teaching points:

1. The selection of good materials and conservative designs of making our clothing is important.
2. Proper care is an essential factor.
3. Careful methods of cleaning increase their service.

4. Brushing and airing of clothing increases its service.

5. Pressing is a help.

6. Proper care of clothing while wearing it is important.

7. Proper care of clothing when not in use is necessary.

8. The repair of clothing increases its service.

Problem II. How can I utilize my present wardrobe to maintain a neat and trim appearance?

Teaching points:

1. Garments slightly soiled or wrinkled should be freshened by pressing.

2. Spots in clothing should be removed.

3. All fasteners and trimmings should be sewed securely.

4. All ripped and torn places should be cared for.

Sub-Problem: a. How shall I press a dress of cotton or linen material?

Teaching points:

1. Cotton and linen dresses require frequent pressing.

2. A well padded ironing board, a muslin pressing cloth, and a small basin of water are desirable equipment

for satisfactory pressing.

3. A satisfactory method of pressing a cotton or linen dress is:

(1). Dampen material with a damp cloth and press with a hot iron.

(2). Adjust plaits, dampen or cover with a wet cloth, and press.

(3). Press heavy finishes and trimmings on a turkish towel or some heavy material to avoid an imprint on the right side of the material.

(4). Press gathers, ruffles and lace trimmings carefully to avoid creases and folds.

(5). Press on the wrong or right side of the dress as the type of material and design of dress require.

Sub-Problem: b. How shall I press my wool dress?

Teaching points:

1. The properties of wool make certain precautions necessary in pressing wool materials.

2. Desirable equipment for pressing wool are a smooth, well padded ironing board, a heavy napped woolen cloth about eighteen inches square, cotton cloths of cheese cloth and rather heavy muslin, a small cotton cloth for sponging and a basin of water.

3. Some good rules to follow in pressing a wool

dress are:

(1). Do not place a very hot iron directly on woolen material.

(2). Place a woolen pressing cloth next to the right side of the garment.

(3). Use a damp cloth of heavy muslin to dampen the wool material unless the garment itself is damp.

(4). Press with a dry cotton cloth next to the iron.

(5). Move the iron in a circular motion so that the material is pressed.

(6). Use care in applying the heat and pressure to prevent the material becoming shiny from flattening of the fiber.

(7). Use a padded roll or tailor's cushion for armseye and sleeve seams.

4. Wool may be pressed on either the right or wrong side if properly protected from the iron.

Sub-Problem: c. How shall I press my silk dress?

Teaching points:

1. Silk requires special care in pressing.

2. Some rules for pressing silk are:

(1). Press with a warm iron, never a hot one.

(2). Press from the wrong side unless the

right side is covered with a cloth or sheet of unglazed paper.

(3). In general, do not dampen silk material in pressing. Plaits may be dampened or steamed to make them stay in place, but care must be taken not to water spot the material.

(4). Press silk as little as possible. The kind of silk will determine the amount of pressing that will be needed.

(5). Use a well padded board.

3. Collars, cuffs and similar pieces should be pressed to preserve their natural curve.

4. Seams and finishes should be pressed on the right side of material to avoid imprint on right side of material.

5. Plaits should be basted in place and covered with a dry cloth next to the silk. A damp cloth is placed over this and pressed until dry.

6. Hems should be pressed on right side of material so that the imprint of the hem may not show on the right side.

Problem III. How can I make worn or torn garments serve a longer time?

Teaching points:

1. The repair of clothing at the proper time in-

creases the length of the service of our garments.

2. Clothing should be repaired at the first sign of wear.

3. Repair of clothing includes restitching ripped seams, replacing and reversing worn parts, darning and patching, and sewing on fasteners.

4. Good methods and careful workmanship in the repair of clothing are necessary.

5. Worn and torn places can be patched and darned.

Sub-Problem: a. How can I make a neat darn?

Teaching points:

1. Darning is used to mend small holes and tears and slightly worn places in hose, knitted underwear, woolen and silk materials and table linens.

2. Darning is interlacing of new warp and woof threads to replace worn or broken threads in the fabric.

3. The thread chosen should match as nearly as possible the thread of the material.

4. Warp and woof threads of the darn should parallel the warp and woof threads of the material.

5. The edges of the torn place should be carefully drawn together.

6. The warp and the woof threads of the darn should alternate over and under the edges of the tear to

make a smooth edge.

Sub-Problem: b. How can I make a hemmed or set-on patch?

Teaching points:

1. Patching is mending by setting on a piece of material over the hole or worn place.

2. A hemmed or set-on patch is used where strength is required.

3. A satisfactory method of making a hemmed patch is:

(1). Trim worn parts, leaving hole in the shape of a square or a rectangle.

(2). Cut carefully diagonals one-fourth inch deep at each corner and turn back raw edges, leaving straight sides and square corners.

(3). Select patch the same weight and color as material.

(4). Match the warp and woof threads, plaids, figures and the nap of the material.

(5). Baste carefully in place and hem or stitch on the right side taking care that stitches do not show.

(6). Trim, turn under outer edge of patch and baste on wrong side to material, avoiding fullness on right side.

(7). Stitch or hem outer edge by hand, using stitches that do not show.

(8). Press patch on well padded board with final pressing on right side of patch.

(9). Some garments can be patched on the sewing machine.

Sub-Problem: c. How can I make a set-in patch?

Teaching points:

1. A set-in patch is mending by inserting a piece of material in the hole or worn place.

2. The set-in patch is less conspicuous and is used where less strength is desired.

3. A good method for making a set-in patch is:

(1). Cut the patch desired size, sufficient to cover well the torn or worn place.

(2). Turn in edges one-fourth inch and miter corners.

(3). Baste patch on the right side of material over worn part, matching thread and design of material.

(4). Remove bastings from one side of patch.

(5). Crease garment back at edge of patch with the two wrong sides of the garment together.

(6). Overhand edge of garment and edge of patch together along this side.

(7). Finish each side of patch in the same manner.

(8). Turn to wrong side of material and trim worn part to within three-eights inch of edge of patch. Cut the corners diagonally and fold back against material.

(9). Overhand raw edges and press patch with final pressing on the right side of the patch.

Problem IV. How can I secure longer service from my hose?

Teaching points:

1. Hose of good quality and proper size should be purchased.

2. Buying two or more pairs alike helps.

3. Careful and frequent washing of hose is important.

4. Care in drawing them on and taking them off is an aid.

5. Wearing hose suitable to the occasion should be practiced.

6. Mending of hose at the first sign of wear is important.

7. Hose are mended by darning, patching, and by stitching runners.

8. Runners may be mended by stitching on the machine, by using chain stitching, by using a crochet hook

to catch dropped threads and by using overhand stitches.

## UNIT V

### One to Two Weeks

Remembering our friends at Christmas time.

Problem I. Why do we look forward to Christmas?

Teaching points:

1. The significance of Christmas makes Christmas a joyous time.

2. The observance of Christmas in the past has endeared the season to us.

3. Many families are reunited at Christmas time.

4. Friends send special greetings to each other.

5. Christmas is the holiday time when work is laid aside and friends and loved ones are remembered.

6. All around, the Christmas spirit and the feeling of good will abounds.

Problem II. How is Christmas observed in other lands?

Teaching points:

1. Each country has its Christmas folklore and customs, but the spirit is the same.

2. Special songs used only at Christmas time are found in the folklore of many lands.

3. Christmas decorations, holly, ivy, mistletoe and evergreens are used in every country.

4. Each country has some patron saint who brings gifts and bestows happiness.

5. Each country has its special Christmas dishes.

6. Some interesting Christmas customs are:

(1). The Yule log in England still blazes on the hearth as the Christmas merriment goes on.

(2). The coming of Santa Claus, the use of the Christmas tree, and the hanging of the Christmas stocking originated in Germany.

(3). A Christmas is given to the birds in Denmark and Norway, while in Scotland, a double portion of fodder is given to the cattle.

(4). In every home in Ireland a lighted candle is placed in an open window and its rays shine forth into the night.

7. Many customs and practices in America originated in the old world and have been changed and adapted to life in the new world.

Problem III. How can we make Christmas mean most to us?

Teaching points:

1. The true spirit of Christmas involves thinking of others.

2. Our greatest joy comes through making others happy.

3. Plans carefully made and followed will enable us to bring greater happiness to our friends.

4. The custom of exchanging gifts at Christmas time is a beautiful custom if properly observed.

5. We can add to the happiness of our friends through the giving of appropriate gifts.

6. Our Christmas plans should include the remembrance of some less fortunate persons.

#### UNIT VI

##### Two to Three Weeks

How to select and make a dress slip.

Problem I. What shall we consider in selecting material for a dress slip?

Teaching points:

1. Materials of light or medium weight which are durable, soft in texture, easily handled and laundered, and reasonable in cost are suitable for a slip.

2. The material selected depends upon the type of slip, its use, the amount of money available for the slip, and personal taste of the wearer.

3. Materials suitable for a slip are: muslin,

nainsook, longcloth, cambric, sateen, satinette, silk sheer, and certain weaves of rayon.

Problem II. What will influence the choice of design for a slip?

Teaching points:

1. The type and use of the slip helps to determine the design.
2. The material selected is a factor.
3. The ease of laundering frequently affects the choice.
4. Personal tastes and prevailing fashions are important considerations.

Problem III. How shall we make our own pattern for our slip?

Teaching points:

1. A satisfactory pattern for a slip can be drafted from measurements.
2. The measurements needed are: bust measure, garment length, (armpit to desired length from floor), armpit to hip, hip measure and desired width at bottom.
3. The measurements should be taken accurately.
4. Directions for making the pattern should be followed carefully.
5. The lines of the pattern may be varied in accordance with the type of slip desired.

6. Accuracy in the construction makes possible a good fitting pattern.

Problem IV. How shall we make the seams in our slip?

Teaching points:

1. The French seam is the desirable seam to use for our dress slip.

2. The methods used in making the French seam in the gown should be followed.

3. In order to make a good French seam, special attention should be given to the basting, stitching and trimming.

Problem V. How shall we finish the top and the bottom of our slip?

Teaching points:

1. A bias facing, a binding or hem may be used to finish the top.

2. Straight or shaped straps are used with the camisole top.

3. The bottom of the slip may be finished with a facing or a hem of desired width.

Problem VI. What methods of work will insure a good appearing and well finished garment?

Teaching points:

1. Careful handling of materials is an aid.

2. Care in folding and putting the work away

each day helps.

3. Care in adjusting and using the sewing machine helps.

4. Good workmanship is important.

5. Removing bastings, tying and clipping short threads and pressing are aids.

Problem VII. How shall we judge our slip?

Teaching points:

1. The material and design should be appropriate for the type of slip made.

2. The French seams should be of proper even width with no raw edges showing.

3. The hems at the top and bottom of the slip should be well made.

4. Bastings should be removed and short threads tied and clipped.

5. The slip should be carefully pressed and folded.

UNIT VII

Three to Four Weeks

How to select and make a kimono.

Problem I. How shall I choose materials for my kimono?

Teaching points:

1. A kimono should be made of material of pleasing color and design.

2. Pleasing combinations of materials can be made.

3. The choice of material depends upon the design chosen, the use of the kimono, the money available for the kimono, and the personal taste of the wearer.

4. Some suitable materials for a kimono are plain and printed crepes, flannelette, corduroy, and certain rayon fabrics.

5. The selection of materials which are difficult to work with should be avoided.

Problem II. How shall I choose the design and pattern for my kimono?

Teaching points:

1. The type and use of the kimono help to determine the design.

2. The material chosen influences the choice of design.

3. The ease of laundering may affect the design.

4. Personal tastes and prevailing fashion are important considerations.

5. Time is saved if a commercial pattern is used in making a kimono.

6. The choice of pattern depends upon the type

of kimono, personal tastes of the individual and the prevailing fashion.

7. A kimono frequently is similar in line to the kimono gown.

8. The pattern purchased should be the correct size.

Problem III. How can I use my pattern intelligently?

Teaching points:

1. All printed material with the pattern should be carefully read.

2. All directions on the envelope and the pattern guide should be studied.

3. Every piece of the pattern should be identified.

4. A study of all pattern markings should be made.

5. Measurements should be checked and alterations made and marked.

Problem IV. What are the necessary steps in cutting out my kimono?

Teaching points:

1. Care should be taken in folding the material and placing the pattern.

2. Any changes and alterations in the pattern should be marked on the pattern.

3. The pattern should be pinned securely on the

material.

4. Cutting should follow the cut edge line of the pattern.

5. Center front and center back should be marked with long guide bastin along the entire length of the kimono.

6. All necessary markings should be made before the pattern is removed.

7. The pattern should be removed, folded, replaced in envelope and put away.

Problem V. What seams shall I use in my kimono?

Teaching points:

1. The type of seam used will depend upon the weight and type of the material and the effect upon the appearance of the finished garment.

2. The French and the plain seams are desirable seams to use.

3. Care in making the seams is important.

Problem VI. How shall I finish the front, neck and sleeves of my kimono?

Teaching points:

1. The front opening may be finished with a hem, binding or facing.

2. The neck can be finished with a binding, facing or collar.

3. Facings and collars of contrasting material

material make pleasing finishes for the neck.

4. The facing or binding for the front can be made in one piece.

5. The bottom of the sleeves can be finished with hem, binding, facing or cuff.

6. The finish of the sleeves generally matches that of the neck.

Problem VII. How shall I finish the bottom edge of the kimono?

Teaching points:

1. The bottom edge of the kimono can be finished with hem, binding or facing.

2. The desired length should be determined and the lower edge of the kimono carefully marked.

3. The method of putting in the hem is similar to that of the night gown.

4. The hem should be even in width and carefully stitched close to the upper edge of the hem.

5. The binding or facing chosen should match the other finishes of the kimono.

Problem VIII. What methods will insure a neat and attractive garment?

Teaching points:

1. Careful handling of materials is an aid.

2. Care in folding and putting away of garments

each day helps.

3. Care in adjusting and using the sewing machine helps.

4. Good workmanship is important.

5. Special care in the making of finishes and trimmings for the kimono are necessary.

6. Removing bastings, tying and clipping short threads and pressing are essentials.

## UNIT VIII

One to Two Weeks

How to launder and clean our clothing.

Problem I. Why is it important to clean and laundry our clothing?

Teaching points:

1. Cleaning and laundering increases the service of clothing.

2. Cleaning and laundering renders clothing hygienic and comfortable.

3. Cleaning and laundering may improve the appearance of clothing and household linens.

4. Clean, well laundered clothes and household linens bring satisfaction to the individual.

5. Clean, well laundered clothing is an essential

of the well dressed person.

Problem II. How shall we choose our supplies for laundering and cleaning our clothing?

Teaching points:

1. Washing soda, borax and ammonia are satisfactory water softeners.
2. The soap should contain no free alkali, free fat or adulteration.
3. A bluing free from iron should be used.
4. Laundry starch is the most satisfactory.
5. Such equipment as will facilitate work should be selected.

6. Naptha, gasoline, ether, and chloroform are the common agents used in cleaning garments that cannot be washed in water.

Problem III. How can we remove stains from our clothing and household linens?

Teaching points:

1. Prompt action in the removal of stains is important.
2. The nature of the stain and the type and color of the material should be considered.
3. The best method of removing the stain should be determined and used.
4. Good supplies and satisfactory equipment are

necessary for satisfactory stain removal.

Problem IV. How can we launder our table linens?

Teaching points:

1. The necessary laundry equipment and supplies should be provided.

2. All stains in the table linen should be removed.

3. A good method of washing table linen is:

(1). Wash in a warm suds in which a mild soap has been used.

(2). Put in warm suds, bring to boiling point and boil five minutes.

(3). Rinse in clear hot water.

(4). Rinse in warm bluing water.

(5). Hang linen evenly on the line and dry in the sunshine.

4. A good method of ironing table linen is:

(1). Sprinkle, fold and roll smoothly in a heavy towel and leave until all parts are of equal dampness.

(2). Iron with hot iron until it is perfectly dry.

(3). Fold table cloth with corners even, lengthwise and very lightly crosswise until a convenient size is reached.

(4). Fold napkins with even edges and straight corners.

Problem V. How shall we launder one of our school dresses?

Teaching points:

1. All necessary equipment and supplies should be provided.

2. All stains should be removed.

3. A mild neutral soap and warm soft water should be used, and the dress thoroughly rinsed.

4. The need of bluing and starching depend upon the kind of material and its color.

5. The dress should be turned wrong side out and dried in the shade.

6. The dress should be sprinkled, rolled in a towel and left until all parts are equally damp.

7. A good method of procedure in ironing a dress is:

(1). Iron the sleeves and cuffs.

(2). Iron the collar.

(3). Iron the waist.

(4). Iron the skirt.

(5). Iron the pockets and belt.

(6). Repress any wrinkled portion.

8. Double pieces, finishes and trimmings require

special care.

Problem VI. How shall we launder our schoolroom curtains?

Teaching points:

1. The curtains should be dusted and put to soak.
2. The curtains should be washed in one or more suds of warm water and neutral soap and thoroughly rinsed.
3. The curtains should be blued and rinsed as desired.
4. The curtains should be hung straight on the line or placed in stretchers to dry.
5. The curtains should be sprinkled, folded with even edges, rolled in a towel and left until all parts are equally damp.
6. Curtains should be ironed with a hot iron until the material is perfectly dry.
7. Care should be taken to keep the original shape of the curtains and the edges and hems straight.

#### UNIT IX

##### One to Two Weeks

How to plan our clothing expenditures.

Problem I. How can we determine the amount which we should spend for clothing?

Teaching points:

1. An estimate of the amount of income for the coming year should be made.
2. The income tax should be deducted.
3. The income should be divided into the five main divisions.
4. The amount available for clothing should be apportioned among the family members according to their needs.
5. Clothing expenditures of a family of average means should fall within fifteen to eighteen per cent of the income.

Problem II. How can this amount be made to cover our clothing needs?

Teaching points:

1. A careful inventory of clothing on hand should be made.
2. Possibilities for renovating and remodeling should be considered.
3. New clothing should be purchased in consideration of clothing on hand.
4. Less expenditure for clothing is required if careful selection of clothing is made.
5. Conservative clothing that serves for different occasions is a means of economy.

6. Impulsive buying should be avoided.
7. The time and place of purchase are important factors.

Problem III. How shall we make our clothing budget?

Teaching points:

1. A clothing budget is a plan for clothing expenditures for a definite period of time and should be made on the basis of the amount of money which is available for this purpose.
2. An inventory of the clothing on hand should be made.
3. An estimate of the clothing needs for the year should be made.
4. An apportionment of the different articles of clothing needed should be made.
5. The probable cost of these items should be determined.
6. Expenditures fall within the allotted amount for clothing.
7. A record of past expenditures is an aid in determining future needs.

Problem IV. How can we prevent unbalanced clothing expenditures in the family?

Teaching points:

1. A plan for family expenditures should be de-

veloped.

2. Relative values should be studied and choices made accordingly.

3. The individual needs of different members of the family should be recognized and understood.

4. Plans should be made to apportion the available money according to the needs of each member of the family.

5. Cooperation of all members of the family is necessary.

Problem V. How shall we make a clothing budget for the family?

Teaching points:

1. A study of past expenditures or model budgets may serve as a basis for the beginning of a family clothing budget.

2. The proportion of the income allowed for clothing varies with the amount of the income.

3. The plan for the clothing budget should cover a definite period of time and provide for each member of the family.

4. Certain conditions and factors may require that some of the money set aside for clothing shall be spent for other items.

5. The cooperation and interest of all members of the family aids in making and keeping a satisfactory

budget.

6. A clothing budget to be of value must be followed.

Problem VI. Why should every family make and follow a clothing budget?

Teaching points:

1. A definite plan for clothing expenditures saves money, time and energy.
2. A clothing budget serves as a valuable guide for future expenditures.
3. Children in the home gain valuable training through cooperation in keeping the family budget.
4. Better clothing is obtained as a result of careful selection.
5. Both the family and society are benefited.
6. Good habits of buying are formed.

#### UNIT X

##### Two Weeks

How to dress becomingly.

Problem I. Why do we wish to wear becoming clothing?

Teaching points:

1. Becoming clothing gives satisfaction and pleasure to the wearer.

2. Becoming clothing gives poise and assurance and contributes to success in life.

3. Clothing affords the wearer opportunity for the expression of her personality.

4. The wearing of becoming clothing gives pleasure to our friends.

Problem II. How shall we choose becoming clothing?

Teaching points:

1. Becoming clothing harmonizes with the personality of the wearer.

2. Becoming clothing emphasizes the best points of the wearer by line, texture and color.

3. Becoming clothing conforms to the principles of design,

4. Becoming clothing is hygienic, modest and in good taste.

5. Becoming clothing is appropriate to the wearer, the occasion and the income.

Problem III. How shall we select clothing suitable for the different type figures?

Teaching points:

1. Vertical lines give height; horizontal lines add width.

2. The slender figure may emphasize horizontal lines; a stout figure should avoid horizontal lines.

3. A short, thin person should choose designs in proportion to the size of her body.

4. Soft materials that fall in graceful curves and follow the lines of the body are desirable for the tall, stout figure.

5. Stiff materials and wiry materials give the suggestion of width and fullness.

6. Heavy materials and fuzzy wool materials make the figure appear larger.

7. Materials with a high luster increase size; dull materials make one appear smaller.

8. Materials of bright color and large figured or spotted design make the wearer appear longer.

Problem IV. How may we emphasize our good points by our clothing?

Teaching points:

1. Clothing should bring out the personality of the wearer and emphasize her best points.

2. The application of the principles of design to our clothing helps to emphasize our good points.

Problem V. What shall govern our choice of color in our clothing?

Teaching points:

1. The purpose and use of clothing frequently influences the choice of color.

2. The personal taste and the coloring of the wearer are factors.

3. Well chosen clothing has rhythm, balance, harmony and unity of color.

4. The color of clothing should be becoming to the wearer and in keeping with her personality.

5. The complexion may be improved by reflection of a color in the face or by proper use of a contrasting color.

6. The color of the hair and eyes may be emphasized by repetition of color in the dress.

Problem VI. Why should we choose appropriate clothing?

Teaching points:

1. Appropriateness is an essential of well chosen clothing.

2. Appropriate clothing meets the need of the individual.

3. Appropriate clothing is an indication of good judgment and taste on the part of the wearer.

4. Appropriate clothing shows refinement.

5. Appropriate clothing gives assurance, poise, and pleasure to the wearer.

6. Appropriate clothing makes possible, wise expenditures.

7. Appropriate clothing gives pleasure to others.

Problem VII. How are accessories a part of becoming clothing?

Teaching points:

1. Accessories are small details that complete the costume.

2. The principles of design should be applied to the choice and use of accessories.

3. Accessories should emphasize the good points of the individual.

4. Accessories should add to the beauty of the costume.

5. Accessories should appear as an essential part of the costume rather than an appendage.

6. The over use of accessories should be avoided.

## UNIT XI

### Four Weeks

How to select and make a wash dress.

Problem I. How shall I plan my wash dress?

Teaching points:

1. A wash dress should be simple in design, serviceable and easily laundered.

2. The dress should be becoming, appropriate and

in good taste.

3. The dress should emphasize the girl's best points by its line, texture and color.

4. The design should be in harmony with the material chosen.

5. The plans for the dress should require only a reasonable expenditure of money.

Problem II. How shall I select the material and pattern for my dress?

Teaching points:

1. Materials for a wash dress should be durable, easily laundered and cared for, reasonable in cost and suitable to the design chosen.

2. Materials should be becoming in color and suitable in design.

3. Suitable materials for wash dresses include gingham, chambray, percale, print, flaxon, linene, linen and poplin.

4. The choice of material and pattern will depend upon the type of the dress.

5. The pattern and the material should be selected with consideration of their appropriateness to each other.

6. Care in selection of the pattern avoids unnecessary alteration.

Problem III. How can I understand my pattern and use it intelligently?

Teaching points:

1. All printed material with the pattern should be carefully read.

2. All directions on the envelope and the guide chart should be studied.

3. Every piece of the pattern should be identified.

4. Pieces not used should be folded and replaced in envelope.

5. A study of all pattern markings should be made.

Problem IV. How shall I test my pattern and make the necessary alterations?

Teaching points:

1. Patterns are made for the average figure and should be tested and altered before cutting out the garment.

2. The pattern may be tested by:

(1). Checking the pattern with the individual's measurements.

(2). Pinning the pattern together and trying it on.

(3). Cutting a test garment from muslin or inexpensive material and fitting it.

(4). Checking the pattern by means of a foundation pattern.

3. Alterations may be made in the pattern to change the size, to change the pattern to fit the figure that varies from the average figure and to change the design.

4. Patterns are made larger by slashing and spreading the pattern at places that will not affect the line of the pattern, or by laying folds in the material.

5. Patterns are made smaller by laying folds in the pattern at places that will not affect the line of the pattern.

6. All alterations made on the pattern should be carefully marked before placing the pattern on the material.

Problem V. What plan shall I follow in cutting out my dress?

Teaching points:

1. Care should be taken in folding material and placing pattern.

2. All changes and alterations in the pattern should be carefully indicated on the material.

3. The pattern should be pinned securely on the material.

4. Practices which will avoid difficulties are:

(1). Cutting two similar pieces such as sleeves at the same time with either two right or two wrong

sides together.

(2). Laying the pattern on the material with relation to the design and to the up and down of the material.

(3). Cutting identical and similar parts of a garment the same way of the material.

5. The cutting should follow the cut edge line of the pattern.

6. The center front and center back and all other necessary markings should be made before the pattern is removed.

7. The pattern should be removed, replaced in envelope and put away.

Problem VI. What procedure shall I follow in making my dress?

Teaching points:

1. Better results are obtained if a definite order of work is followed.

2. A desirable plan of work is:

(1). Fitting dress.

(2). Making shoulder and underarm seams.

(3). Finishing neck.

(4). Setting in sleeves.

(5). Finishing sleeves.

(6). Making and placing of belts and

pockets.

(7). Putting in hem.

(8). Removing basting and tying short threads.

(9). Pressing of dress.

Problem VII. How shall I prepare my dress for the first fitting?

Teaching points:

1. All tucks, plaits, darts, and gathers should be basted as indicated.

2. Shoulder and underarm seams should be basted along the line of the seam allowance.

3. Seams should be made on the right side of the material for first fitting.

4. All equipment necessary for fitting should be provided.

Problem VIII. How shall I fit my dress?

Teaching points:

1. The dress should be fitted over garments similar to those with which the dress will be worn.

2. The person fitted should stand with body erect, weight on both feet and arms hanging loosely at the side.

3. The garment should be adjusted to the figure with the lines of center front and center back in place.

4. The fitted garment should follow the lines of

center front and center back in place.

5. Some guides which help in fitting a garment are:

(1). The woof threads of the dress at chest, back and front should run parallel to floor.

(2). The shoulder seam should be on the middle of the shoulder and should be a continuous line from a line passing up the middle of the arm to the neck.

(3). The underarm seam should fall in a straight line from the center of the arm-pit to the floor.

6. For figures which vary slightly from the standard, alterations consist of changes in seam line, placement of darts, tucks or gathers.

7. Each figure presents an individual problem in fitting and should be carefully studied.

Problem IX. How shall I make the seams in my dress?

Teaching points:

1. The choice of seams depends upon the type of material, the design of the dress and the effect upon the appearance of the finished garment.

2. Desirable seams for use in a wash dress are French, plain with suitable finish, and false French.

3. Good workmanship insures a neat and well made seam.

Problem X. How shall I finish the neck of my dress?

Teaching points:

1. The neck line should be fitted and trimmed as desired.
2. The neck can be finished with a binding, facing or collar.
3. The finish which is most becoming to the face and most suitable to the garment should be chosen.
4. The methods used in facing and binding the neck of the gown or pajamas should be employed.
5. The type of collar which is most becoming to the face and suited to the garment should be chosen.
6. Collar patterns can be altered and blocked to fit the garment and to suit the individual taste.
7. The method of making and attaching the collar depends upon the type of collar made.

Problem XI. How shall I cut out my sleeves?

Teaching points:

1. The correct line of the armseye should be determined before the sleeve is cut out.
2. The sleeve pattern should be carefully tested with the line of the armseye and other measurements and the necessary alterations made.
3. The sleeve should be laid with the line bisecting the cap of the sleeve parallel with the threads of the material.

4. The pattern should be pinned securely to the material.

5. Both sleeves should be cut at the same time.

6. Sleeves cut separately or cut from material having a distinct pattern require special planning and care.

7. All necessary markings should be made before the pattern is removed.

8. The pattern should be removed, folded and put away.

Problem XII. How shall we set in the sleeves?

Teaching points:

1. The finished seam line of the armseye should be marked with a basting thread.

2. The seam of the sleeve should be basted or pinned the width of the seam allowance.

3. The sleeves should be set with woof threads running parallel and warp threads running perpendicular to the floor.

4. A satisfactory method of procedure is:

(1). Locate the highest point of the armseye and mark.

(2). Fold at this point and mark the lowest point directly opposite and also quarter points between.

(3). Locate and mark highest point, lowest point and quarter points of sleeve.

(4). Place sleeve in armseye with inside of sleeve toward worker.

(5). Match and pin highest and lowest points of sleeve and armseye.

(6). Allow no fullness in lower half.

(7). Gather or ease in upper half, pin distributing fullness evenly.

(8). Baste sleeve in place.

5. Both sleeves should be set in, fitted and such alterations made as needed.

6. The seam of the sleeve should be stitched and finished after the sleeve has been fitted into the armseye.

7. A plain seam is the most satisfactory for the armseye.

Problem XIII. How shall we finish the bottom of the sleeves?

Teaching points:

1. The bottom of the sleeve should be finished after the sleeve is set in the dress.

2. Satisfactory finishes are cuffs, bindings or facing.

3. The finish should be in keeping with other finishes of the dress.

4. A tight sleeve or a close fitting cuff requires an opening or placket.

Problem XIV. How may pockets, belts and other trimmings improve the appearance of my dress?

Teaching points:

1. Trimmings, pockets and belts may add interest, color and style to the dress.
2. All trimmings should be in keeping with the design and material of the dress.
3. Belts and pockets should be well made, carefully designed and properly placed on the garment.

Problem XV. How shall I put in the hem of my dress?

Teaching points:

1. A well made hem adds to the appearance of the dress.
2. A good method of putting in a hem is:
  - (1). Determine the length of the dress and mark the turning point of the hem by a line of pins or chalk marks.
  - (2). Remove garment, change pins where necessary to make lower edge of hem in even curve.
  - (3). Turn the hem to the wrong side of material, baste at lower edge of hem and pin in place at upper edge of hem.
  - (4). Try on and make necessary alterations.
  - (5). Trim the hem evenly and turn edge under one-fourth inch.

(6). Pin the hem at seams, center front and center back.

(7). Adjust extra fullness so that hemline forms an even curve.

(8). Baste the hem in place, press, stitch on machine or hem by hand.

(9). Remove bastings and press hem.

Problem XVI. What methods of work will insure a neat and well made garment?

Teaching points:

1. Careful handling of materials is an aid.
2. Care in folding and putting work away each day helps.
3. Hanging dress on a hanger between class periods helps.
4. Proper adjusting and using of sewing machine is important.
5. Good workmanship is essential.
6. Special care in the choice and making of finishes and trimmings helps.
7. Removing bastings, tying and clipping short threads and pressing are important.

Problem XVII. What difficulties have I encountered and overcome in the making of my dress?

Teaching points:

1. Certain difficulties are met in making a dress.

2. These difficulties vary with the individual and the type of dress.

3. Ability to overcome these difficulties should be developed.

Problem XVIII. How shall we criticise our dress?

Teaching points:

1. Criticism should be constructive.

2. Adverse criticism if properly given may be helpful.

3. The general appearance, the design, the material and the technique of the dress are important considerations in the criticism.

4. The wearing of the finished dress is a test of the girl's ability to select a design and make a dress.

5. Valuable information is gained from the discussion and experience of others.

6. Criticism helps to recognize good and poor qualities in garments.

UNIT XII

Four Weeks

How to select and make a child's dress.

Problem I. How shall we select the material and design for a child's dress?

Teaching points:

1. Materials for a child's dress should be durable, easily handled and laundered, suitable in color and design and reasonable in cost.

2. Some suitable materials are gingham, print, percale, chambray, galatea, nainsook and batiste.

3. Children's garments should be comfortable and should meet the requirements of health and hygiene.

4. Children's garments should permit self care as nearly as possible.

5. The design chosen should be attractive and suitable to the type of dress and age of child.

Problem II. How can I become familiar with my pattern and use it intelligently?

Teaching points:

1. All printed material with the pattern should be carefully read.

2. All directions on the envelope and the pattern guide should be studied.

3. Every piece of the pattern should be identified.

4. Pieces not used should be refolded and replaced in envelope.

5. A study of all pattern markings should be made.

6. Careful checking of pattern with measurements lessens the amount of fitting required.

7. Checking the pattern with a garment which fits the child is desirable.

Problem III. What shall be our method of procedure in cutting out a child's dress?

Teaching points:

1. Care should be taken in folding material and placing pattern.

2. All changes and alterations in the pattern should be marked or indicated on the material.

3. The pattern should be pinned securely on the material.

4. Cutting should follow the cut edge line of the pattern.

5. Center front and center back should be marked with long wide basting the entire length of the dress.

6. All necessary markings should be made before the pattern is removed.

7. The pattern should be removed, replaced in envelope and put away.

Problem IV. How shall we fit the child's dress?

Teaching points:

1. Children's garments require less fitting than the adults.
2. The amount of fitting will depend upon the age of the child and the type of garment.
3. Children's garments should fit loosely and allow freedom of movement.

Problem V. How shall we finish the seams in the child's dress?

Teaching points:

1. Children's garments require strong, well made seams.
2. The choice of seam depends upon the kind of material and the type of garment.
3. The French and the stitched fell seam are desirable for children's garments.

Problem VI. How shall we finish the neck of the child's dress?

Teaching points:

1. The choice of finishes for the neck of a child's dress depends upon the type of garment, material used and the age of the child.
2. The finish for the neck of a child's dress should be durable, comfortable, becoming and easily laundered.

3. The neck finishes should be in keeping with the design of the dress.

4. The neck of a child's dress may be finished with binding, facing or collar.

Problem VII. How shall I make and set in the sleeves of a child's dress?

Teaching points:

1. The kimono sleeve may be used in children's dresses.

2. The seams of the kimono sleeve are continuations of the underarm seam of the dress and should be finished with a French seam.

3. The set-in sleeve may be used and is often set in before the underarm seam is made.

4. Desirable ~~seams~~ to use are stitched fell and false French.

5. A good method of procedure in setting in sleeves in a child's dress is:

(1). Test sleeve pattern with measurements of armseye and arm.

(2). Cut out sleeve as for any ordinary sleeve pattern.

(3). Locate highest and lowest points of sleeve and armseye.

(4). Place sleeve in armseye with inside of sleeve toward worker.

(5). Match and pin highest points of sleeve and armseye and points halfway between.

(5). Pin in lower half, allowing no fullness.

(7). Gather or ease in upper half of sleeve and pin in place, distributing fullness evenly.

(8). Baste sleeve in place and finish seam as desired.

(9). Finish seam of sleeve with a French or false French seam.

(10). Finish the bottom of sleeve with a band, a facing or a hem.

Problem VIII. How will finishes add to the appearance and service of the child's dress?

Teaching points:

1. Finishes in keeping with the design and material of the dress improve its appearance.

2. Belts and pockets, when well made, carefully designed and placed, add to the appearance of the dress.

3. Carefully planned, well made finishes increase the wearing qualities of the dress.

4. Buttons and worked buttonholes are satisfactory fastenings for the child's dress.

Problem IX. How shall I finish the bottom of the child's dress?

Teaching points:

1. A hem, binding and facing are satisfactory finishes for the bottom of the skirt of a child's dress.
2. A flared skirt should be finished with a binding, a bias or fitted facing.
3. The method used in hemming the gown or dress is satisfactory.

Problem X. Bloomers to match are usually made to complete the child's dress. How shall I make the bloomers for the dress?

Teaching points:

1. The methods used in making the bloomers are similar to those used in making girl's bloomers or pajamas.
2. The top of the child's bloomers are finished with a band, casing for elastic or attaching to a waist.
3. The stitched fell seam should be used.
4. When finished at the top with band or waist, openings or plackets at each side are necessary.
5. Buttonholes should be made in the band for fastening.
6. The legs of the bloomers are finished with a casing or a band.

## UNIT XIII

## One Week

How clothing is related to our health.

Problem I. How may clothing contribute to our health?

Teaching points:

1. Clothing should protect the body and help to conserve body heat.
2. Clothing should allow freedom of body movement and the performance of body processes.
3. Clothing should permit free circulation of air over the entire surface of the body.
4. Clothing should absorb body moisture.

Problem II. How does clothing affect the loss of heat from the body?

Teaching points:

1. Air enmeshed in a fabric or held between layers of clothing conserves body heat.
2. Loosely woven or knit materials, napped materials and fur hold large amounts of air.
3. Closely woven fabrics conserve body heat because they prevent free circulation of air and rapid evaporation of moisture.
4. Fabrics which allow free circulation of air and rapid evaporation of moisture permit loss of body heat.

5. Porous and loosely woven fabrics permit free circulation of air and rapid evaporation of moisture.

6. Light colored fabrics reflect heat and permit loss of body heat; dark colored fabrics absorb heat and conserve heat.

Problem III. Upon what basis shall we choose our undergarments?

Teaching points:

1. Underwear should be simple in construction.
2. The material for underwear should be durable, easily and satisfactorily laundered.
3. The materials for underwear should be porous and capable of absorbing body moisture.

4. The rate of evaporation of moisture from a material is a factor in determining the desirability of the material for underwear.

Problem IV. How can we determine the amount of clothing to wear?

Teaching points:

1. The amount of clothing worn varies with the climate and the season of the year.
2. The occupation and the environment of the worker are important factors.
3. The age and state of health of the individual should be considered.

4. The rate of evaporation of moisture from a material is a factor in determining the desirability of the material for underwear.

Problem IV. How can we determine the amount of clothing to wear?

Teaching points:

1. The amount of clothing worn varies with the climate and the season of the year.

2. The occupation and the environment of the worker are important factors.

3. The age and state of health of the individual should be considered.

4. The temperature of our homes, place of work and public buildings influence the amount of clothing worn.

5. The conductivity of the material and the type of weave affects the amount of clothing worn.

6. Sufficient clothing should be worn to maintain the normal body temperature and aid in keeping the body in a state of health.

Problem V. Why should we wear clean clothing?

Teaching points:

1. Clean clothing gives satisfaction to the wearer.

2. Clean, well laundered clothing is an essential

in the dress of the well groomed person.

3. Clean clothing adds to the comfort of the wearer.

4. Clean clothing is warmer for cold weather because of open air spaces and its absorptive capacity; clean clothing is cooler in warm weather because the open meshes allow circulation of air and evaporation of moisture.

5. Clean clothing absorbs body moisture more readily than soiled clothing.

Problem VI. How can we find comfort in our clothing?

Teaching points:

1. Appropriate, well chosen clothing makes for efficiency, comfort and pleasure.

2. The consciousness of being properly dressed brings satisfaction, assurance and joy to the wearer.

3. Clothing that leaves the body unrestricted in movement adds to comfort.

4. Clothing that helps to regulate the loss of body heat adds to comfort.

5. Clothing of pleasing color, suitable weight and texture brings comfort.

6. Clothing that meets the hygienic requirement of cleanliness, absorption and ventilation give comfort to the wearer.

THE GUIDE SHEETS  
GUIDE SHEET NO. I

Problem: How can I learn to thread the sewing machine?  
(Sub-problem under Problem III, Unit I)

References:

- A Girl's Problems in Home Economics, Trilling and Williams. pp. 10-25.  
Sewing Handbook for Club Girls. Extension Bulletin No. 42, K. S. A. C.  
A Manual of Family Sewing Machines. Singer Sewing Machine Company.  
Instruction books accompanying makes of sewing machines.  
Mechanical Devices in the Home, Allen. pp. 186-191.  
Lesson Sheets for Use with Mechanical Devices in the Home, Allen. pp. 49-56.  
Sewing Machines, Cook. pp. 57-59.  
Clothing and Textiles, Matthews. Revised Edition. pp. 10-13.

Tools and materials:

Sewing machine and thread.

1. How much time does your mother require to fill the bobbin and thread the machine?
2. How is it possible for her to do it in this length of time?
3. How can you obtain skill similar to hers?

-----

1. Find in some of your references, illustrations and directions for threading the machine.

2. What is the proper position of the needle for threading?

3. How is this position obtained?

4. Where is the spool of thread placed?

5. To what place is the thread carried from the spool?

6. Draw the thread between the tension discs and through the loose guide. How does the pull of the thread compare with the pull through the thread guide?

7. What is the purpose of the upper tension on the machine?

8. Put the thread through the take-up. What is its particular function?

9. How is the thread guided to the needle?

10. How will you thread the needle?

11. You have now threaded the upper part of the machine. Note carefully all of the steps. Remove the thread and practice threading the machine until you can do it quickly and easily.

-----

1. There are different types of bobbins used on machines. How many kinds of bobbins can you name? What kind of bobbin does this machine have?

2. What is the purpose of the bobbin?

3. When filling a bobbin the movement of the needle should be disconnected. How is this done? Why should it be done?

4. How is the thread attached to the bobbin for winding?

5. Where is the bobbin placed for winding?

6. How is the bobbin set in motion?

7. What will insure even winding of the bobbin?

8. Why should the bobbin not be filled too full?

-----

1. What thread does the bobbin carry?

2. What holds the filled bobbin during stitching?

3. Through what places does the lower thread pass in threading?

4. How is the lower thread regulated in making the stitch?

5. The lower thread must be pulled up from below the table and both threads must be pulled out behind the presser foot before beginning to sew. How is this done? What is the reason for this?

6. Practice removing and threading the bobbin until you can do it quickly.

7. Test your threading by stitching two thicknesses of material.

## GUIDE SHEET NO. II

Problem: How shall we make our bias facing?

(Sub-problem under Problem VI, Unit II)

References:

- Clothing Construction, Brown and others. pp. 4-7.
- A Girl's Problems in Home Economics, Trilling and Williams. pp. 46-47.
- Vogue's Book of Practical Dressmaking. p. 14.
- Sewing Handbook for Club Girls. Extension Bulletin No. 42, K. S. A. C. p. 25.
- Household Arts for Home and School, Volume I, Cooley and Spohr. p. 217.
- Clothing Fundamental Problems, Jordan. pp. 176-177.

Tools and material:

Paper gauge, scissors, needle, thread, pins and cloth.

1. What are the kinds of bias?
2. What are the uses of each?
3. Which bias is better to use for the neck of our gowns?
4. How shall we fold our material for this bias?
5. Fold your material in this manner and press or crease on the fold.
6. Where shall you first cut the material?
7. How will you determine the width of the strips for your facing?

8. How will you mark the width of strips on your material?

9. How will you cut these strips?

10. Cut sufficient bias strips for your facing.

-----

1. What kind of seam is used in joining bias?

2. How does the seam run in relation to the threads of the material?

3. How deep is the seam made?

4. In what position do you place your strips for joining?

5. The point of one end of one of the strips should extend beyond the other strip the width of the seam. Why is this necessary?

6. Baste and stitch all of the bias strip in a continuous strip.

7. How should the seams be pressed in order to make the facing less bulky?

#### GUIDE SHEET NO. III

Problem: How shall I finish the seams in my bloomers?

(Problem VI, Unit III)

References:

Clothing Construction, Brown and others. pp. 186-187.

A Girl's Problems in Home Economics, Trilling and Williams. pp. 90-92.  
Clothing and Textiles. Revised Edition by Matthews. p. 36.  
Sewing Handbook for Club Girls. Extension Bulletin No. 42, K. S. A. C. p. 11.  
Clothing Fundamental Problems, Jordan. p. 45.

Tools and materials:

Cloth for practice, scissors, needle and thread.

1. What are the requirements of a satisfactory seam for bloomers?
2. How does a stitched fell seam more nearly meet these requirements than do the other seams?
3. What are the characteristics of a stitched fell seam?
4. Which sides of the material are placed together in making this seam?
5. How deep shall be the first basting of the seam?
6. Where shall the first machine stitching be made?
7. Which way shall the seam turn?
8. The under edge of the seam is trimmed to one-eighth inch from the stitching. Why is this done?
9. What is done to the upper edge of the seam?
10. What precautions should be taken in the second basting of this seam?
11. How shall the second stitching be done?
12. What final steps are necessary in finishing the seam?
13. Practice making a stitched fell seam before making the seam in your bloomers.

## GUIDE SHEET NO. IV

Problem: How shall I make a set-in patch?

(Sub-Problem under Problem III, Unit IV)

References:

Sewing Handbook for Club Girls. Extension Bulletin No. 42, K. S. A. C. p. 25.

Clothing and Textiles, Matthews. Revised Edition. pp. 142-143.

Clothing Fundamental Problems, Jordan. p. 321.

Tools and materials:

Cloth for practice, scissors, needle, pins, thread and garment to be patched.

1. Where is the set-in patch used?

2. By what other name is this patch sometimes called?

3. What are the general characteristics of the set-in patch?

4. What are the requirements for a good set-in patch?

5. A good method for making a set-in patch is:

(1) Take a piece of material sufficient in size to more than cover the worn part.

(2) Lay the patch over the hole or tear on the right side of the material.

(3) Match the threads or design of the material.

(4) Determine the desired size of the finished patch. Cut the patch one-half to three-fourths inch larger in length and width.

(5) Turn in the edges one-fourth to three-eighths inch and miter the corners. How do you miter a corner?

(6) Baste the patch on the right side of the material over the worn part, matching the thread and design of the material. The worn part is not cut out until the patch is stitched. How does this help in making a good patch?

(7) Remove the bastings from one side of the patch, crease the garment back at the edge of the patch with the two wrong sides of the garment together.

(8) Overhand those two edges together with the stitching on the right side. How can you work so that the stitching will be least noticeable?

(9) After finishing this side, press the pieces back in natural position and finish each side of the patch in the same manner.

(10) Turn the material to the wrong side and trim away the worn part to within three-eights inch of edge of patch. Cut the corners diagonally and fold back against the material.

(11) Overcast the raw edges and press the patch with the final pressing on the right side of the material.

6. Use this patch in mending a garment or make a practice patch.

#### GUIDE STUDY NO. V

Problem: How is Christmas observed in other lands?

(Problem II, Unit V)

References:

- The Mentor - "The Story of Christmas", Dec. 15, 1917.
- The World Book, Volume II, p. 1192. Volume III, pp. 1369-1371.
- The American Encyclopedia, Volume III, p. 442. Volume VI, p. 623.
- Irving's Sketch Book, p. 153.
- Christmas Carol, Dickens.

1. Many of our Christmas customs date far back into history. How have they been preserved and given to us?

2. How are the following characters associated with Christmas: Father Christmas, Bon homme Noel, The Christ Child, Kris Kringle, Rupert, Saint Nicholas, Santa Claus and Befana.

3. What are some of the customs of presenting gifts in different countries?

4. In many countries, the homes are decorated with

evergreen and holly. What is the significance of the holly and mistletoe? What is the legend about the use of the mistletoe?

5. Where did the idea of the Christmas tree originate? How was its use introduced into England? How was it brought to America?

6. What is the origin of the Christmas carol? In what countries are they sung today? Name some favorite Christmas carols and tell from what countries they come?

7. The burning of the Yule log is an important feature in the English celebration. How did this custom originate?

8. Extensive plans are made in many countries for the Christmas dinner. With what country do we associate the following Christmas dishes: The boars head, the peacock, the Christmas turkey, the plum pudding, the mince pie and the wassail bowl.

9. The Irish people place a lighted candle in the window and leave the latch string out. What is their motive in doing so?

10. A Danish home is recognized by a sheaf of grain set out for the birds. What other countries have similar customs?

11. How have our Christmas customs been enriched by

those of other countries?

12. What are some present day Christmas customs in our own country?

#### GUIDE SHEET NO. VI

Problem: How shall we make our pattern for our slip?

(Problem III, Unit VI)

References:

Clothing Construction, Brown and others.

pp. 15-17.

Clothing Fundamental Problems, Jordan. pp.  
80-84; 94-95.

Tools and materials:

Tape measure, yard-stick, paper, pencil and  
scissors.

1. How much would you add to the cost of your slip by buying a commercial pattern?

2. What percent of the cost of the material would the pattern be?

3. What other reasons can you give for drafting the slip pattern?

4. Why is it advisable to make your slip pattern and buy a pattern for your bloomers?

5. What measurements are necessary for the drafting of our slip pattern?

6. How shall we take the measurements?

7. Take the measurements for your partner.

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1. Read directions in Clothing Construction by Brown, pages 16 to 17.

2. Notice the suggestion for a round neck line and the choice of straight or shaped straps, if you wish these.

3. What is the advantage of shaped shoulder straps over the straight straps?

4. Where is a dart located in the slip pattern? What is its purpose?

5. How does the back of the slip pattern differ from the front of the pattern?

6. Choose the type of slip you wish to make.

7. Carefully follow the directions and make your own pattern of paper.

8. Check your pattern with your measurements to see if it is correct.

9. Mark any desired changes or corrections on the pattern.

## GUIDE SHEET NO. VII

Problem: How shall I hem my kimono?

(Problem VII, Unit VII)

References:

Clothing construction, Brown and others.  
pp. 102-103.  
A Girl's Problems in Home Economics,  
Trilling and Williams. pp. 50-52.

Tools and materials:

Yard-stick, pins, needle, thread and scissors.

1. Why is a hem a desirable finish for the bottom of a kimono?
2. List the qualities that you wish your hem to have when it is finished.
3. Read and study carefully the directions for putting in a hem as given in "A Girl's Problems in Home Economics. pp. 50-52."
4. Why should you have your kimono fastened and adjusted as you intend to wear it, before marking the hem?
5. Why should you stand on a table or some raised platform while having the length taken?
6. As you are turning your hem along the marked edge, you may find that the line of pins does not form a good line for the edge of your hem. What should you do in this case?

7. Why is it important to baste along the lower edge of the hem?

8. It is advisable to pin the hem in place at the upper edge and try on the garment before trimming the hem. Why is this true?

9. The use of a gauge makes it much easier to have an even width hem. How is this made? How is it used?

10. How shall you adjust the fullness in your hem? How are the seams placed in the hem? What kind of a line should the top of your hem form? How is it possible to make this kind of a line?

11. What care should you take in basting your hem?

12. Why is it well to press the hem before the final stitching?

13. How will you stitch in your hem? What will influence your choice? What care should you take in stitching the hem in by machine? What final steps will add to the appearance of the finished hem?

#### GUIDE SHEET NO. VIII

Problem: How shall we choose our supplies for laundering and cleaning our clothing?

(Problem II, Unit VIII)

**References:**

Everyday Problems in Science, Pieper and Beauchamp. pp. 184-191.  
A Girl's Problems in Home Economics, Trilling and Williams. pp. 239-248.  
Approved Methods for Home Laundering, Proctor and Gamble Company. pp. 22-32.  
Efficient Housekeeping, Frederick. Ch. VI.

1. What are the important factors in the successful laundering of clothes?

2. Why should we use care in the choice of our laundry supplies?

3. Of what is soap made? Housewives used to make their soap. What ingredients did they use? How did they make it? How was this soap different from the commercial soaps which we use now?

4. What are the characteristics of a good laundry soap?

5. How are soaps classified?

6. Name some laundry soaps on the market. In what forms can we buy soap now? What soaps would you use for delicate fabric or color? What is the objection to some of the cheaper soaps? How does resin affect the quality of a soap?

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1. Soft water cannot always be obtained for laundry purposes, our problem becomes one of softening the water we have. What causes hardness of water?

2. What happens when soap is put in hard water?
  3. How may hard water be softened?
  4. What are the best softening agents?
  5. How should these softening agents be used?
  6. Why is a small amount of kerosene or gasoline sometimes added to the water?
- 

1. The removal of stains is important in the laundering of clothes. What must we understand about stains in order to remove them successfully?

2. List the agents that we should have in the home for the removal of stains.

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1. Why is bluing used in the laundering of clothes?

2. What will determine our use of bluing?
3. In what forms is bluing sold on the market?
4. What is the objection to bluings containing compounds of iron?
5. Which form is the most desirable?

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1. How does good starching add to the appearance of a fabric?

2. What cereals are used in the manufacture of starch?

3. How is starch treated in order to make it satisfactory for laundry purposes?

4. What are the common kinds of laundry starch on the market?

5. Which ones are satisfactory to use?

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Make a list of the supplies which are needed for cleaning our clothing.

#### GUIDE SHEET NO. IX

Problem: How shall we make our clothing budget?

(Problem III, Unit IX)

References:

- Principles of Clothing Selection, Buttrick.  
Ch. XVIII.  
A Girl's Problems in Home Economics, Trilling  
and Williams. Ch. IX.  
The Business of the Household. pp. 240-245.  
Successful Family Life on the Moderate  
Income, Abel. Ch. XIV.  
Economics of the Household, Andrews. pp. 334-  
345.  
Clothing and Textiles, Matthews. Revised  
Edition. pp. 116-119.  
Clothing Fundamental Problems, Jordan. pp.  
358-365.  
Spending the Family Income, Donham. Ch. VI.

1. What is the value of a clothing budget?

2. How does it help us to make a clothing budget?

3. What per cent of the income should be allowed  
for clothing?

4. What conditions will cause this per cent to vary?

5. What will determine the amount spent for clothing?

6. How will you determine your clothing expenditures for the coming year?

7. How will the amount of clothing on hand affect the expenditures for the coming year?

8. How will you determine the clothing expenditure of the different members of the family?

9. How does the cost of your clothing compare with that of other members of your family?

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Budgets are planned upon a one, two or three year basis. When may each plan be used satisfactorily? See Buttrick, p. 167.

1. How will you determine the amount to be spent for the different items of clothing?

2. Make a budget of your own clothing expenditures. Base this upon the cost of your clothing during the past year and for the coming year.

3. Proceed in the following manner:

(1) Determine the amount to be spent for clothing.

(2) Classify your clothing as outer garments, under garments, foot wear, etc.

(3) Rule your paper making provision for three columns.

(4) List in one column all the clothing that has been purchased during the past year with its cost.

(5) List in the second column clothing that can be worn the coming year.

(6) List in the third column the amount of clothing that must be purchased the coming year with its estimated cost.

(7) Find the cost of the clothing for the past year and the coming year.

(8) Compare the cost of the clothing for the two years and determine the average cost.

4. How does this amount compare with the sum set aside for clothing? Have you met your needs in the best way?

5. How would you carry on your plan for the second year?

6. What advantage would a three year plan offer?

7. Which plan is best suited to your needs. Why?

8. What is necessary in order for the clothing budget to be a success?

## GUIDE SHEET NO. X

Problem: How shall we select clothing suitable for the different types of figures?

(Problem III, Unit X)

References:

Principles of Clothing Selection, Buttrick.  
Ch. V.  
Designing Your Own Costume. Extension  
Bulletin, No. 64. University of Idaho.  
A Girl's Problems in Home Economics,  
Trilling and Williams. Ch. VI.  
Art in Everyday Life, Goldstein. Ch. XV.  
Design in Dress. Bulletin No. 49. Iowa  
State College.

Tools and materials:

Fashion magazines.

1. How were the proportions of the ideal figure determined? How were the proportions of the standard figure determined? How nearly do women meet the standard requirements of the ideal figures?

2. What are the common types of variation from the standard figure?

3. In planning clothes for types varying from the standard, what is the one general aim?

4. What is the effect of horizontal lines in a costume? Of vertical lines?

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1. What lines should the tall slender person emphasize in her dress?
  2. Find designs in a magazine having good lines for tall slender persons.
  3. List different ways by which the tall slender person may appear less tall.
  4. What type of sleeves should be chosen for the tall slender person?
  5. If a tall slender person has a narrow oval face and a long thin neck, what shaped neck line is best for her? What type of collar shall she choose?
  6. What qualities make materials suitable for the tall thin figure?
  7. List some materials that are desirable for the tall, slender person. What is the objection to organdie or georgette?
  8. What is the effect of a tight fitting dress and a loose fitting dress for the slender person?
  9. How should you fit the dress in order to give the best appearance?
- 

1. How shall the short thin figure have good proportion in her dress?
2. What materials shall she choose?

3. What shall she strive to attain in planning her costume?

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1. What lines should the tall heavy woman use in designing her costume?

2. How will the length of her dress affect her appearance?

3. What type of dress is best suited for her?

4. What materials should she select for her costume?

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1. What lines are best for the short, stout figure?

2. Make drawings to illustrate the difference in effect produced by horizontal and vertical lines.

3. Find designs in magazines having good lines for the short, stout person.

4. Why is the selection of materials of particular importance?

5. Name materials that are satisfactory for the short, stout figure.

6. What colors will you suggest for her use?

7. What shaped neck line is best for the person with a round, full face? What type of collar for short neck?

8. What are some problems in fitting the dress of

the short stout woman?

9. What type of sleeves should be chosen?

10. What length is best for the dress?

11. What is the advantage of the one-piece dress?

What type of belt is best?

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Plan dresses for two of the types of figures we have studied.

#### GUIDE SHEET NO. XI

Problem: How can I understand my pattern and use it intelligently?

(Problem III, Unit XI)

References:

Pattern

Pattern envelope

Pattern guide sheet and other instructions

Fundamental Problems, Jordan, pp. 58-54.

1. What are the common causes of difficulty in the use of patterns?

2. How can these difficulties be overcome?

3. Take your pattern, its envelope, guide sheet and other instructions and answer the following questions. By doing this you will become acquainted with your pattern and understand it.

(1) What is the name of your pattern?

(2) What is the size of your pattern?  
(3) Is the size correct for you?  
(4) If it is too small, how much?  
(5) If it is too large, how much?  
(6) Of how many pieces does your pattern consist?

(7) How are the pieces indicated?  
(8) What is the seam allowance of your pattern?

(9) How is this seam allowance indicated?  
(10) Is the seam allowance the same for all seams?

(11) What is the seam allowance for:  
(a) shoulder      (c) sleeve  
(b) under arm      (d) hip

(12) What is the mark to indicate placing with the lengthwise threads of the material?

(13) What is the mark to indicate placing with the crosswise threads of the material?

(14) What is the mark for center front?  
(15) Is the center front placed on the fold of the material?

(16) What is the mark for the center back?  
(17) Is the center back placed on the fold of the material?

(18) How can you tell how to put your pattern together?

(19) How are darts indicated?

(20) How are gathers indicated?

(21) How are pleats indicated?

#### GUIDE SHEET NO. XII

Problem: How shall we select the material and design for a child's dress?

(Problem I, Unit XII)

##### References:

Designing your Own Costume. Extension Bulletin, No. 64. University of Idaho. p. 27.  
Sun Suits for Children, Ruth O'Brien, Bureau of Home Economics.

Children's Rompers, Mary Alleen Davis, Bureau of Home Economics.

##### Tools and materials:

Samples of materials, fashion magazines.

1. How have the styles of children's clothing changed? How were children's garments made in former years? What materials were used?

2. In what way do these garments seem impractical to us now?

3. List the ways in which present styles for children are an improvement over those of former days.

4. How may we further improve children's garments?
5. What qualities will you consider in the selection of materials for the child's dress?
6. List the materials that are suitable for children's clothing.
7. What will guide us in the design of children's clothing?
8. What colors would you choose for children's clothing?
9. How is the consideration of color in the selection and planning of children's clothing important?
10. List the ways in which clothing is an important factor in the health and physical development of the child.
11. List the ways in which clothing may be an important factor in the development of the character of the child.
12. How can clothing be planned in order to conserve the time and energy of the mother? How can these plans be of benefit to the child?
13. How do children react toward their clothing?
14. Why is it important to spend time in planning children's clothing?

## GUIDE SHEET NO. XIII

Problem: How does clothing affect the loss of heat from the body?

## References:

- Everyday Problems in Science, Pieper and Beauchamp. Unit VI.  
A Girl's Problems in Home Economics, Trilling and Williams. Ch. IV.  
Personal Hygiene Applied, Williams. pp. 297-300.  
Health - Public and Personal, Blount. pp. 57-159.  
The Science of Everyday Life, Van Buskirk and Smith. pp. 335-337.  
Clothing Fundamental Problems, Jordan.  
Principles of Clothing Selection, Buttrick, Ch. IX.

1. How do Eskimos dress?
2. What kind of clothing do people in hot, torrid countries wear?
3. How do people in temperate climates adapt their clothing to the season?
4. What reasons can you give for differences in dress?  
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1. What is the normal temperature of the body?
2. How does the body regulate its temperature?

Read "Everyday Problems in Science" p. 176. "The New Handbook of Health", by Woods Hutchinson. pp. 203-205. In

this you will find an excellent description of the skin as a body regulator.

3. When the weather is extremely warm or vigorous and exercise has been taken, how does the body get rid of extra heat?

4. What keeps the body from losing its heat when subjected to extreme cold?

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1. How does clothing assist the body in maintaining an even temperature?

2. What qualities in materials affect the loss of heat from the body?

3. How do these qualities have such effect?

4. List materials that would help retain the body heat. Explain why.

5. Why are several layers of light weight clothing warmer than one layer of heavy clothing of equal weight?

6. How would a garment made of closely woven material conserve heat?

7. Why do we wear a coat of closely woven material rather than a sweater on a cold, windy day?

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1. Why is absorption of moisture a quality to

consider in the selection of our clothing?

2. How do the four textile fibers compare in their readiness to absorb moisture? Jordan, p. 338.

3. What are advantages and disadvantages in using wool underwear?

4. How does cleanliness of clothing effect its absorptive capacity?

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1. How is ventilation related to loss of heat from the body?

2. Justify the following statements: Loosely woven clothing worn under an outer garment of closely woven material is warm. Loosely woven clothing worn in the summer time when a slight breeze is stirring is cool.

Read Jordan, p. 335.

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1. How is evaporation of moisture related to loss of heat from the body? Read "Everyday Problems in Science", p. 117.

2. What effect does evaporation of a liquid have upon the temperature of the body from which it evaporates?

3. What effect would the evaporation of moisture from the body or from damp undergarments have upon the body?

4. What fibers permit greatest evaporation of body moisture? See Jordan.

5. What weave of material will permit greatest evaporation of body moisture?

6. How will you choose your summer garments in order to allow for ventilation and evaporation of moisture?

7. Why does an athlete put on extra clothing immediately after exercising?

8. A man is chopping wood. He leaves his work and without putting on an extra coat, rides home in an open car. What danger may result?

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How does the color of clothing affect temperature? What colors are better for summer? Why are black materials warm?

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How shall we choose our clothing for summer in order to assist the body in regulating its loss of heat? How shall we choose our clothing for winter in order to conserve body heat? (A good summary is given in "Everyday Problems in Science", pp. 178-179.)

## RESULTS AND CONCLUSION

It has been possible to include the items listed in the Minimum Essentials for Clothing and Textiles in this ninth grade course of study. While checking it may appear that some items have been omitted. A study of the units and problems will show a place has been provided for these items. Unit V, "Remembering our friends at Christmas time", provides for the making of Christmas gifts. Here a choice of articles is allowed. Towels, handkerchiefs, holders, lunch cloths and bed room linens give a chance to use embroidery stitches, the mitering of a square corner, the making of different kinds of hems or the joining of lace. Tatted or crocheted edges may form the finishing of towels, vanity sets or handkerchiefs if desired.

Plackets are used to less extent than formerly but an opportunity is offered for the making of plackets in bloomers if a band is desired. Bloomers with the child's dress may also require a placket. Many question the practicability of making plackets in bloomers so this is a question which each girl can decide for herself.

The recognition and knowledge of different materials and their qualities is cared for by a study of materials

suitable for each garment. Each unit of construction contains a problem concerning the selection of material for the garment.

The use and understanding of patterns is stressed throughout the course. Provision is made for the general alteration of patterns. Individual cases of altering and fitting can be handled as the problem arises.

No attempt has been made for uniformity in the statement of the problems. The desire has been to obtain a variety of problems in order to help in the further study of the use of problems.

Different types of problems were chosen for constructing the guide sheets to show how the use of the guide sheet is possible in various kinds of problems.

This study is only a beginning and future work of this nature will be of much value in the organization and presentation of subject matter.

Conclusion as follows has been drawn:

1. A careful statement of the unit makes for better organization of work in that it defines what is to be taught.
2. The establishment of the minimum essentials for each unit in terms of principles makes for definite goals in instruction.

3. The use of problems in teaching presents subject matter to the girl in a usable form and gives her an opportunity to develop her ability to think, judge and reason for herself.
4. A clear and definite statement of the teaching points of each problem aids in effective solving of the problem.
5. Guide sheets are an aid in the use of problems in teaching. They direct the pupil's study and enable them to help themselves.