

A SUGGESTED ORGANIZATION OF A CLOTHING PROJECT BASED
UPON THE INTERESTS AND NEEDS OF A SELECTED GROUP
OF FARM BUREAU WOMEN

by

ALICE EDNA McLEAN

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INTRODUCTION

For a long time women have been conscious of difficulties in securing desirable satisfactions from their clothing. Until recently, the efforts of women to obtain better clothing has not been sufficiently organized to stimulate industry to a consideration of their problems. Today, however, institutions everywhere are engaged in applying the methods of scientific research to the field of clothing and textiles in order to provide the comfortable clothing that present day activities demand and, to satisfy the legitimate desire for beauty. That women throughout the country are recognizing the claims that these changing conditions make, is indicated by the large enrollment in adult clothing classes of various kinds. Within the last year 508,909 women were enrolled in the clothing project in Home Economics Extension Work in the United States. During the same period of time 169,272 were enrolled in all day, part-time or evening schools in Vocational Home Making. Other agencies maintaining organized Clothing classes which attract groups of interested women each year are correspondence schools, Young Women's Christian Associations, private schools and foundations, associations of organized charities and cooperative dressmaking schools of various types. In large urban centers, industrial and com-

mercial organizations maintain classes for patrons and employees. The number of women enrolled each year in clothing classes maintained by institutions in urban centers is of minor interest in this study which is concerned chiefly with the clothing problems of a selected group of Farm Bureau women.

That the government has recognized the needs of women is indicated by the Extension Service of the United States Department of Agriculture which, in cooperation with the agricultural colleges of the various states, is the outstanding organization carrying educational opportunities to rural people. The Extension Service in Kansas had its beginning in the year 1904. General Extension work for women was inaugurated in 1909 when one extension worker for women was appointed at the Kansas State Agricultural College. The passage of the Smith-Lever Act in 1914 which placed extension work on a cooperative basis gave opportunity for extensive development of Home Economics Extension Work. In 1917 the services of nine women were required to meet the demands of the women for extension work in the State. The work of the home demonstration agents, which was first incorporated chiefly for the purpose of war relief was established on a permanent basis in 1919. From its beginning the work has made remarkable progress in the development of interest and activity through

extensive leadership training until it has exceeded all provision made for its development in the State. At the present time the Extension Service for women includes projects in Clothing, Millinery, Nutrition, Home Management, Home Health and Sanitation and Child Care and Training. Since 1918 when the demand for clothing led to the organization of sewing and dress making schools, clothing has been one of the major activities in Home Economics Extension Work.

The present program of the clothing project in the Extension Division of the Kansas State Agricultural College is a long time program consisting of five years of clothing work in the Farm Bureau unit and one year in furthering the project through 4-H clubs. The work to be undertaken as stated in the plan of work for 1930 consists of the following subdivisions:

1. Simple Dress Construction

- Dressform construction

- Pattern testing

- Sewing machine technique

- Selection of materials

- Construction of simple dress

2. Study of Wool and Silk Garments

- Pattern alteration

- Selection of wool and silk materials

Care, storage and preparation for remodeling
Construction of wool garments

3. Color and design in theory and practice

Color theory and its application
Design theory and its application
Children's garments
Dress accessories

4. Tailored Garments

Study of factory made underwear
Simple tailoring technique
Construction of tailored garments
Judging costumes

5. District Training Schools in Clothing

Costume accessories
Care and selection of textiles
Foundation garments

6. Furthering the Project Through 4-H Clubs

In the program as planned for these Farm Bureau women there is evidence of little attention being paid to the varied backgrounds of these women. The general educational level of the women; their economic and environmental conditions; and their ability to sew when they began the clothing work, were not given attention in the provision made for their training in the Farm Bureau Club work.

In administering the clothing project, the first two

sub-divisions of work are presented in the order in which they appear in the program. Sub-division five may be selected after sub-division two if a club so desires.

In the sub-division of the work as outlined in this program, no obvious trends appear. At the present time mass production, competition, and efficient distribution has made possible a large consumption of ready-made clothing. Women are confronted with problems of choice related to changing designs, new and untried materials and lessened standards of workmanship. As it is human to resist change and cling to the familiar, the more conservative rural woman has been last to respond to the altered conditions in which she finds herself at the present time. In order to determine how Extension Work can assist the rural woman more effectively in meeting the demands of the present changing condition, this study of the clothing interests and needs of women enrolled in Farm Bureau Clubs has been made.

A survey of the field failed to reveal any similar studies of the clothing interests and needs of Farm Bureau women.

METHOD AND PROCEDURE

The data for this study were secured by means of a checking list of the clothing interests and needs of Farm Bureau women. A checking list was made similar to the one used in

the "study of the clothing interests and needs of a group of Freshman and Sophomore girls" by Frances Mable Backstrom in 1929 at the Kansas State Agricultural College.

The completed checking list was presented to the Home Economics Committee on Graduate Study and their recommendations were incorporated in the revised list.

In cooperation with the State Leader of Home Demonstration Agents and the Home Demonstration Agents of Sedgwick, Douglas and Bourbon counties, one hundred fifty of the checking lists were distributed to a selected group of Farm Bureau women at one of their regular meetings. Of this number of lists, ninety were checked in their homes and returned to the Extension Office at the Kansas State Agricultural College.

The data obtained from the checking lists were tabulated, percentages calculated, recorded and interpreted. Conclusions were based on the findings and results.

The present program and the yearly reports of the Clothing project of the Extension Service of the Kansas State Agricultural College for the years 1928 and 1929 were studied as a preliminary step in this investigation. In order to observe the presentation of a portion of the clothing work, an all day meeting for the training of clothing leaders in Clay County was attended.

A suggested plan for the Clothing project was organized on the unit-principle-problem basis from the evaluation of

the data obtained.

TABLE NO. I
Information Concerning Previous Training
Furnished by Ninety Women

Kind of School Attended	No. Checked
	Per Cent.
Rural one room	72
Grade School - Small town	21
Grade - City	13
High School - Small town	19
High School - City	18
Private School	6
College	27

Information concerning the previous training of the women indicated that seventy-two per cent. attended a one room rural school; twenty-seven per cent. were college trained; twenty-one per cent. attended grade school in a small town and an average of nineteen per cent. attended high school in a small town or city.

These findings show that more than one-fourth of the women who furnished the data for this study had educational advantages that compare favorably with the present youth of school age. In a study of High School graduates for the

years 1923-1927 made by the Vocational Educational Department of the Kansas State Agricultural College in 1929, it was found that twenty-nine per cent. of the high school freshmen in Kansas completed their high school work and entered college. Table No. I shows that twenty-seven per cent. of the women in this study finished high school and had some college training. The findings also show that of the remaining seventy-three per cent., eleven per cent. attended high school. About sixty per cent. of the women had a common school education.

TABLE NO. II
Information Concerning
Instruction in Sewing

How learned to sew	No. Checked
	Per Cent.
Taught by Mother	61
Taught by Dressmaker	12
Learned by own efforts	61
Learned at school and at home	19
Learned through 4-H Club	3
Learned through Farm Bureau Club	62
Learned at Vocational Night School	1

In regard to how the women learned to sew, and average of sixty per cent. were taught by the mother; an equal number learned by their own efforts and through Farm Bureau Clubs. Of the group who learned by their own efforts, thirty-seven per cent. were not taught to sew in the home by the mother¹. These facts indicate that this was a plucky group of women who had taken advantage of opportunities for personal improvement offered by the home and the community.

TABLE NO. III

Membership in Farm Bureau Clubs

No. of Years	:	No. Checked
	:	Per Cent.
One	:	10
Two	:	30
Three	:	18
Four	:	12
Five	:	13
Seven	:	2
Eight	:	3

¹Double checking occurred in securing the percentage of women who learned by their own efforts.

The enrollment of the women in the Farm Bureau Club showed that more than fifty per cent. had been members from three to five years. From ten to thirty per cent. had been in the club from one to two years. This indicates that the women represented by this group were progressive and permanently interested in the opportunities and advantages resulting from a long time program of work. In 1929 9636 women were enrolled in the Farm Bureau Clubs in Kansas. The projects in the various clubs comprize a varied and resourceful program of activity touching every phase of rural home life. One of the most popular of these is the clothing project. It is interesting to note that of the 54,145 women reached by all phases of Home Economics Extension Work, 14,999 were reached by the clothing project. The more intensive training for leadership was given to 695 who assumed the responsibility as teacher of a local group.

TABLE NO. IV

Interest in Clothing Project

Reasons for interest in the clothing project	No. Checked
	Per Cent.
To help me to select the clothing I should wear	84
To teach me how to fit garments more correctly	81
To help me save money by wiser clothing expenditures	77
To learn the importance of the complete costume	74
To know the prevailing styles and adapt them to my use	73
To help me to alter garments more correctly	72
To teach me clothing construction processes	63

Table No. IV shows that the women are interested in the selection of clothing; the fitting of garments more correctly; the wiser expenditure of money for clothing; the alteration of ready-made garments, and in the construction of clothing in the home.

These findings show the women are interested in all the phases of clothing management relating to themselves and to the resources made available for the provision of clothing. It is observed that no one phase of the work predominates in the clothing project and that provision should be made for including all of these in the program of work.

In order to ascertain the type of work at present being offered for adult education in clothing, the following question was asked in the checking list, "What has been included in your clothing projects in the Farm Bureau Work?"

TABLE NO. V

Subject Matter Included in Clothing Project

Contents of Subject Matter	No. Checked Per Cent.
Clothing Construction:	
Models of construction process	78
Cotton garments for home and occasional wear	64
Made over garments	57
Silk and wool garments	54
Cotton clothing for children	52
Making Dress Forms	82
Study of Materials:	
Weave of fabrics	63
Quality of fabrics	61
Fibers used in clothing materials	61
Adulteration of fabrics	53
Effect of clothing in maintaining good health	48
Alteration of ready made clothing	42
Care of clothing	52
Study how to use the available money to buy the clothing needed	33
Choice of becoming design	71
Influence of color of hair, eyes and skin on choice of clothing	71
Effect of size of individual on choice of clothing	68
Selection of suitable materials	56
Study of individual to determine the clothing needs	53
Choice of garments and accessories which look well together	51
Choice of clothing which enables efficient work	47

Table No. V indicates that very little work is being done on the clothing budget. Practically all of the women made dress forms. The study of materials had been very well understood but need is shown for instruction in the alteration of ready-made clothing. A choice of garments that enables the women to do more efficient work showed need for emphasis, also the effect of clothing in maintaining good health.

Before any information becomes a part of one's experience it usually has to be presented a number of times. Repetition in clothing work develops skills thus giving added pleasure and assurance to the woman in her work. For this reason repetition of work is educationally sound. The human mind craves variety to hold interest. This work cannot be presented in exactly the same way too often as it would destroy the interest in the clothing project. When interest ceases, the best learning ceases. Any repetition involves an element of danger if carried beyond a point where interest lags or disappears. The wise clothing leader will be conscious of the danger point, a point of satiety, and seek to avoid it.

In response to the inquiry, "Does the clothing project from year to year contain repetitions of the previous year?" forty per cent. of the women answered in the negative. Twenty-two per cent. stated that some repetition did occur. In

answer to the question, "What in particular was repeated?" practically no information was given. The most frequent repetitions cited by the women were: dress forms, pattern work, seams and models. Mention was made of repetition in subject-matter in lectures.

An opportunity was given for the women to indicate what they would like to have included in the clothing work. The suggestions given in this "free lance" manner indicated that in addition to the work included in the clothing project more instruction was desired on fitting and the alteration of pattern and selection of clothing; on the proper use of the dress form; the cutting of collars and circular skirts; and the making of a clothing budget for rural families. A greater demand on the Extension Service for information on keeping up-to-date was reiterated in several ways showing that rural women are interested in keeping up-to-date and are depending upon the Extension Service for information on style.

In permitting the women to suggest what they would like to omit from the clothing project few responses were given, indicating that there was little conscious need for much change in the plan of work. Omissions most frequently indicated were: "models of seams, hems, etc.; and the drafting of patterns." Mention was made of "dressforms, men's shirts; everyday clothing; silk and wool dresses and coats." The omission of "fitting of garments in large groups" indicated a need for leadership training in the clothing work.

TABLE NO. VI

Distribution of Information and Skills Possessed by the
Women When They Began the Clothing Project

Known by 70%. to 95%.	Known by 50%. to 60%.	Known by 30% to 40%.	Known by 10% to 20%
Make a dart	Make bias facing	Alter a pattern	Tests for judging
Make a fell seam	Make bias binding	Make tailor tacks	the fit of a
Cut bias strips	Put on a collar	Know when a garment:	garment
Mend clothing	Sew on lace	fits	
Cut out a garment	Clean and oil sew-	Know when a sleeve	
Hem by hand	ing machine	sets correctly	
Hem by machine	Darn hose	Make a placket	
Make a French seam		Adjust a belt	
		Take a skirt length:	
		Press a garment	
		Adjust a sewing	
		machine	
		Use the attach-	
		ments of the sew-	
		ing machine	

A study of Table No. VI shows that the acquiring of some skills such as making seams, mending clothing, etc., comprized much of the learnings of the women when they began the Farm Bureau Work. This suggests that some means should be used for determining more conclusively, than this study allows, what should be entirely omitted and where the greatest emphasis should be placed. As the results show a lack of knowledge of the budget; a need for more emphasis on the selection of clothing; more intensive work on the alteration of patterns and ready-made clothing; and a concentrated effort on fitting problems, these phases of the work should receive important consideration in the clothing project.

Some more accurate method of check up should be used in order to determine whether recommended practices comprize the actual learnings reported by the women.

The possession of a sewing machine as necessary machinery in the home was indicated by eighty-eight per cent. of the women. An attempt was made to determine what use was made of this piece of equipment.

TABLE NO. VII

Use of Machine	No. Checked
	Per Cent.
Making house dresses	93
Altering garments	84
Making household linens	82
Making undergarments	80
Making silk and wool dresses	80
Mending	72
Making children's clothing	68
Making shirts	43

Table No. VII shows that eighty-three per cent. of the women used the machine for making the following articles: house dresses; household linens; under garments; silk and wool dresses; and children's clothing. Eighty-four per cent. of the women used the sewing machine for alterations and repair; while only forty-three per cent. of the women made shirts at home.

Of the eighty-eight per cent. having machines, apparently little use has been made of the attachment as an aid in the rapid construction of garments. Those most commonly used were the hemmers and the gatherer. Few made use of the cutting gauge and the darner was not used at all. As the use of the attachments were taught by demonstrators from a well known machine company, evidently, few women felt that the use of these attachments by themselves would facilitate construction processes in making house dresses and children's garments at home.

The most frequent reason given for not using the attachments was that they did not understand how to use them. Some

of the women indicated no occasion for using attachments.

TABLE NO. VIII

Garments Made in the Clothing Project

Types of Garments	First Year	Second Year
	Per Cent.	Per Cent.
Underwear	13	8
House dresses	32	7
Cotton dresses	22	19
Silk and wool dresses	9	36
Children's clothing	13	6
Aprons	4	2
Kimono	1	0
Sleeping garments	3	0
Made over garments	1	4
Shirts	0	2
Suit	0	1
Coats	2	3
Patterns illustrations	2	0
Dress forms	3	1
Construction processes	5	4

When analyzing table No. VIII and comparing it with the first two sub-divisions of the program for the clothing pro-

ject, it is apparent that a true picture of the work as it is given does not appear. Practically fifty per cent. as much work on cotton materials was reported for the second year as for the first. That cotton material holds a major place in the clothing of rural women, and, that much can be accomplished in clothing design by making the better cotton dresses, might serve as sufficient reason for a substitution for wool and silk in carrying out the program as planned. Of the wool and silk dresses made twenty per cent. were made the first year.

Further consideration of these data indicate that apparently little attempt to evaluate the work of one year from that of another, or to plan the work so that each year presents increasingly difficult problems to be solved, thereby placing the clothing work on a learning level.

SELECTION OF CLOTHING

Selection of ready-made clothing is receiving increasing attention at the present time by women everywhere. The large-scale production of garments of all kinds and the efficient distribution made possible by the mammoth expansion of the chain stores has given rural women not only an opportunity to buy clothing ready-made, but also an opportunity to see what they are buying. In the group represented by this study the

patronage of mail order houses has dwindled to twelve per cent. while only eighteen per cent. of the women depend to some extent on the nearest town regardless of its size as a shopping place for ready-made clothing. That sixty-two per cent. of the women seek the largest accessible town when purchasing ready-made clothing, indicates an attempt on the part of the rural women to buy ready-made clothing.

TABLE NO. IX

Reasons for Satisfaction in Wearing Ready-made Clothing

	No. Checked	Per cent.
Less trouble than making at home	49	
Can try on finished garment to see how it will look before purchasing	49	
Has more style	48	
Fits better than home-made clothing	21	
The material wears longer	1	
Costs less	3	

Practically fifty per cent. of the women indicated satisfaction in wearing ready-made clothing due to the facts that ready-made clothing has more style than home made clothing; the appearance of ready-made clothing can be judged before buying, and less trouble is entailed in buying clothing ready-

made than in making it at home. About twenty per cent. of the women indicated satisfaction in better fitted garments when purchased ready-made.

TABLE NO. X

Reasons for satisfaction in wearing home-made clothing

	No. Checked
	Per Cent.
Can have more garments at less cost	58
Can choose better material than when bought ready-made	56
Can have garments that are made better	50
Can make dress just as you want it	39
Can choose material suitable to self	32
Cannot buy ready-made clothing to fit	29

A majority of the women reported more satisfaction in wearing home-made clothing than when bought ready-made. The reason for this situation, as given by fifty-eight per cent., was that more garments may be bought for the same money; fifty-six per cent. of the women indicate a choice of better materials in home-made clothing; fifty per cent of the women agree that the workmanship on home-made garments is superior to that of the ready-made garments. The fact, that only twenty-nine per cent. of the women could not buy ready-made

clothing to fit, attaches importance to the reasons given for satisfaction in wearing home-made clothing.

These facts indicate that few women assume that it costs less to buy ready-made clothing than to secure the same garments by making them at home. This contrary view to the generally accepted idea, regarding the cost of ready-made clothing, may have been due to an inability to buy garments within the price range of the women at the accessible shopping centers. Also the limited supply of garments of needed sizes available in smaller towns often makes choice beyond the determined price level necessary. Satisfaction derived from choice of material for clothing made at home was evidently affected also by the size of the shopping center. Results show that the Farm Bureau women's choice of ready-made dresses was confined to the less expensive. This fact might account for their preference of home-made clothing.

The type of garments found to be most satisfactory ready-made were women's coats, forty-seven per cent.; silk dresses for women, thirty-three per cent. About one-fourth of the women indicated satisfaction in ready-made coats for the girl, and ready-made underwear for the family.

Fifty-four per cent. of the women reported satisfaction in wearing home-made house dresses. Thirty-seven per cent. indicated satisfaction in wearing better cotton dresses made at home. Satisfaction in wearing home-made silk dresses was

reported by twenty-four per cent. of the women. A slight advantage in satisfaction in home-made underwear for the family was indicated by only twenty-seven per cent. of the women.

Forty-two per cent. of the women reported that it was easy to make choices when selecting ready-made garments. Ease of choice indicated by forty-six per cent. was apparently due to the fact that these women were conscious of their clothing needs and likes; forty-one per cent. knew what was becoming to them and thirty per cent. were easy to fit and knew how to select for themselves.

A study of clothing selection is recognized as a major problem in the clothing project. Difficulties experienced by the women serve to indicate which parts of the subject need particular attention in method and content of subject-matter. A division in the rank and file of difficulties seems to appear. On the one hand insufficient allowance for the clothing needs and on the other inability to apply knowledge of design to the assembling of garments. Aside from money factors, ease of choice in selecting ready-made garments is due to a thorough understanding of one's individual problems of design and to much successful practice in selecting for oneself and others. Rural women's limited need of the better types of silk and wool garments reduces her practice in choosing garments to a minimum. Ways and means for giving rural women more opportunity to select actual garment needs to be

devised and incorporated in the clothing project.

The types of garments which gave thirty-six per cent. of the women difficulty in selection were hats; thirty-one per cent. experienced difficulties in selecting silk dresses; twenty-seven per cent. in selecting shoes, and twenty per cent. in selecting wraps.

Thirty-four per cent. indicated difficulty in selecting garments which would remain in style until worn for a satisfactory period of time; thirty-three, reported choice of becoming line as most difficult; twenty-seven per cent. encountered problems in choosing garments which would fit into the present wardrobe. Choice of fabrics which would wear well was a problem for but sixteen per cent. of the women.

In the particular problem of selecting a hat fifty-two per cent. of the women desired information which would help them in selecting hats which were suitable to the figure; forty-eight per cent. indicated a desire for knowledge of how to select hats that were becoming in line and pleasing in shape; thirty-eight per cent. wished to learn the importance of hats in the complete costume and how to select hats suitable in color.

In analysing the difficulties experienced in clothing selection, the important thing encountered was that over one-third of the women had insufficient allowance to meet their clothing needs yet the budget was left out of the clothing

program. Although a felt need is seen for a better understanding of design in order that correct clothing can be chosen, yet, these data indicate that in the clothing project work, success has not been attained in making this one of the major objectives.

In order to determine the buying habits of the women and to judge the extent of the practice of making clothing at home and buying garments ready-made, the following question was asked, "How many garments for your family do you buy each year?"

From the answers given to this question Table No. XI was compiled so as to show the percentage of garments bought ready-made and made at home, in lots of one, two, etc., each year. In order to more accurately evaluate the data given, the percentage of the women represented is included, also the number of garments of each type secured by these women each year.

TABLE NO. XI

Number of Garments Bought Each Year

Type of Garments	: Number of women who bought:												: Number of women who made											
	: ready-made garments						: No.: No.:						: garments in lots						: No.: No.					
	: in lots of:						: of : of :						: of:						: of : of					
	: : : : : :						: More: wo-: gar-:						: : : : : :						: More: wo-: gar-					
	: 1: 2:3-4:5-6:7-8:9-12: 12 :ck'g: bo't:						: 1: 2:3-4:5-6:7-8:9-12: 12 :ck'g: bo't:						: 1: 2:3-4:5-6:7-8:9-12: 12 :ck'g: bo't:						: 1: 2:3-4:5-6:7-8:9-12: 12 :ck'g: bo't:					
	: Per:Cent.						: Per:Cent.						: Per:Cent.						: Per:Cent.					
Women's house dresses	:21:38:	27:	14:	:	:	:	: 32 :	78 :	:	:	:	:	: 4:16:	43:	35:	2:	:	:	: 56 :	211	:	:	:	:
Women's cotton after-noon dresses	:25:58:	17:	:	:	:	:	: 13 :	24 :	:	:	:	:	:30:37:	27:	6:	:	:	:	: 33 :	65	:	:	:	:
Women's silk and wool dresses	:65:28:	7:	:	:	:	:	: 50 :	66 :	:	:	:	:	:78:16:	6:	:	:	:	:	: 55 :	64	:	:	:	:
Girl's cotton dresses	:50:12:	25:	13:	:	:	:	: 8 :	20 :	:	:	:	:	: 4: 23:	46:	15:	4:	8:	28 :	171	:	:	:	:	:
Girl's silk and wool dresses	:50:35:	7:	8:	:	:	:	: 16 :	26 :	:	:	:	:	:45:38:14:	2:	:	:	:	: 46 :	79	:	:	:	:	:
Children's dresses and coats	:64:18:	18:	:	:	:	:	: 18 :	17 :	:	:	:	:	:29:29:	:	10:	19:	14:	: 23 :	94	:	:	:	:	:
Men's and Boy's shirts	: 2: 2:45 :	33:	9:	10:	:	:	: 54 :	246 :	:	:	:	:	:10:19:33 :	29:	5:	5:	: 23 :	87	:	:	:	:	:	:
Boy's suits	:58:25:42::	:	:	:	:	:	: 13 :	12 :	:	:	:	:	:100:	:	:	:	: 2 :	15	:	:	:	:	:	:
Family underwear	: : 8:36 :	22:	8:	17:	8 :	39 :	237 :	:	:	:	:	:	: 3:27 :	33:	10:	20:	7 :	34 :	225	:	:	:	:	:
	: : : : : :	:	:	:	:	:	: : : : : :	:	:	:	:	:	: : : : : :	:	:	:	:	: : : : : :	:	:	:	:	:	:
	Total						: 726 :	:	:	:	:	:	Total						: 1011	:	:	:	:	:

Table No. XI shows that approximately seventeen hundred garments were purchased each year in the form of yard goods or ready-to-wear garments. Fifty-eight per cent. of the garments secured during the year were made at home; forty-two per cent., were bought ready-made. The types of garments most frequently bought ready-made were: men's and boy's shirts; silk and wool dresses; and family underwear. The type of garments most frequently made at home were cotton dresses for women and girls; girls' silk and wool dresses, children's dresses and coats and family underwear.

In regard to the number of garments of each type secured each year, seventy-eight per cent. of the women represented made one silk or wool dress each year while sixty-five per cent. of an almost equal number of women bought one of these dresses ready-made. Fifty per cent. of the women represented bought one girl's ready-made silk or wool dress each year and forty-five per cent. made one girl's dress of this type at home during the year.

These data are not sufficiently representative of the women to be of much value in determining their buying habits. A trend in the buying habits however, is suggested and a need for evaluating the cost of ready-made and home-made clothing in terms of money, time, and satisfaction, etc., is indicated.

Table No. XII indicates that ninety per cent. of the women paid from \$1.00 to \$2.00 for cotton house dresses, and the average time which all the house dresses were worn, was one year, three months, and eighteen days. Fifty-nine per cent. of the women paid from two to five dollars for better cotton dresses. Sixteen per cent. paid less than this amount, and twenty-five, paid more than five dollars. The time of service for these dresses was one year, seven months and six days.

The price paid for silk dresses was from ten to twenty-five dollars; thirty-five per cent. paid from ten to fifteen dollars; and thirty-three per cent. paid from fifteen to twenty-five dollars. Twenty-five per cent. of the women paid less than ten dollars for silk dresses and seven per cent. paid more than twenty-five dollars. The number who paid more than ten dollars for silk dresses was greater than the number who paid less than that amount. The total number of dresses wore on an average of two years, three months, and eighteen days.

In regard to coats, the majority of the women paid more than twenty-five dollars. (Fifty-eight per cent. comprized this group.) Thirty-eight per cent., paid from fifteen to twenty-five dollars for a coat. Only four per cent. paid less than fifteen dollars. On an average, the women wore the coats purchased four years, two months and twelve days.

The percentages listed for a girl's coat showed a wider range in prices. Forty-one per cent. of the women paid from fifteen to twenty-five dollars; nineteen per cent. paid more than twenty-five dollars; and an equal number paid from ten to fifteen dollars. Twenty-one per cent. of the women paid less than this amount for a girl's coat. All of the coats listed were worn on an average of two years, five months and eighteen days.

Replies were slight for wool dresses and suits for women; suits for girls; and children's clothing.

In regard to the quality of the garments as indicated by the cost a large majority of the women, who bought house dresses ready-made, chose inexpensive garments. One-third of the women selected inexpensive silk dresses, but a greater number were inclined to secure a better type of silk dress than was represented by the group who paid fifteen dollars for this type of garment. The price range for coats given in the table is not sufficient to be of much value except to indicate that some of the women do buy, what is generally considered, an inexpensive coat.

The question "at what price do you get good satisfaction in ready-made garments" was asked in order to determine whether satisfaction, in number of years worn, in ready-made garments was obtained at the price paid.

TABLE NO. XIII

Price at Which Ready-made Garments Gave Satisfaction

Garments	No. of garments	Average cost	Pay-; Pay-;		Time Garment was worn
			ing more than Av. cost	ing less than Av. cost	
	Per	Cent.	Per	Cent.	
House dresses	37	1.68	20	17	1 yr., 3 mo., 11 days
Better Cotton dresses	25	2.95	16	9	1 yr., 6 mo., 25 days
Silk dresses	44	15.73	20	24	2 yr., 8 mo., 1 day
Wool dresses	17	14.98	10	7	3 yr., 5 mo., 14 days
Suit for self	6	23.67	4	2	3 yr., 2 mo., 12 days
Coat for self	44	34.15	22	22	3 yr., 10 mo., 24 days
Girl's cotton dresses	8	1.93	5	3	1 yr., 1 mo., 6 days
Girl's silk dresses	10	10.00	2	5	1 yr., 10 mo., 24 days
Girl's wool dresses	4	11.13	2	2	2 yr., 6 mo.
Coat for girl	16	18.94	9	7	2 yr., 8 mo., 12 days
Suit for girl	4	18.33	2	2	2 yr.
Children's dresses	4	1.44	1	3	1 yr., 2 mo., 12 days
Suits for small boys	6	9.00	3	3	1 yr., 6 mo., 24 days
Children's coats	6	8.58	3	3	1 yr., 9 mo., 18 days

Satisfactory ready-made garments were secured at: 1.68 to 2.95 for women's and girl's cotton dresses; \$14.98 to \$15.73 for women's wool and silk dresses; \$23.67 for women's suits; \$34.15 for women's coats; \$10.00 to \$11.13 for girl's silk and wool dresses; \$18.33 to \$18.94 for girl's suits and coats.

The average length of service of women's and girl's cotton dresses was approximately one year and three months; women's silk and wool dresses wore three years while for a girl, these garments were worn less than one and one-half years. At the price given, women's coats wore three and one-half years while a lesser priced garment for a girl wore less than two and one-half years. In regard to children's clothing, insufficient checking made facts of cost and service of these garments negligible.

A comparison of the price the women paid for certain garments bought ready-made and the price at which satisfaction in these garments were secured shows that ninety per cent. of the women paid on an average of \$1.50 for cotton house dresses and satisfaction in these garments was secured by thirty-seven per cent. of the women at an average cost of \$1.68. This raises the question as to whether it is good management to make house dresses at home. In regard to deciding whether silk dresses should be made at home other

factors than the actual cost of the garments would have to be taken into account for the forty-four per cent. of the women who secured satisfaction in ready-made dresses at an average cost of \$15.73. The evident drain on the clothing budget by the purchase of the more expensive garments is suggested by the women who wear their coats four years. As a negligible number of women indicated satisfaction in buying ready-made clothing for girls and children, the fact is again emphasized that these types of garments are not bought ready-made.

PATTERN AND GARMENT ALTERATION

In order to determine the relative use of the foundation muslin and the commercial patterns, the following question was asked: "What type of pattern do you use for garments construction?"

TABLE NO XIV

Type of pattern	No. Checked
	Per Cent
Foundation Muslin	52
Commercial	67

The findings of this study indicates that clothing construction is still an important phase of the clothing project. The type of patterns used for this work are the commercial pattern used by sixty-seven per cent. of the women and the foundation muslin patterns used by fifty-two per cent. Results indicate further that apparently Farm Bureau women do not buy the cheaper patterns as forty-seven per cent. of the women confine their choice to three widely known makes of patterns.

In the plan of this study an effort was made to determine what part of the pattern must be altered most frequently and to compare the data secured with the alterations necessary in ready-made garments.

TABLE NO. XV

The Part of the Pattern that was Altered Most Frequently

Alter- ation	Waist	Skirt	Sleeve	Shoulder	Back	Front	Arm- scye	Bust	Hip	Neck
Per Cent.										
Length	29	27	23	11						
Width			17		11	7				
Size							8	9	32	7

Of the pattern alterations listed, thirty-two per cent. of the women altered the size of the hip; thirty per cent., the length of the skirt; twenty-nine per cent., the length of the waist; and twenty-six, the length of the sleeve.

The alteration of armscye and sleeve was listed as the part of pattern alteration of which the women knew the least. Slight attention was given to recording a lack of knowledge in pattern alteration.

In regard to ready-to-wear, sixty-seven per cent. of the women alter their own ready-made garments. Indications on alterations were confined to women's dresses. Practically no alterations were listed for girls', boys', or children's clothing. Of the alterations on women's dresses twenty-two per cent. were in length of sleeve; twenty-one per cent. in length of skirt.

TABLE NO. XVI

A Comparison of Alterations of Patterns and of Ready-Made Garments Reveals Problems in Fitting and in Design

Type of alteration	Pattern Per Cent.	Ready-made Garment Per Cent.
Length of waist	29	14 (By adjusting belt or sash)
Length of skirt	30	21
Length of sleeve	26	22
Size of hip	32	7

When comparing the alterations in patterns and ready-made garments practically the same alterations were indicated by the women. Alterations in length of skirt and sleeves being necessary in each. Alterations in length of waist and in size of hip was negligible in ready-made garments but major in importance in pattern alteration.

Table No. XVI seems to indicate a greater need for alterations in patterns than in ready-made garments. This

might infer that patterns do not fit the body lines as well as ready-made dresses do; that there is need for a correctly fitted master pattern in order to eliminate many of these pattern alterations, and also for more intensive and thorough work on sleeve problems; such as, altering the pattern and fitting them into the garment, is evident.

On page 13 of this study the Farm Bureau women indicated that more instruction on fitting of garments was needed. In order to determine what part of fitting needed to be stressed more, the following question was asked: "When fitting a garment what part gives you most difficulty?"

TABLE NO. XVII
Fitting Difficulties

Difficulties Experienced in Fitting Garments	No. Checked
	Per Cent.
Determining cause of poor fit	31
Neck and shoulders sliding back	27
Incorrect length of cap of sleeve	26
Drawing of sleeve when arm is bent	23
Adjusting sleeve to armscye	20
Twisting of sleeve on arm	14
Diagonal wrinkles from shoulder blades toward under arm seam	14
Underarm seam which sags	14
Garment poking out in front or back below waist line	14
Adjusting of shoulders when armscye is too low	12
Location of shoulder seam	8
Location of armscye line	8
Incorrect length of sleeve	8
Bulge in waist at back of armscye	7
Location of underarm seam	6
Waist which draws under the arms	2

When fitting garments, thirty-one per cent. of the women indicated difficulties in determining the cause of poor fit; twenty-seven per cent., in preventing neck and shoulders from sliding back; twenty-six per cent., in determining the length of the curved top of sleeve; and twenty-three per cent., in preventing the sleeve from drawing when the arm is bent.

Although the number of women experiencing difficulties in fitting garments was not large, nevertheless it points to

a felt need of more consideration to this problem of fitting in the clothing project. A more detailed study of those who did state their difficulties shows that sleeves held a prominent place in the ranking of difficulties experienced in fitting garments.

RENOVATION AND CARE OF CLOTHING

In the 1929 report of Extension Service in the United States, Dr. Warburton says that the renovation of clothing continued to be one of three leading phases of the clothing extension activities in the United States. In this study findings indicate that extensive utilization of renovated materials is one means of extending the clothing budget.

In response to the question, "Why do you make over clothing?" thirty-nine per cent. of the women reported that the expense of their own clothing was much reduced by making over clothing; thirty-seven per cent. indicated that the expense for children's clothing was much reduced by made over clothing.

Sixty per cent. of the women indicated a utilization of mother's garments in made over clothing for the children. Only twenty-nine per cent. of the women made use of father's clothes in making garments for children.

Seventy-two per cent. of the women reported that the garments gave service equal to the worth of the time spent in

making them over. Seventy per cent. indicated that the made-over garments were satisfactory when completed. Sixty-three per cent. stated that the satisfaction derived from the made-over garments was worth the energy expended in re-making the garments. A summary of the voluntary reports on made over clothing, indicated that made-over clothing was better in quality than new garments which could then be afforded¹; that made over garments often fitted better than the original garments; and that previous home training influenced the mothers in utilizing good materials in made-over garments for the children.

Of the type of garments made-over, sixty-seven per cent. of the women reported dresses; forty-eight per cent., coats and suits while thirty-three per cent. reported making over girl's school clothes.

Lack of money for clothing is a very important contributing factor for making over clothing by the Farm Bureau women. A large per cent. felt that the time spent in making over clothing, especially adults clothing made-over for children was satisfactory and worth the energy expended. Since made-over garments of silk and wool, especially wool, involve

¹Garments given to family by relatives, to be made over for the children, provided better materials than the family could afford to buy if purchasing new yard goods.

problems in tailoring the inclusion of this information in the clothing project will answer this need.

CLEANING AND LAUNDERING OF CLOTHING

Since the World War, when American made materials began to be used extensively in clothing the American public, great interest has been centered in the cleaning and laundering of clothing. Up until this time little was known of the science concerned in these processes. Today a technique in handling materials has reached such efficiency that each of these have become industries of world wide magnitude. In urban centers much of the work of the cleaning and laundering of clothing has been done outside of the home. This is an expensive practice for rural people who have irregular and often insufficient income for their clothing needs. With the wider use of power machinery and automobiles demanding storage of gasoline on the farm, women have become interested in cleaning clothing at home. Money which may thus be saved may be applied in extending the clothing budget. In this study fifty per cent. of the women do some dry cleaning at home; sixty-two per cent. send clothing to the dry cleaners; eighty-two per cent. would like to have more information on how to do dry cleaning at home.

In order to determine what the present practice of the women was in regard to cleaning clothing, the following ques-

tion was asked, "How often do you dry clean clothing at home?"

TABLE NO. XVIII
Dry Cleaning Clothing at Home

Garments	Never Per Cent.	Occasionally Per Cent.	Frequently Per Cent.
Dresses	7	41	30
Coats	20	23	3
Suits	19	18	6
Scarfs	6	16	19
Slips	7	7	28
Gloves	12	12	18
Hats	6	31	11
Belts	7	7	10
Collar and cuff sets	2	8	22

Table No. XVIII shows that seventy-one per cent. of the women clean dresses at home; forty-three clean hats; and thirty-five per cent. clean scarfs, slips and gloves at home. About the same number of coats and suits are sent to the cleaners as are cleaned at home, indicating difficulty in handling and pressing heavier garments at home.

The following findings presented in tabular form give the answers and scores of the question: "What method do

you use for cleaning garments made of these materials?"

TABLE NO. XIX

Fibers	:Washing in	: Washing in :	Dry Cleaning
	: hot water	: warm water :	
	: Per Cent.	: Per Cent.:	: Per Cent.
Cotton	: 40	: 44	: 1
Linen	: 22	: 46	:
Silk	:	: 29	: 47
Wool	:	: 28	: 43
Rayon	:	: 58	: 9

An average of forty-nine per cent. of the women laundered cotton, linen and rayon garments in warm water and forty-five per cent. dry cleaned silk and wool garments. Seventy-four per cent. of the women desired more information on washing and ironing garments.

At a time when new fabrics are on the market and scientific methods of research are tending to render obsolete much information on textiles and clothing, there is need for much revision of material on the renovation and care of clothing. The farm women who have been accustomed to laundering most of their garments are not conscious of the need for attention to the maintenance costs of clothing, or to the effect of moisture on rayon or that spot removal from clothing materials is a near science in itself. The findings of this study indi-

cate that there is need for more emphasis on the cleaning and care of clothing materials in the clothing project.

THE EFFECT OF CLOTHING UPON PERSONAL FEELINGS

A study of the effect of personal feeling involves a use of findings which are subjective. As the purpose of this part of the study was to determine whether the women were clothes conscious, the method used for obtaining the data has been satisfactory. The series of questions and statements and the scores as indicated by the women appear in Tables No. XX, XXI and XXII.

TABLE NO. XX

1. What is the effect on you when you feel well dressed

Effect upon one's self of being well dressed	No. Checked
	Per Cent.
Makes me comfortable and at ease with others	79
Makes me enjoy myself with other people	73
Gives me self confidence in a group	71
Increases my efficiency	56

TABLE NO. XX - continued

2. What is the effect on you when you feel poorly dressed?

Effect upon one's self of being poorly dressed	No. Checked
	Per Cent.
Makes me feel awkward and ill at ease	68
Makes me self-conscious	67
Makes me less sociable	59
Makes me less efficient	48
Makes me irritable	38

TABLE NO. XXI

3. What is the effect of well dressed people on you?

Effect of a well dressed person on others	No. Checked
	Per Cent.
Stimulates admiration of her personality	58
Increases confidence in her opinion in matters: of dress	57
Makes me think she is successful in her line of work	50
Makes me think she has good judgment in all things	42
Increases my desire to know her	42

TABLE NO. XXI - continued

4. What is the effect of a poorly dressed person on you?

Effect of a poorly dressed person on others	No. Checked
	Per Cent.
Makes me question her good judgment	42
Shows me her lack of appreciation in other things	33
Makes me wonder whether I wish to know her	28
Reduces my confidence in her	23
Produces a felling of repulsion	20

The generally recognized reaction of the effect of clothing upon personal feelings is shown in Tables No. XX and XXI. The feeling of satisfaction and well being effected when the women were well dressed is indicated by seventy-nine per cent. who were comfortable and at ease with others; seventy-three per cent. who enjoyed themselves with other people; seventy-one per cent. were self confident in a group, and fifty-six per cent. who were more efficient.

The women experienced personal reactions that were unsocial in nature when they felt that they were poorly dressed sixty-eight per cent., felt awkward and ill at ease; sixty-seven per cent., were self-conscious; fifty-seven per cent. were less sociable; forty-eight per cent., were less efficient. The pleasurable effect of observing well dressed people

was shown by fifty-eight per cent. who admired them personally; fifty-seven per cent. who had increased confidence in their opinion in matters of dress; and who thought they were successful in their line of work.

Forty-two per cent. of the women were inclined to believe that one is lead to question the good judgment of people who are poorly dressed.

Since the happiness, efficiency and comfort of the women were so effected by their clothing, this seems to be a very good reason for leading the women to realize that they should make definite effort to spend more money on their clothing.

TABLE NO. XXII

5. What in Clothing Affects Me in a Person's Appearance?

Factors influential in personal appearance	No. Checked Per Cent.
Cleanliness	79
The neatness of the person and dress	77
The fit of the dress	76
The pleasing combination of garments and accessories	68
The appropriateness of the dress to the occasion	64
The design of the dress	63
The length of the dress	61
The color of materials	59
The gracefulness of the line of the dress	58
The size and shape of the neck	46
The design of the material	44
The quality of the material	38
The texture of the material (rough, smooth, dull, lustrous, etc.)	33

The factors in another person's appearance affecting the women were: cleanliness; neatness of person and dress; the fit of the dress; the pleasing combination of garments and accessories; the appropriateness of the dress to the occasion; and the design, length and color of the dress. It is interesting to note that the quality of the material ranked twelfth in the factors of a person's appearance noted most readily by the observer. The fact that cleanliness and neatness of person and dress ranks foremost in the rating indicates that the importance of personal grooming in presenting an attractive appearance was realized by the women who furnished the data for this study.

In order to give the women opportunity to express their reactions to certain actual and suggested procedures in the clothing project a series of questions were asked as they appear in the following table with the scores indicated by the women who answered "yes" and "no".

TABLE NO. XXIII

Some Additional Information About Your Clothing Project

	Yes	No
Would it be more helpful if you received instruction on your garments at the meetings and then went home and made them?	52	11
Would it be more helpful for the instructions to be printed so you could take them home with you after the meetings?	69	3
Would you like more discussion of the work at the meetings?	51	1
Would you like less demonstration work at the meetings?	10	49
Would you like more work meetings on the clothing project?	48	7
Has the illustrative material which you have made been helpful to you in your clothing work?	69	3
Do you ever go home feeling that you have not received much help from the meetings?	19	50
Would you like to have more consideration given to your individual clothing problems in your club meetings?	43	10

In administering the program of work of the clothing project sixty-nine per cent. of the women indicated that the illustrative material which they made had been helpful to

them in their clothing work; and that it would be helpful to have printed instructions on the garments which could be taken home after the meetings; fifty-two per cent., that it would be helpful to receive printed instructions on the garments at the meetings and make the garments at home; fifty-one per cent. would like more discussion of the work at the meetings; forty-eight per cent. would like more work-meetings on the clothing project.

At a time when the demands of the rural homes for extension service have grown beyond the capacity of the present force of extension workers, any means for improving the form of instruction in the clothing project work will have to be considered from the standpoint of the organization and the funds available for the clothing project work. The reactions of the women toward tried and untried procedures suggest that the women are thinking and do recognize a need for more efficient methods of presenting the work of the clothing project.

The question, "What would help you get more from your clothing club meetings?" was asked in order to permit the women to present suggestions for the improvement of their clothing club meetings. Recommendations were made by the women concerning the club meetings, the leaders, the content of the subject-matter and themselves.

1. The Club Meeting

More local and county-wide meetings

Smaller enrollment in clubs

Attendance of members at all meetings

Less work at one time to eliminate hurry which makes

women nervous

More actual work under the supervision of a specialist

More discussion in order to learn why a thing is not

right

More group study of problems - not individual

Clearer instructions so women can go home and do the

work

Shorter lessons when difficult. Some women learn slowly

Learn and apply knowledge at once

More time to apply knowledge

2. The Leaders

Better leaders

Have leaders give one day to presenting work, not half-

day

Have leaders give to women all that is learned from the

specialist

More study by leader to make work interesting

Better attendance at meetings

A helper for each leader - one leader not enough for each club

A local leader to direct the work instead of having more leaders

More illustrations for use in meetings

3. The Subject Matter

More construction work

Clothing for children

Made over garments

Hand trimmings and decoration

Short cuts in home sewing

Speed methods - more practice without mistakes needed

More cutting and fitting

Making a perfect fitting pattern

More demonstrations

Study of selection of clothing; the ensemble

4. The Women

More interest by women

Practice of bringing to club, work that has been done by other members

Less work and worry of home duties

More money to spend on clothes

In answer to the question, "What would help you get more from your clothing club meetings?" the women recommended that there be opportunity to study the time that the women have to

spend on this work and how it should be best apportioned to include instruction on the things for which they felt the greatest need; e.g., more time for discussion of the problem at the meeting in order to be able to apply the knowledge on a home project; that some more efficient means of supplementary instruction be used to shorten the work for the day on the difficult problems in order to insure a better understanding by all of the women.

The recommendations on subject-matter reiterated the findings observed throughout this study showing a need for placing study on the selection of clothing and the ensemble; for more information and practice on fitting and more work on made-over clothing.

The suggested plan for the clothing project which has been worked out contains units of subject-matter based upon the findings of this study of the clothing interests and needs of Farm Bureau women organized on the unit-principle-problem basis.

SUGGESTED GUIDING PRINCIPLES FOR A CLOTHING PROJECT

1. The Clothing Project should be organized in relation to the present interests, needs and capabilities of rural women.

2. Every rural woman needs an appreciation of clothing in its relation to efficiency and mental well being.

3. The Clothing Project should enable rural women to determine the comparative values in ready-made and home-made clothing.

4. The Clothing Project should awaken a woman to her potential abilities in clothing construction and develop confidence in herself in the work.

5. The Clothing Project should develop in every woman a realization that clothing is an expression of the individual.

6. The Clothing Project should provide an opportunity for the development of judgment in the selection of a complete costume.

7. The Clothing Project should provide for the acquisition of some degree of skill in clothing construction.

8. The Clothing Project should develop an understanding and appreciation of texture of materials in relation to choice of clothing.

9. Every woman needs some understanding of color in order that she may have some degree of appreciation of color harmonies.

10. The Clothing Project should provide an understanding of the uses of line and space in clothing construction and selection.

11. The Clothing Project should help women to realize that intelligent selection of clothing is economical.

12. The Clothing Project should aid in an understanding of the use and advantages of appropriate clothing and of the psychological effect of clothing on herself and others.

13. This course should create in the individual a desire to be attractively dressed at all times.

SUGGESTED OBJECTIVES FOR A CLOTHING PROJECT

From a survey of the field, the following objectives appear to be most needed in the Clothing Project:

1. To aid the rural woman in an analysis of their clothing needs.

2. To enable a woman to analyze her physical and mental characteristics as a basis for understanding her individual type and that of others.

3. To create in rural women a desire to express individuality in clothing.
4. To help women to realize that dress is a design and as such is an expression of intelligence.
5. To aid rural women in the development of judgment in the planning and selection of clothing.
6. To understand the individual use of line and space in clothing construction and selection.
7. To understand the use of color in clothing in relation to a woman's physical coloring, size and mental characteristics.
8. To understand the effect and use of texture of materials in clothing construction and selection.
9. To understand the effect of design of materials upon choice of clothing for individual women.
10. To help rural women to realize the effect of appropriate clothing on efficiency, disposition, and social attainments.
11. To know the importance of harmony in assembling a complete costume.
12. To establish standards for judging values in ready-made and home-made clothing.
13. To help rural women to realize the value of a wise plan of clothing expenditures.

14. To develop confidence in ability and some degree of skill in clothing construction.

15. To understand the physical form of the individual as a basis for developing skill in fitting garments.

16. To create a permanent interest in the study of clothing as a means of improving clothing practices in the home.

SUGGESTED UNITS FOR A CLOTHING PROJECT

- I How to Select My Clothing
- II How to Select and Make a Becoming Wash Dress
- III How to Design and Make a Wool Dress
- IV How to Design and Make a Silk Dress
- V How to Renovate and Utilize Materials in Made-over Clothing
- VI How to Select a Harmonious Costume
- VII How to Spend the Clothing Budget

Unit I How to Select My Clothing

Problems:

1. How can I know if I am becomingly dressed?
2. How can I recognize a pleasing design when I see it?
3. How can I select a design suitable to me?

4. How can I decide what colors to choose in my clothes?
5. How can I know if my clothes are wisely chosen?
6. What basic knowledge of textiles should an intelligent purchaser have?
7. How can I determine when to buy ready-made clothes and when to make my clothes at home?

Unit I How to Select my Clothing

Principles:

1. Selecting correct clothing for the activities insures satisfaction, comfort, and efficiency.
2. The selection of attractive clothes depends upon the knowledge of the individual type and her needs rather than upon a large expenditure of money.
3. The choice of colors, lines, and textures is influenced by the type of individual.
4. The complete costume should have adequate consideration before selecting each article.
5. The clothes worn together should present a

complete picture or unit to the observer.

6. The present wardrobe must be considered before buying to secure a pleasing effect in the ensemble.
7. Individual circumstances determines whether we choose ready-made or home-made clothing.

Unit I How to Select My Clothing

Problem 1

How can I know if I am becomingly dressed?

Teaching points:

1. My clothes should supply adequately my needs for home and occasional wear.
2. Each garment should be chosen to suit the individual type in order that it may be worn with increasing satisfaction.
3. Individuals are classified according to physical and mental characteristics before becoming clothes can be selected.
4. Clothes and accessories worn together should be related in color, line, texture and idea (or character) if I am to be becomingly dressed.

GUIDE SHEET I

Unit I How to Select My Clothing

Problem 1

How can I know if I am becomingly dressed?

References:

Clothing (Jordan) pp. 302-304

Art in Every Day Life (Goldstein) Chapter XII

Adult Clothing Demonstration Circular 206

General Series No. 41, Extension Service, Oklahoma

Agricultural and Mechanical College, Stillwater,
Oklahoma

How to Choose Becoming Lines in Dress (Louise Bancroft)

Bulletin No. 158, University of Maine, College of
Agriculture, Extension Service, Orono, Maine

1. How can I decide what clothes to have in my wardrobe?
2. Take an inventory of your clothing and see if you have the correct clothes for yourself.
3. How does the type of clothes change with change in activities?
4. What are some characteristics which make your friends different?
5. What plan will you use for arranging your friends

(who have differentiating characteristics) into groups?

6. What are some of the points to keep in mind when you are assembling all the parts of your costume?
7. What affects my personal appearance besides my clothes?
8. Select designs which are suitable to you and bring them to the next meeting.
 - a. house dress b. a dress for occasional wear
 - c. a coat
9. What indicates that I am spending too much money on my clothes? That I am spending less than I should spend on my clothes?

(Note:--As far as possible the references listed in the Guide Sheets were bulletins which would be available to the women.)

Unit I How to Select My Clothing

Problem 2.

How can I recognize a pleasing design when I see it?

Teaching points:

1. A good dress design consists of more than two equal spaces.
2. The spaces in a good dress design show a pleasing relationship of parts to each other and to the

figure.

3. The spaces in a good dress design are broken into interesting parts by lines that bring out the best mental and physical characteristics of the individual.
4. All the elements used to create a good dress design should be arranged so there is one outstanding idea and all others subordinated to it.
5. Correct grouping of all the elements will give a center of interest in a dress design.
6. A repetition of elements is necessary in a good dress design in order that the eye can enter at any point and follow through in one continuous line movement.

GUIDE SHEET II

Unit I How to Select My Clothing

Problem 2.

How can I recognize a good dress design when I see It?

References:

Art in Everyday Life (Goldstein) pp.35-42; 74-77; 110-114; 136; 285-286

A Girl's Problems in Home Economics (Trilling and Williams) pp. 109-118

Principles of Clothing Selection (Butterick) pp. 3-33
Clothing (Jordan) pp. 250-276

1. What are the different line directions which make up your dining room table? a davenport, or davenport table? an ice tea glass? a knife? a bed? a dresser?
2. What are the uses of lines?
3. What results when a number of lines are brought together?
4. What happens when lines in a design radiate from the center?
5. What is a design?

Assignment:

Bring to club next time a half yard of lawn or other material for making collar and cuffs for a wash dress.
(This material will be used at the next meeting in working out a problem in space division.)

Unit I How to Select My Clothing

Problem 3.

How to select a design suitable to me.

Teaching points:

1. A knowledge of the principles of good design and their application in clothing is necessary to se-

- lect a suitable design for my clothing.
2. The structural lines of your body should be considered in designing your dress.
 3. The type of the individual determines the selection of designs for clothing.
 4. Mental attitudes of individuals influence their choice of designs.
 5. Most individuals are a combination of two or more types which necessitates a blending of the designs suitable to the typical types.
 6. Horizontal or transitional lines, and broken areas are suitable to the petite, fair, short individual.
 7. Oppositional lines, simple areas, straight and broken silhouette are suitable to the type that is medium in stature, size and coloring.
 8. Oppositional lines, simple areas, and vertical line movement are suitable to the tall, strong, individual that is dark in coloring.
 9. The purpose of the garment influences the selection of the design in clothing.
 10. The continued analysis of designs of garments and fashion books develops skill in selecting designs suitable to me.

GUIDE SHEET III

Unit I How to Select My Clothing

Problem 3.

How to select a design suitable to me.

References:

Art in Everyday Life (Goldstein) pp. 262-267

Principles of Clothing Selection (Butterick) Chapter V

Designing Your Own Clothing, Extension Bulletin No.64,

University of Idaho

Design in Dress, Bulletin No. 49, Iowa State College

Designing Your Own Clothing, Extension Circular NO.285,

Extension Service, South Dakota State College,

Brookings, S. D.

The Secrets of Distinctive Dress (Picken) Chapter VI

1. Which one of these choices in design would look the best on me? (Examples to be brought by the teacher)
2. What are the characteristics of an individual that can wear a tailored suit to the best advantage?
3. What are the characteristics of a person who could wear a dress having a cape collar and several flounces?
4. What are the characteristics of an individual who would make the best appearance in a black satin dress having a line similar to a panel front?

5. How would the type of social functions which I attend affect the selection of a design for me?

Unit I How to Select My Clothing

Problem 4.

How can I decide what colors to choose in my clothes?

Teaching points:

1. A knowledge of the principles of color combinations is necessary for choosing colors in clothing.
2. The coloring and type of individual influences the choice of colors for clothing.
3. The value and intensity in color combinations is more important than hue in choosing the color for clothes.
4. The purpose of the garment as determined by the activities of the individual influences the choice of color of my clothing.
5. The proximity of colors to each other and to the wearer affects their choice in clothing.
6. The amount of color to be used in a garment affects its use in clothing.
7. The color of the clothing that I already have influences temporarily my choice of color for each additional garment selected.
8. The color of the garments to be worn with every

new purchase should be thoughtfully considered.

GUIDE SHEET IV

Unit I How to Select My Clothing

Problem 4

How can I decide what colors to choose in my clothes?

References:

Art in Everyday Life (Goldstein) Chapter V

The Selection of Distinctive Dress (Picken) Chapter V

Clothing (Jordan) pp. 277-302

Principles of Clothing Selection (Butterick) Chapter IV

A Girl's Problem in Home Economics (Trilling and Wil-

liams) pp.119-126

1. How do you usually decide what colors you can wear?
e. g. By what you have read; judgment of friends;
comments from the family or advise of sales person.
2. What color of shoes, hat, and coat would you select
to wear with a tan dress?
3. What type of person that you know looks best in a
pink chiffon dress? Black silk dress? Brown and
orange dress?
4. If you have a green dress, would you select a brown
coat, a tan coat, a black coat, or a gray coat to
wear with this dress?

5. What shade of hose would you select for each of these garments: black skirt, a green dress, a dark brown dress, or a white dress?
6. Would you wear a black, white or red dress on a hot day?
7. Would you select a gray dress for your tom-boy girl?
8. Would you select a red dress for your daughter who is quiet and demure?
9. Would you wear a baby blue dress or a dark blue dress if you were a tall dark forceful woman?
10. Would you select a yellow dress for a woman who has gray hair?

Unit I How to Select My Clothing

Problem 5.

How can I know if my clothes are wisely chosen?

Teaching points:

1. A wisely chosen costume presents a unified appearance.
2. A wisely chosen costume is worn with increasing satisfaction.
3. A well chosen costume makes the wearer unconscious of her clothing and increases her efficiency and poise.

4. Clothing which is wisely chosen is becoming to the wearer.
5. A well chosen costume inspires confidence in self and in others.
6. The wisely chosen costume causes people to react pleasantly toward me.
7. A garment that is wisely chosen can be worn enough times to justify its purchase.

GUIDE SHEET V

Unit I. How to Select My Clothing

Problem 5.

How can I know if my clothes are wisely chosen?

References:

The Secrets of Distinctive Dress (Picken) Chapters IX and X

Principles of Clothing Selection (Butterick) Chapters VIII, IX

Clothing (Jordan) pp. 300-304

Planning One's Clothes (Hyde) Bulletin 233A, Colorado Agricultural College, Extension Service, Fort Collins, Colorado.

1. Why did the costume of the best dressed woman you have seen satisfy you?
2. Why do you enjoy wearing some of your clothes more than others?
3. Can you recall any reactions as a child when you were made to wear something which was different from what the rest of the children wore? How does your own child react under similar circumstances?
4. What are the reactions of a girl who is dressed in a new party dress suitable to her?
5. How many dresses have you, or members of your family, that are particularly disliked?
6. What do you do with a garment which you dislike to wear?
7. How many clothes do you need in your wardrobe before you can be attractively dressed?

Unit I How to Select My Clothing

Problem 6:

What basic knowledge of textiles should an intelligent purchaser have?

Teaching points:

1. Some knowledge of textiles is necessary in order to make wise choices of textile materials.

2. The wearing qualities of textile materials are determined by the fibers, the yarn, the weave, and the finish used.
3. The kind of fiber will determine how it is handled in making or constructing, and in laundering and cleaning processes.
4. Tightness in twist and weave adds strength to yarns and fabrics.
5. The practice of deception in finishing cloth renders intelligent selection of textiles difficult.
6. Rayon and silk materials require greater initial cost, more careful handling and will not resist hard wear as well as cotton materials.

GUIDE SHEET VI

Unit I. How to Select My Clothing

Problem 6:

What basic knowledge of textiles should an intelligent purchaser have?

References:

Aids for the Shopper, Extension Circular, No. 284, Extension Service, South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. D.
Economy in Clothing Selection, Circular No. 255, Extension Service, South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. D.

sion Service, South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. D.

Textile Fibers and Fabrics, Circular No. 185, University of Kentucky, College of Agriculture, Lexington, Kentucky

Selection of Cotton Fabrics, Bulletin No. 1449, Bureau of Home Economics, Washington, D. C.

1. What difference do you observe in organdy, canton crepe, satin, tweed and velvet?
2. Of what fibers is cloth composed?
3. By what methods are fibers made into cloth?
4. What differences do you observe in the different methods by which cloth is constructed?
5. Which of the following weaves make the strongest material: plain? twill? satin? or pile?
6. Why is some organdy permanently stiff?
7. What renders a wise selection of linen fabrics difficult?
8. What finish in wool fabrics is most desirable for articles for dress wear, service, and for warmth?
9. When is the shrinkage of wool fabrics an advantage? a disadvantage?
10. Why would you not hang rayon garments on the line to dry?

Unit I. How to Select My Clothing

Problem 7:

How can I determine when to buy ready-made clothes and when to make my clothes at home?

Teaching points:

1. My activities, my income, and my abilities determine when to buy ready-made clothes and when to make my clothes at home.
2. Irregularities in my figure influence ability to buy ready-made clothes or to make my clothes at home.
3. My knowledge of the principles of design and of clothing construction may determine when to buy ready-made clothing and when to make them at home.
4. The enjoyment derived from making my clothes determines whether to buy ready-made clothes or make them at home.
5. A comparison of money values, qualities, and satisfaction derived from ready-made and home-made clothing reveal deciding factors in choice of my clothing.

GUIDE SHEET VII

Unit I. How to Select My Clothing

Problem 7:

How can I determine when to buy ready-made clothing and when to make them at home?

References:

Art in Everyday Life (Goldstein) pp. 221-222

A Girl's Problems in Home Economics (Trilling and Williams) pp. 180-181

1. How much time do you spend a day or week:

- a. Getting the meals
- b. Doing the washing
- c. Cleaning the house
- d. Helping milk the cows
- e. Helping hoe the garden
- f. Canning fruit
- g. Plowing with a tractor
- h. Tending the chickens
- i. Gathering the eggs
- j. Getting vegetables from the garden
- k. Helping wash the car.
- l. Making children's clothes
- m. Making your every day clothes

- n. Making work shirts for men
 - o. Taking produce to town
2. Which of these tasks could be done advantageously by other members of your family if you needed the time for sewing?
 3. Under what conditions would it seem advisable for you to make your own clothes?
 4. Under what circumstances would you buy ready-made clothes?
 5. What information is necessary before you can wisely purchase a ready-made dress?
 6. What are the advantages in making a dress at home?
 7. What is there about a ready-made dress that gives you more satisfaction than wearing a dress made at home?

Unit II. How to Select and Make a Becoming Wash Dress

Problems:

1. How shall I select the design and material for a wash dress?
2. How shall I take my measurements and adapt my pattern to fit me?
3. How shall I prepare my material and cut out my dress?

4. How shall I fit the shoulders and under-arm seams?
5. How shall I locate the armseye and fit the sleeve?
6. How shall I determine what seams to use in my wash dress?
7. How may I use trimmings to aid in making an attractive design in my dress?
8. How shall I finish the bottom of my wash dress?
9. What criticisms of my dress will aid me in planning and making other rapidly constructed wash dresses?

Unit II. How to Select and Make a Becoming Wash Dress

Principles:

1. A knowledge of good design is necessary to have an attractive dress.
2. The design of the dress and the material should express the individual characteristics of the wearer.
3. The processes of construction for a wash dress should be suitable to the design of the dress and the material.

4. A correct location of body lines and proportions is necessary to fit a dress correctly.
5. A correctly fitted pattern aids in making a well fitted garment.
6. The correct placing of the pattern on the material is necessary for a well fitted garment.
7. The warp threads of the material are perpendicular to the floor and the filling threads parallel with the floor in a well fitted dress.
8. A knowledge of good workmanship is necessary for a well fitted dress.
9. An understanding of time saving devices is necessary for rapid and efficient workmanship on a wash dress.
10. Standards for making a wash dress in two hours should be set up to insure satisfaction in the finished garment.

Unit II. How to Select and Make a Becoming Wash Dress

Problem 1.

How shall I select the design and material for a wash dress?

Teaching points:

1. The design for a wash dress should be simple but interesting in detail.
2. The design of a dress should be good in itself, suitable to the type of individual and to the material chosen.
3. The material for a wash dress should be good in design and adapted to the type of garment and to the type of individual.
4. The material for a wash dress should be serviceable, easily laundered, and reasonable in cost.

GUIDE SHEET I

Unit II. How to Select and Make a Becoming Wash Dress

Problem 1:

How shall I select the design and material for a wash dress?

References:

Planning One's Clothes (Hyde) Bulletin No. 223A, Colorado Agricultural College, Extension Service, Fort Collins, Colorado

Fitting Dresses and Blouses, Farmer's Bulletin No. 1530

1. Make a list of your physical and mental characteristics.
2. What type of individual do you resemble most?

3. What determines the colors that you can wear?
4. What characteristics are desirable in a wash dress?
5. Bring to club two designs which you think best express your characteristics.
6. Bring to club a sample of material which would be suitable for you and for the design of dress chosen.

Unit II How to Select and Make a Becoming Wash Dress

Problem 2:

How shall I take my measurements and adapt my pattern to fit me?

Teaching points:

1. Patterns are altered because individuals vary from standard measurements.
2. The location of important points on the body is necessary in order to take measurements for adapting the pattern.
3. The measurements required for adapting a pattern are determined by the design of the pattern.
4. All measurements are usually taken at points of articulation or crests of the body.
5. Accuracy in taking measurements and in applying them is necessary for adapting the pattern.
6. The pattern should conform to the measurements of the individual plus the necessary fullness for the

dress.

7. The length of a one piece dress and sleeve pattern is altered above and below the waist and the elbow.
8. The width of a one piece dress is altered through the center of the shoulder and the middle of the sleeve of the pattern of each.
9. A well fitted muslin pattern is an aid in adapting a pattern for a dress.
10. The contour lines of a pattern should be maintained in altering a pattern.

GUIDE SHEET II

Unit II How to Select and Make a Becoming Wash Dress

Problem 2:

How shall I take my measurements and adapt my pattern to fit me?

References:

Fitting Dresses and Blouses, Farmer's Bulletin No. 1530

The Use and Alteration of Commercial Pattern, Bulletin No. 78, Extension Service, State College of Washington, Pullman, Washington

Pattern Book (Vogue) pp. 56-63

The New Butterick Dressmaker pp. 27-39

1. Why do patterns need altering?
2. How would you decide what measurements are needed

to adapt a pattern to fit you?

3. How will you use these measurements to check your pattern?
4. How would you make a one-piece dress longer?
How would you shorten the dress and sleeve?
5. How would you make a one-piece dress larger for a woman whose arms were plump? How would you increase the size of the hips?

Unit II How to Select and Make a Becoming Wash Dress

Problem 3:

How shall I prepare my material and cut out my dress?

Teaching points:

1. The kind of dress and the type of material will determine when it is desirable to shrink material for a wash dress.
2. Material which is unevenly cut or pressed should be straightened before cutting out a dress.
3. A study of the directions and illustrations in the pattern will aid in cutting out a dress.
4. Certain materials require especial attention in cutting out the dress.
5. The folded edge of the material should be parallel to a straight edge before placing the pattern on the material.

6. Waste should be avoided in cutting out a garment.
7. The pattern should be held in place without wrinkles, with pins or weights while cutting out a garment.
8. All perforations and notches should be marked before removing the pattern.

GUIDE SHEET III

Unit II How to Select and Make a Becoming Wash Dress
Problem 3.

How shall I prepare my material and cut out my dress?

References:

Farmer's Bulletin No. 1350

Dress Construction, Extension Bulletin No. 23, Fashions
Series No. I Butterick Publishing Company

1. How do you get the material in readiness for cutting out a dress?
2. Why are the large perforations put in a pattern?
3. How much seam allowance occurs in most patterns?
4. What difference would there be in the way the pattern is placed on figured material and on plain material?
5. How will you make sure that your pattern is placed

on the material straight with the threads of the material?

6. How would you plan to cut out a garment with the least waste of material?
7. What care is necessary in keeping the pattern in place on the material while cutting out a dress?
8. How can you make sure that you will get the right pieces together when starting to put the dress together?

Unit II How to Select and Make a Becoming Wash Dress

Problem 4.

How shall I fit the shoulders and under arm seams?

Teaching points:

1. The center front and back of a dress should be marked after the pattern is removed from the material.
2. The warp threads of the material should be perpendicular to the floor and the filling threads parallel to it in order to have a well fitted garment.
3. The shoulder and underarm seams serve as anchors for the rest of the dress and should be fitted first.
4. The normal shoulder line of the dress follows the high part of shoulder from the base of the neck to

3/8 inch back of the sensitive point.

5. The back shoulder should be longer than the front and the extra length eased in to fit the front.
6. It is necessary to pin fit the shoulders and underarm seams with the material right side out and the seam edges turned inside in order to have a well fitted garment.
7. The underarm bisects the arm pit and extends in a line perpendicular to the floor and falls directly under the arm as it hangs at the side.
8. All darts above the waist extend in the direction of the point of the bust.

GUIDE SHEET IV

Unit II How to Select and Make a Becoming Wash Dress

Problem 4.

How shall I fit the shoulders and underarm seams?

References:

Farmer's Bulletin No. 1530, pp. 1-24

Dress Construction, Bulletin No. 23A, Fashion Series No.

1, Butterick Publishing Company

Clothing Construction (Brown and Others) pp. 83-92

1. Why is it necessary that the shoulder and underarm seams be located correctly?
2. What would be the difference in fitting a sloping shouldered person and one who has square shoulders?
3. How would you remove diagonal wrinkles which often appear in the back of the dress at the armseye?
4. How is the underarm seam located?
5. What is the purpose of darts in fitting?
6. What would you do if wrinkles extend from the neck to the armseye?
7. How would you keep the dress from sagging under the arm?
8. How would you prevent a dress from poking out in front?

Unit II How to Select and Make a Becoming Wash Dress

Problem 5:

How shall I locate the armseye and fit the sleeve?

Teaching points:

1. The correct location of each armseye is essential for a correctly fitted sleeve.
2. The measurement of the top of the sleeve is more than the measurement of the armseye of the dress.
3. The filling threads cross the warp threads at right

angles between the armscye and the elbow.

4. The edge of the armscye is turned over the sleeve when fitting the sleeve into the dress.
5. A line placed on the upper part of the sleeve at right angles to the center is parallel to the floor in a well fitted sleeve.
6. The armscye and the sleeve are joined for a short distance under the arm before fitting a sleeve.
7. Provision for arranging the fullness in the sleeve should be made before it is fitted into the armhole.
8. A sleeve is fitted correctly when the armscye stays in place and the tension of the sleeve is equal at all points.

GUIDE SHEET V

Unit II How to Select and Make a Becoming Wash Dress

Problem 5:

How shall I locate the armscye and fit the sleeve?

References:

Farmer's Bulletin No. 1350, United States Department of
Agriculture, Washington, D. C.

Clothing Construction (Brown and Others) pp.192-213

Clothing (Jordan) Chapter IX

1. How does the armscye of a dress differ from the arm-

scye measurement?

2. Why should the top of the sleeve be larger than the armscye?
3. How would you determine the size of the top of the sleeve?
4. How is a sleeve prepared for joining to the armscye?
5. What is the test for a well fitted sleeve?
6. How would you prevent a sleeve from having wrinkles extending from the underarm to the armscye?
7. What causes a sleeve to puff out at the shoulder?
8. How do you prepare the top of the sleeve for joining to the armscye?

Unit II How to Select and Make a Becoming Wash Dress

Problem 6:

How shall I determine what seams to use in my wash dress

Teaching points:

1. The kind of seam used on a wash dress depends upon the type of material and the desitn of the dress.
2. Plain closed seams are desirable for wash dresses.
3. A flat smooth finish of a seam should be maintained after the garment is finished.
4. Straight stitching and pressing is necessary for the best appearance of a seam.
5. Speed of workmanship should be a deciding factor in

making seams in a wash dress.

GUIDE SHEET VI

Unit II How to Select and Make a Becoming Wash Dress

Problem 6:

How shall I determine what seams to use in my wash dress?

References:

Stitches, Seams and Garment Finishes, Extension Bulletin
Volume XX, No. 4, Ohio State University

Practical Dressmaking (Vogue) pp. 10-12

Clothing (Jordan) Chapter III

1. What kinds of seams are adapted to cotton materials?
2. What kind of a seam would you use for voile, cotton crepe, gingham, print, percale?
3. How would you judge the appearance of well made seam in a wash dress?
4. What are the methods used for making seams rapidly in wash dresses?

Unit II How to Select and Make a Becoming Wash Dress

Problem 7:

How shall I use trimmings to aid in making an attractive design in my dress?

1. The design of the dress, the material, and the type of individual determines the kind of trimmings used on a dress.
2. The trimming of a dress may serve as a finish as well as a decoration.
3. The decoration used on a dress should harmonize with the structural lines of the dress and aid in carrying out the idea of the design of the dress.
4. Contrasting materials may be used to give interest, variety and unity to the design of the dress.
5. Plain and shaped facings may be used to make a dress design attractive.
6. Collars which harmonize with the lines of the face may be used to give interest to the design of a wash dress.
7. Bias tape may be used for creating interesting space relations in a wash dress.

GUIDE SHEET VII

Unit II How to Select and Make a Becoming Wash Dress

Problem 7:

How shall I use trimmings in making an attractive design for my dress?

References:

Vogue's Book of Practical Dressmaking, Conde Nast
Publishers Inc.

Sewing Book No. 22, Educational Department, Wm. E. Wright
& Sons, Orange, N. J.

How to Make Dresses, Singer Sewing Machine Co., Inc.

Sewing Made Easy, The Spool Cotton Co., 881 Broadway,
New York

Short Cuts in Sewing, Singer Sewing Machine Co., Inc.

Clothing Construction Problems, Extension Leaflets No.'s
125, 126, Massachusetts Agricultural College, Am-
herst, Massachusetts

1. What are the uses of trimmings on a dress?
2. On what parts of a dress are trimmings often used?
3. What kinds of trimmings are used on wash dresses?
4. How may contrasting materials be used for trimming a dress?
5. What ways have you observed for using bias tape in trimming a dress?
6. How would the type of individual influence the type of trimmings used on the dress?
7. How do you determine when a dress needs trimming?

8. How do you determine what trimmings would be most suitable for your dress?

Unit II How to Select and Make a Becoming Wash Dress

Problem 8:

How shall I finish the bottom of my dress?

Teaching points:

1. The kind of finish on the bottom of the dress is determined by the design of the dress.
2. The type of individual and the type of dress determines the length of the dress.
3. The lower fold of a straight skirt should be held in place while the hem is being measured and finished.
4. A gathering thread, small plaits or darts are used to hold excess fullness in place for finishing a hem.
5. Circular skirts require finishes adapted to curved edges.
6. Hems, facings or bindings are used to finish the bottom of a dress.
7. The finish on the bottom of the dress should harmonize with the finishes used elsewhere on the dress.

GUIDE SHEET VIII

Unit II How to Select and Make a Becoming Wash Dress

Problem 8:

How shall I finish the bottom of my dress?

References:

Clothing (Jordan) pp. 150-158

1. What determines the selection of a finish for the bottom of a dress?
2. How is the length of the dress measured and tested?
3. How is the extra fullness in a hem controlled while making a hem?
4. Why would you baste the folded edge of the hem in place?
5. How would you finish the edge of the hem?
6. What would be the difference in finishing a straight and flared skirt?

Unit II How to Select and Make a Becoming Wash Dress

Problem 9:

What criticisms of my dress will aid me in planning and making other rapidly constructed wash dresses?

Teaching points:

1. The criticisms of a dress should be constructive.
2. An indication of right choices of design, material and constructive process aid in developing judgment and confidence in making selections in other dresses.
3. The appearance of the individual should be more important than the workmanship of the dress.
4. A criticism of a dress includes choice of design suitable to the individual, to the type of garment; to the material; and the accessories worn with the dress.
5. An intelligent criticism of other's clothing develops judgment in choice of clothing.
6. A comparison of the cost, quality, style, and workmanship of a home-made wash dress with one bought ready-made develops judgment in a wiser selection of clothing.

GUIDE SHEET IX

Unit II How to Select and Make a Becoming Wash Dress

Problem 9:

What criticisms of my dress will aid me in planning and making other rapidly constructed wash dresses?

References:

Score Cards for Judging Clothing Selection and Construction, Miscellaneous Circular No. 30, United States Department of Agriculture.

1. Why should the dress be worn when it is being criticized?
2. How can you judge whether or not a design is suitable to the individual?
3. What would be the outstanding characteristics of a dress that is well constructed?
4. What points do you consider when comparing a dress made at home with a ready-made dress?

SUMMARY OF FINDINGS

I. Those pertaining to the needs and interests of the Farm Bureau Women are:

1. That thirty-eight per cent. of the Farm Bureau women have difficulties in clothing selection due to an insufficient allowance for their clothing needs (A study of Household Expenditures made by Miss Latzke in 1929 reveals that an average of thirty-three dollars per person is paid for clothing each year.

2. That Farm Bureau Women utilize materials as a means of extending the clothing budget and that more information on tailoring is desired in order to meet this need.

3. That difficulties in pattern and garment alteration and fitting of garments present major problems in the clothing work of the Farm Bureau Women.

4. That Farm Bureau Women felt the need for help in evaluating the comparative costs of ready-made clothing and clothing made at home.

5. That approximately fifty per cent. of the women felt that ready-made clothing had more style than clothing made at home, and that there was an advantage in being able to judge the appearance of the finished garment.

6. That approximately fifty per cent. of the Farm Bureau Women preferred clothing made at home because of choice of better material and better workmanship, and more garments at less cost.

7. That information on dry cleaning and laundering is desired by Farm Bureau Women.

8. That Farm Bureau Women have some realization of the psychological effect of clothing upon happiness and personal well being.

II. Those pertaining to the present clothing project are:

1. That the plan for the clothing project showed slight difference from year to year and was not planned to meet the interests and take care of the previous knowledge of the women.

2. That more emphasis needs to be placed upon the Selection of Clothing.

3. That learnings of skills have received more emphasis in the Clothing Project than Selection of Clothing and the Clothing budget.

4. That the Clothing budget received practically no consideration in the Clothing Project.

5. That one-fourth of the Farm Bureau Group represented in this study had some college work showing that there should

be potential leadership for administering the Clothing Project in Sedgwick, Douglas and Bourbon counties.

III. Pertaining to a plan for adjustment is:

1. That there is need for a reorganization of the clothing project to more adequately meet the needs and interests of Farm Bureau Women.

CONCLUSIONS

The conclusions are:

1. That this selected group of Farm Bureau Women have definite needs and interests and that the Clothing Project work should be based upon these needs and interests.

2. That some provision should be made in working out a Clothing Project to include:

- (a) Some method for enabling a woman to see how a garment made at home will look before it is made so that she will derive more satisfaction from the finished garment.

- (b) Instructions on how to give style to clothing made at home.

- (c) More discussion of work at the club meetings so that the women may have an understanding of the work and be able to continue it intelligently at home.

(d) Study of costume design which will enable the women to select a dress suitable to them in line, color and texture.

(e) Work in pattern alteration preparatory to correct fitting and intensive work on the principles of fitting.

(f) Work on semi-tailoring because so many women remodel wool garments.

(g) Information on dry cleaning and laundering of garments.

(h) Work on the clothing budget that will show the women how to manage their clothing allowance so it will best answer their needs.

3. That the plan submitted for a Clothing Project will meet in the main the needs and interests of Farm Bureau Women.

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KANSAS STATE AGRICULTURAL COLLEGE
Division of Home Economics
Department of Clothing and Textiles

Part I

Date _____ 1930

I Some information concerning previous training

1. What kind of school did you attend?
 - a. Rural school, one room
 - b. Grade school, small town
 - c. Grade school, city
 - d. High school, small town
 - e. High school, city
 - f. Private school
 - g. College
2. How did you learn to sew?
 - a. Taught by mother
 - b. " " dressmaker
 - c. Learned by own efforts
 - d. Learned at school and at home
 - e. " " 4-H Club
 - f. " through Farm Bureau Club
 - g. " " Vocational Night School
3. How many years of clothing work have you taken in the Farm Bureau Club?

II Information to Women who check the lists:

1. A study is being made in the Division of Home Economics to secure information which will help in working out a course in clothing which will more completely meet the needs of the farm women. In order to do this it is necessary to secure help of the women in the Farm Bureau Clubs.
2. Please read the headings carefully then go thru the lists and questions, and place a check (x) in front of each word or phrase that applies or fill in blanks consistent with your experiences.
3. Since you are not asked to sign your name, you will be able to give your honest opinion, and thereby make our study more valuable to you and to us.

(Signed) Alice E. McLean
(Grad.Assist. Clothing &
Textiles Research)

Part I

III Some facts concerning the material taught in the clothing project in the Farm Bureau Club.

1. Why are you interested in the clothing project of the Farm Bureau Club?
 - a. To help me to select the clothes I should wear.
 - b. To teach me clothing construction processes.
 - c. To teach me how to fit garments more correctly.
 - d. To help me to alter garments more correctly.
 - e. To enable me to save money by wiser clothing expenditure.
 - f. To learn the importance of complete costume.
 - g. To know the prevailing styles and to adapt them to my use
2. Why are you not interested in the clothing project of the Farm Bureau Club Work?
 - a. Too much work is presented at one meeting.
 - b. Do not learn enough at each meeting.
 - c. Do not feel any need for the information.
 - d. There is too much repetition in the work as presented.
 - e. The work is too hard for me.
 - f. I cannot remember what I am to do before the next meeting
 - g. I have never been interested in the clothing project.
 - h. I was not interested in the work presented in the club last year.
 - i. The garments were not satisfactory when finished.
 - j. Too much work was done on small samples of cloth.
 - k. Lessons to be taught were not well planned.
 - l. The information given was not sufficiently definite.
 - m. Emphasis is not on important phases of the work.
3. Do you enjoy the clothing work more than the other projects?
 - Yes
 - No
4. Why do you prefer it to other projects?
 - a. -----
 - b. -----
 - c. -----
5. What has been included in your clothing projects in the Farm Bureau Work?
 - a. Clothing construction of new materials
 - 1' Making plain cotton garments for home wear.
 - 2' Making cotton clothing for occasional wear.
 - 3' Making cotton clothing for children.
 - 4' Making silk dresses.
 - 5' Making wool dresses.
 - b. Constructing clothing of old materials.
 - c. Study of how to use the available money to buy the clothing needed.
 - d. Making of models (seams, plackets, etc.) to learn the construction processes.
 - e. Making of dress forms.

Part I

- f. Study of materials or fabrics.
- 1' The fibers used in clothing materials.
- 2' The weave of the fabrics.
- 3' The quality of the fabrics.
- 4' Adulteration of the fabrics.
- 5' The effect of clothing in maintaining good health.
- g. The alteration of ready made clothing.
- h. The care of clothing.
- i. Study of the individual to determine clothing needs:
- 1' Study of my size to see how it effects my choice in clothing.
- 2' Study of the color of my hair, eyes, and skin and how it influences my choice of clothes.
- 3' Study of the clothes that will enable me to do my work most efficiently.
- 4' Study of the choice of dress design that will be becoming to me and give me the most pleasing appearance.
- 5' Study of materials suitable to me.
- 6' Study of the choice of garments and accessories that look well together.

6. What would you like to have included in your clothing work?

- a-----
- b-----
- c-----
- d-----

7. What would you omit from your clothing work?

- a-----
- b-----
- c-----
- d-----

8. Does the clothing project from year to year contain repetitions from the previous year?

- Yes
- No

9. What in particular was repeated?

- a-----
- b-----
- c-----

10. Do you expect to take more clothing work in the club?

- Yes
- No

11. Why do you not expect to take more clothing work in the club?

- a-----
- b-----
- c-----

Part I

II. Check the information you had and processes which you could do when you began Farm Bureau Club Work in Clothing:

- | | |
|---|--|
| ---a. French seam | ---q. Know when sleeve is set in correctly |
| ---b. Flat fell seam | ---r. Put on a collar |
| ---c. Hem by hand | ---s. Adjust a belt |
| ---d. " " machine | ---t. Take a skirt length |
| ---e. Cut bias strips | ---u. Put on bands |
| ---f. Make bias facing | ---v. Sew on lace |
| ---g. Make bias binding | ---w. Join lace or embroidery |
| ---h. Make a placket | ---x. Make tailor tacks |
| ---i. Alter a pattern | ---y. Press a garment |
| ---j. Cut out a garment | ---z. Adjust a sewing machine |
| ---k. Fit a garment to individual | ---a' Clean & oil a sewing machine |
| ---l. Know when a garment fits | ---b' Use attachments of sewing machine |
| ---m. Know tests for judging fit of garment | ---c' Darn hose |
| ---n. Make a dart | ---d' Mend clothing |
| ---o. Know where to place darts in garment | |
| ---p. Set in a sleeve | |

12. Do you have a sewing machine in your home?

- Yes
- No

13. For what do you use your sewing machine?

- a. Mending
- b. Making children's clothing
- c. Making house dresses
- d. Making household linens
- e. Making undergarments
- f. Altering garments
- g. Making undergarments
- h. Making silk dresses
- i. Making wool dresses
- j. Making shirts

14. Which attachments of the machine do you use?

- | | |
|----------------|---------------------|
| ---a. Tucker | ---d. Quilter |
| ---b. Hemmers | ---e. Braider |
| ---c. Gatherer | ---f. Cutting guage |
| | ---g. Darnier |

Part I

15. Why do you not use the attachments?

- a. Do not understand how to use them.
- b. Do not think time is saved by their use.
- c. It is too much trouble to use them.
- d. I do not have any with my machine.

e.-----

f.-----

16. What garments did you make in your first year's work?

a.-----

b.-----

c.-----

d.-----

17. What garments did you make in your second year's work?

a.-----

b.-----

c.-----

d.-----

Part II

IV. Remodeling and Making over Garments

1. Why do you make over clothing?

- a. Reduces the expense of my own clothing
---Little, ---Same, ---Much
- b. Reduces the clothing expense for the children
---Little, ---Same, ---Much
- c. Materials in my garments can be used for making garments for children.
- d. Materials in husband's clothing can be used for making garments for children.
- e. The satisfaction derived from making over garments is worth the energy expended.
- 1' Garments were satisfactory when completed.
- 2' Garments gave service equal to the worth of time spent in making them over.

f.-----

g.-----

h.-----

2. Why do you not make over clothing?

- a. I cannot decide what design would be best to use.
- b. I cannot decide what textures to combine in the garments.
- c. The garments were not satisfactory when finished.
- d. Lack knowledge of processes of construction used in making over garments.
- 1' Of wool
- 2' Of silk
- 3' Of cotton
- 4' Of rayon
- e. I think old materials do not make attractive clothing for children.
- f. It takes too much time.

g.-----

h.-----

i.-----

3. What kind of garments do you make over?

- a. Mother's cotton dresses
- b. " silk "
- c. " wool "
- d. " suits or coats
- e. Father's shirts
- f. " trousers
- g. " coats
- h. Girl's school clothes
- i. " dress "
- k. Boy's suits

l.-----

Part III

V. Selection and Alteration of Ready-made Garments

1. Where do you buy your ready-made clothing?
 - a. Nearest town regardless of size
 - b. Largest town accessible
 - c. Mail order house
2. How many of the following garments for your family do you buy each year?

	Ready-made	To make at home
Woman's cotton house dresses -----	-----	-----
" cotton afternoon dresses -----	-----	-----
" silk dresses -----	-----	-----
" wool dresses -----	-----	-----
Girl's cotton dresses -----	-----	-----
Girl's silk dresses -----	-----	-----
Girl's wool dresses -----	-----	-----
Children's dresses -----	-----	-----
Children's coats -----	-----	-----
Men's shirts -----	-----	-----
Boys' shirts -----	-----	-----
Boys' suits -----	-----	-----
Family underwear -----	-----	-----

3. Do you alter your own ready-made clothing?
 - Yes
 - No
4. Why do you not alter your own ready-made clothing?
 - a. Do not feel competent to do so
 - b. Do not have time to do alterations
 - c. -----
 - d. -----
 - e. -----

Part III

5. What types of alteration were necessary on ready-made clothing:

Garments	Shoulder	Sleeve			Under arm	Hip	skirt length	Belt or sash adjustment	Neck
		length	arm's eve	size around					
Dresses									
cotton									
silk									
wool									
children's									
Coats									
Suits for girl									
Dresses for girl									
Suits for boy									

6. Do you get good satisfaction from ready-made garments?

---Yes
---No

7. What price do you usually pay for these garments when bought ready-made

Garments	1.00 to \$2.00	2.00 to \$5.00	5.00 to \$7.50	7.50 to 10.00	10.00 to \$15.00	15.00 to \$25.00	Above \$25.00	Length of time each was worn
Cotton house dresses								
Better cotton dresses								
Silk dresses								
Wool dresses								
Girl's cotton dresses								
Girl's silk dresses								
Girl's wool dresses								
Coat for self								
Suit for self								
Coat for girl								
Suits for girl								
children's dresses								
children's coats								

Part III

8. At what price do you get good satisfaction in ready-made garments?

Garments	Price paid	Length of time worn
House dresses -----	-----	-----
Better cotton dresses -----	-----	-----
Silk dresses -----	-----	-----
Wool dresses -----	-----	-----
Suit for self -----	-----	-----
Coat for self -----	-----	-----
Girl's cotton dresses -----	-----	-----
Girl's selk dresses -----	-----	-----
Girl's wool dresses -----	-----	-----
Coat for girl -----	-----	-----
Suit for girl -----	-----	-----
Children's dresses -----	-----	-----
Small boy's suits -----	-----	-----
Children's coats -----	-----	-----

9. Reasons for satisfaction in wearing ready-made clothing

- a. Fits better than home-made clothing
- b. Has more stvle
- c. The material wears longer
- d. Less trouble than making at home.
- e. Costs less
- f. Can try on finished garment to see how it will look before purchasing
- g. -----
- h. -----

10. Reasons for satisfaction in wearing home-made clothing

- a. Cannot buy ready-made clothing to fit.
- b. Can choose material suitable to self.
- c. Can choose better material than when bought ready-made.
- d. Can have garments that are made better.
- e. Can have more garments at less cost.
- f. Can make the dress just as you want it.
- g. -----
- h. -----

11. Do you find it easy to make choices when selecting ready-made clothing?

- Yes
- No

Part III

12. Why do you find it easy to make choices when selecting garments?

- a. Easy to fit
- b. Know needs and likes
- c. Know how to select a suitable garment for self
- d. Know what is becoming to me
- e. Know how to plan selections
- f. -----
- g. -----

13. Why do you find it difficult to make choice when selecting ready-made garments?

- a. Do not have confidence in own judgment
- b. Do not know what needs are
- c. Do not know how to select suitable garments for self
- d. Do not know how to judge becomingness in garments
- e. Do not know how to plan for the selection
- f. Do not know good fabrics
- g. Do not have sufficient allowance for garments I would like to choose.
- h. Am hard to fit.
- i. Must consult wishes of husband in the matter.
- j. Do not know how to select a harmonious costume.

14. What type of garments are most difficult for you to select?

- a. work dresses
- b. wool dresses
- c. silk dresses
- d. suits
- e. wraps
- f. hats
- g. shoes
- h. -----
- i. -----
- j. -----

Part III

15. What type of garments do you find most satisfactory:

Garments	When bought ready-made	When home-made
House dresses -----	-----	-----
Better cotton dresses -----	-----	-----
Silk dresses -----	-----	-----
Wool dresses -----	-----	-----
Girl's cotton dresses -----	-----	-----
Girl's silk dresses -----	-----	-----
Girl's wool dresses -----	-----	-----
Children's dresses -----	-----	-----
Small boy's suits -----	-----	-----
Coat for girl **-----	-----	-----
Suit for girl -----	-----	-----
Coat for self -----	-----	-----
Suit for self -----	-----	-----
Children's coat -----	-----	-----
Underwear -----	-----	-----

16. What do you think is the cause of this difficulty in selection?

- a. Do not know what is becoming
- b. Is hard to find becoming clothes
- c. Hard to please
- d. Hard to fit
- e. Lack experience in selecting ready-made clothing
- f. Do not know how to assemble garments and accessories that look well together
- g. Do not have sufficient allowance for clothing needs
- h. Variety to choose from is limited
- i. Large variety to choose from is confusing.
- j. -----
- k. -----

17. Which of these are the most difficult problems when selecting or making garments? Choosing

- a. Becoming line
- b. Becoming color or colors
- c. Becoming fabrics
- d. Fabrics suitable to intended use
- e. Fabrics that will wear well
- f. Garments suited to needs
- g. Garments which fit into present wardrobe

Part III

17. (continued)

- h. Garments which will remain in style
- 1' For satisfactory period of time
- 2' Until worn out
- i. -----
- j. -----
- k. -----

18. What information would help you in selecting a hat?

- a. To learn the importance of hats in the complete costume
- b. To teach me to select hats that are becoming in line and pleasing in shape
- c. To help me to select hats that are suitable in color
- d. To teach me to select hats that are suitable to my figure
- e. To help me to select hats that are suited to my needs

19. Do you wear ready-made underwear

- Yes
- No

20. Do you wear home-made underwear

- Yes
- No

21. What general type of house dress do you wear when doing work which will soil your clothes?

- a. Short sleeve
- b. Long sleeve
- c. Smock
- d. -----
- e. -----

22. What type of pattern do you use for garment construction?

- a. Foundation muslin pattern
- b. Commercial pattern

23. What make of commercial pattern do you use?

- a. Pictorial Review
- b. McCall's
- c. Designer
- d. Butterick
- e. Capper's Weekly pattern
- f. Household pattern
- g. Country gentlemen pattern
- h. -----
- i. -----
- j. -----

Part III

24. What part of the pattern must be altered most frequently?

- a. Length of waist
- b. " " skirt
- c. " " sleeve
- d. " " shoulder
- e. Width of back
- f. " " front
- g. " " sleeve
- h. Size of neck
- i. " " armseve
- j. " " bust
- k. " " hip
- l. -----
- m. -----

25. What part of pattern alteration do you know the least about?

- a. -----
- b. -----
- c. -----
- d. -----

26. When fitting a garment what part gives you the most difficulty?

- a. Determining what causes the poor fit
- b. Location of shoulder seam
- c. Location of underarm seam
- d. Location of armseye line
- e. Determining location of belt line
- f. " correct length of curved top of sleeve
- g. " " " sleeve
- h. Adjusting sleeve to armseye
- i. Adjust shoulders when armseve is too low
- j. Prevent underarm from sagging
- k. Prevent garment from poking out in front or back below the waist line
- l. Prevent diagonal wrinkles from shoulder blades toward underarm seam
- m. Prevent neck and shoulders from sliding back
- n. Prevent waist from drawing underarms
- o. Prevent bulge in waist at back of armseye
- p. " sleeve from twisting on arm
- q. " " drawing when arm is bent
- r. -----
- s. -----

Part IV. The Cleaning and Laundering of Clothing

1. Do you dry clean your clothing at home?

---Yes

---No

2. Do you send your clothing to the dry cleaners?

---Yes

---No

3. Would you like to have more information on how to dry clean at home?

---Yes

---No

4. How often do you dry clean the following clothing at home?

Articles	Never	Occasionally	Frequently
Dresses -----			
Coats -----			
Suits -----			
Scarfs -----			
Slips -----			
Gloves -----			
Hats -----			
Belts -----			
Collar & cuff sets			

5. What method to you use for cleaning garments made of these materials?

Fibers	Washing		Dry cleaning
	In hot water	In warm water	
Cotton *** -----			
Linen -----			
Silk -----			
Wool -----			
Raven -----			

6. Would you like to know more about washing and ironing garments?

---Yes

---No

Part V.

VI. The effect of clothing upon personal feelings.

1. What is the effect on you when you feel well dressed?

- a. Makes me enjoy myself with other people.
- b. Gives me self confidence in a group.
- c. Makes me comfortable and at ease with others.
- d. Increases my efficiency.
- e. -----
- f. -----

2. What is the effect on you when you feel poorly dressed?

- a. Makes me self-conscious.
- b. Makes me feel awkward and ill at ease.
- c. Makes me less sociable.
- d. Makes me irritable.
- e. Makes me less efficient.
- f. -----
- g. -----

3. What is the effect of well dressed people on you?

- a. Increases my desire to know them.
- b. Stimulates admiration of them personally.
- c. Increases confidence in their opinion in matters of dress.
- d. Makes me think they are successful in their line of work.
- e. Makes me think they have good judgment in all things.
- f. -----
- g. -----

4. What is the effect of a poorly dressed person on you?

- a. Makes one wonder whether I wish to know them.
- b. Makes me question their good judgment.
- c. Shows me their lack of appreciation in other things.
- d. Produces a feeling of repulsion.
- e. Reduces my confidence in them.

5. What in clothing affects me in a person's appearance?

- a. Cleanliness.
- b. The color of the materials.
- c. The design of the dress.
- d. The fit of the dress.
- e. The neatness of the person and dress.
- f. The pleasing combination of garments and accessories.
- g. The design of the material.
- h. The quality of the material.
- i. The texture of the material (rough, smooth, dulls, lustrous, etc.)
- j. The length of the dress.
- k. The size and shape of the neck.
- l. The gracefulness of the line of the dress.
- m. The appropriateness of the dress to the occasion.
- n. -----
- o. -----
- p. -----

Part VI.

VII. Some additional information about your clothing project.

1. Would it be more^{helpful} if you received instruction on your garments at the meetings and then went home and made them?

---Yes
---No

2. Would it be helpful for the instructions to be printed so you could take them home with you after the meetings?

---Yes
---No

3. Would you like more discussion of the work at the meetings?

---Yes
---No

4. Would you like less demonstration work at the meetings?

---Yes
---No

5. Would you like more work meetings on the clothing project?

---Yes
---No

6. Has the illustrative material that you have made been helpful to you in your clothing work?

---Yes
---No

7. Do you ever go home feeling that you have not received much help from the club meeting?

---Yes
---No

8. Would you like to have more consideration given to your individual clothing problems in your club meetings?

---Yes
---No

9. What would help you to get more from your clothing club meetings?

- a. -----
b. -----
c. -----
d. -----
e. -----
f. -----
g. -----