

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

By

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In an attempt to learn what is actually being taught in the sewing departments of the public schools of Kansas, I sent letters to the superintendents of seventy-five representative schools, asking each superintendent to send me a copy of the course of study being used in both the junior and senior sewing departments of his school system.

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

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

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

I obtained the opinion of as many home-makers, particularly mothers, as I could by visits and questionnaires as to what they thought should be taught in the sewing classes in the schools.

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

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

technique in sewing.

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

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

Children's clothing is placed in the eighth grade because there is less material to handle in making a garment, the fitting is simple and the girl can finish the problem before she has an opportunity to get tired of it. Girls of this age usually have enough clothes of their own and so do not need any more. If children's clothes are made they can be sold at a school bazaar or at private sale and thus incur no expense on the families of the girls, and this is sometimes a very important item.

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

A great deal of attention is being given to the proper feeding and bathing of the infant so why not make the study complete and teach the girls how to clothe the infant properly. No better way can be found for teaching this than to have the girls actually handle the dainty material and make the whole layette. It is probably not advisable to have each girl make a whole set but the class as

a whole can make a layette, each girl doing her part of the work on it. Usually, if the teacher is one of those progressive people who keep their eyes open for opportunities, the layette can be sold.

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

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

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

## SEVENTH GRADE.

Habits	Information
1. Neatness in the care and arrangement of sewing equipment. 2. Cleanliness in the handling of material. 3. Correct use of the thimble. 4. Correct position of the body and the hand in hand sewing. 5. Correct position at the sewing machine. 6. Correct position of machine in reference to light. 7. Orderliness of the laboratory. 8. Courtesy in shopping.	1. To know warp, filling and selvage. 2. To recognize cotton fabrics. 3. To know the following facts concerning a minimum of ten standard cotton materials. (a) name (b) approximate price (c) width (d) dangers of adulteration (e) various qualities (f) uses. 4. To know the names and functions of the various parts of the sewing machine. 5. To know the daily proper care of clothing: (a) carefully brushed (b) kept on hangers (c) folded in drawers. 6. To know the hygiene of underwear.
9. Daily care of personal clothing. 10. *Care of the face. 11. *Care of the skin. 12. *Care of the hands. 13. *Care of the nails. 14. *Care of the hair. 15. *Care of the teeth. 16. *Neat and becoming style of arranging the hair. 17. Care of the shoes. 18. Care of the hose.	

\*These are usually considered as health habits. They are introduced here to emphasize their importance in relation to personal appearance.

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

Skills	Suggested problems.
1. To distinguish between length-wise, crosswise and bias of material. 2. To use scissors correctly. 3. To straighten the edge of material. 4. To use a tape-line correctly. 5. To use a needle correctly. 6. To turn an even hem on a straight edge. 7. To do even basting. 8. To care properly for a sewing machine.	1. Hem a towel - machine  Judge finished article: (a) selection of material (b) workmanship.

- (a) to oil properly  
 (b) to keep clean  
 (c) to keep level on floor
9. To thread a machine correctly.
  10. To set a machine needle correctly.
  11. To watch for both good and poor work of machine.
  12. To make the fundamental stitches:
    - (a) running stitch
    - (b) back stitch
    - (c) combination stitch
    - (d) overhanding
    - (e) overcasting
    - (f) hemming stitch
  13. To take measurements correctly:
    - (a) length for apron or underwear.
    - (b) bust measurement
  14. To read and understand a simple commercial pattern.
  15. To place a simple pattern correctly on material.
  16. To finish a neck with a bias facing.
  17. To miter a corner neatly.
  18. To finish a neck with a binding.
  19. To distinguish between a true bias and a garment bias.
  20. To sew a straight seam on a sewing machine.
  21. To make a French seam.
  22. To keep a record of the cost of every article made.
  23. To read and understand a commercial pattern for an apron.
  24. To put patch pockets on.
  25. To make simple alterations in a ready-made apron:
    - (a) shorten or lengthen apron
    - (b) shorten or lengthen sleeve
  2. Make a fudge or kitchen apron
 

Judge finished article:

    - (a) Selection of material.
    - (b) Selection of design
    - (c) workmanship
  3. Make underwear: Plain and simple
    - (a) teddies
    - or
    - (b) combination suit
    - or
    - (c) slip

Judge finished article:

    - (a) selection of material
    - (b) selection of design
    - (c) workmanship
  4. Make a bungalow apron or Make a kimona night dress.
 

Judge finished article:

    - (a) selection of material
    - (b) selection of design
    - (c) workmanship

Exhibit of semester's work.

Suggested problems for home practice:

1. Undergarment(simple)
2. Apron for mother or sister
3. Night dress.
4. Simple kimona.

1. Make a princess slip, (as either review or new problem).

Judge finished article:

- (a) selection of material
- (b) workmanship
- (c) selection of design.

All skills listed in grade 7 and in addition the following:

1. To plan simple underwear for self.
2. To estimate the amount of material required for underwear for self.
3. To buy cotton material suitable for underwear.

## SEVENTH GRADE

## Habits

## Information

7. To know simple color harmony in textiles.
8. To know materials suitable for various kinds of aprons.
9. To sew on rick rack or stickered braid.
10. To know materials suitable for underwear.
11. To know trimmings or decorations suitable for underwear.

## EIGHTH GRADE

All habits listed in grade 7 and in addition the following:

1. To read carefully the instructions on a pattern before cutting out the material.
2. To estimate the amount of material needed before attempting to buy.
3. To buy wisely for school problems.
4. To think through the entire process of cutting and making before starting the problem.
5. To use sufficient pins to fasten the pattern firmly to the material.
6. To pin all pieces of the pattern on the material before cutting out any part.
7. To sew for others as well as for self.
8. To darn hose as soon as they become worn or a small hole appears.
9. To patch cotton garments as soon as torn.
10. To keep personal wardrobe in good repair:
  - (a) buttons, fasteners, and hooks and eyes sewed on.
  - (b) garments neatly pressed.

All information listed in grade and in addition the following:

1. To know the kinds of lace or embroidery suitable for underwear
  - (a) width
  - (b) quality
  - (c) design
2. To know the following facts concerning ten additional standard cotton materials:
  - (a) name
  - (b) approximate price
  - (c) width
  - (d) dangers of adulteration
  - (e) various qualities
  - (f) uses
3. To know materials suitable for children's clothes.
4. To know styles suitable for children.
5. To know styles and fit of shoes for children.
6. To know styles of hose for children.
7. To know in a general way the color suitable for a wash dress for self



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

Skills

Suggested problems.

- |  |  |
|--|--|
| <p>4. To sew with greater rapidity.</p> <p>5. To use short cuts in sewing:<br/>         (a) pinning only, instead of basting straight seams.<br/>         (b) pressing instead of basting straight narrow hems, etc.<br/>         (c) using bias tape and other finishing braids.</p> <p>6. To make a fell seam.</p> <p>7. To select laces and embroideries with a view to durability in laundering.</p> <p>8. To join laces.</p> <p>9. To join embroidery.</p> <p>10. To sew lace on underwear by machine.</p> <p>11. To turn an even hem on a gored or curved edge.</p> <p>12. To keep a record of the time used in making a garment.</p> <p>13. To make a firm neat button hole.</p> <p>14. To sew on buttons.</p> <p>15. To put a band on a sleeve or bloomers.</p> <p>16. To make simple decorative stitches:<br/>         (a) blanket stitch<br/>         (b) feather stitch<br/>         (c) catch stitch<br/>         (d) cross stitch<br/>         (e) outline stitch<br/>         (f) chain stitch</p> <p>17. To darn hose (silk, wool or cotton) neatly and firmly.</p> <p>18. To patch checked, striped or figured material.</p> <p>19. To buy standard cotton material suitable for dress.</p> <p>20. To cut out material having and up and down.</p> <p>21. To sew on snap fasteners.</p> <p>22. To sew on hooks and eyes.</p> <p>23. To fit a simple wash dress.</p> <p>24. To construct a simple dress.</p> <p>25. To make alterations in a ready-made dress.</p> <p>26. To press a garment correctly.</p> | <p>2. Make bloomers.</p> <p>Judge finished article:<br/>         (a) selection of material.<br/>         (b) selection of design.<br/>         (c) workmanship.</p> <p>3. Make a child's romper suit. (Use some simple decorative stitches as trimming).<br/>         Judge finished article:<br/>         (a) selection of material.<br/>         (b) selection of design<br/>         (c) workmanship.</p> <p>4. Darn hose brought from home.</p> <p>5. Patch a garment brought from home.</p> <p>6. Make a simple cotton dress for self.<br/>         Judge finished article:<br/>         (a) selection of material<br/>         (b) selection of design<br/>         (c) workmanship<br/>         (d) suitability to wearer.</p> <p>Exhibit of semester's work.</p> |
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## EIGHTH GRADE.

HabitsInformation.

8. To know in a general way the lines suitable for self.
9. To know how to press any garment made by self.
10. To know how to remove from material the following stains:
 

(a) fruit	(d) blood
(b) grass	(e) coffee or tea
(c) grease	(f) chocolate

## NINTH GRADE.

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

Habits and Appreciations.Information

- |  |  |                       |           |                |             |           |
|--|--|-----------------------|-----------|----------------|-------------|-----------|
| <ol style="list-style-type: none"> <li>1. To observe and appreciate good color combinations.</li> <li>2. To observe and appreciate colors and lines suitable for self.</li> <li>3. To observe and appreciate pleasing and graceful, subtle curves in lines.</li> <li>4. To select and wear clothes which are becoming in line and color rather than following the vagaries of passing fashion or fad.</li> <li>5. To judge a costume in respect to color and line being suitable to wearer.</li> </ol> | <ol style="list-style-type: none"> <li>1. To know the color spectrum.</li> <li>2. To know how to combine colors in clothes.</li> <li>3. To know the following principle as applied to clothing:           <table style="margin-left: 20px; border: none;"> <tr><td>(a) color combination</td></tr> <tr><td>(b) rythm</td></tr> <tr><td>(c) proportion</td></tr> <tr><td>(d) balance</td></tr> <tr><td>(e) unity</td></tr> </table> </li> </ol> | (a) color combination | (b) rythm | (c) proportion | (d) balance | (e) unity |
| (a) color combination  |  |                       |           |                |             |           |
| (b) rythm  |  |                       |           |                |             |           |
| (c) proportion   |  |                       |           |                |             |           |
| (d) balance  |  |                       |           |                |             |           |
| (e) unity  |  |                       |           |                |             |           |

All habits listed in grades 7 & 8 and in addition the following:

1. To buy standard goods.
2. To buy guaranteed fabrics.
3. To have unity in the entire costume.

All information listed in grade 7 and 8, and in addition the following:

1. To know how to test and alter any commercial pattern.
2. To know correct styles and materials for school dresses.
3. To know correct size of thread and machine needle for various materials.
4. To know the various methods of dry cleaning:
 

(a) non-inflammable liquid
(b) magnesia
(c) sponging spots
5. To know the following facts

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

Skills

Suggested problems.

Suggested problems for home practice:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. To combine colors artistically.</li> <li>2. To select pleasing lines and suitable colors in costumes for self.</li> <li>3. To select hats suitable for self in regard to color and style.</li> <li>4. To wear the style of hat that is in keeping with the rest of the costume.</li> <li>5. To arrange the hair in the way most becoming to self.</li> <li>6. To select and wear those accessories which add to the beauty of the costume.</li> <li>7. To select and wear hygienic shoes and hose which in color and style are in keeping with the entire costume.</li> <li>8. To recognize the "ideal" or "standard" figure and the variations from it.</li> </ol> | <ol style="list-style-type: none"> <li>(a) undergarments</li> <li>(b) bloomers</li> <li>(c) bungalow apron</li> <li>(d) other children's clothes</li> <li>(e) children's night drawers.</li> </ol><br><ol style="list-style-type: none"> <li>1. Study the color spectrum.</li> <li>2. Make a color wheel using colored paper.</li> <li>3. Mount samples of textiles illustrating color harmony for costumes and emphasizing the preference of grayed colors and the proportions of each.             <ol style="list-style-type: none"> <li>(a) self-tone harmony.</li> <li>(b) related harmony.</li> <li>(c) original harmony.</li> </ol> </li> <li>4. Using half*yard lengths of textiles try various colors on each girl, letting the class decide what colors are becoming and why.</li> <li>5. Study the Greek law of proportion. Study lines and spaces as applied to clothing. Divide oblong spaces( representing costume) into pleasing space division.</li> <li>6. Study the proportions of the human body of various types.             <ol style="list-style-type: none"> <li>(a) medium</li> <li>(b) short slender</li> <li>(c) tall slender</li> <li>(d) tall stout</li> <li>(e) short stout</li> </ol> </li> <li>7. Study the effective use of vertical and horizontal lines on the above types.</li> <li>8. Study your own proportions and the effective use of vertical and horizontal lines in a costume.</li> <li>9. Study silhouettes of various periods. (Notice the influence on fashion on silhouettes).</li> <li>10. Cut out from magazines and catalogues and mount in note-books, with written remarks concerning lines, color combinations, and suitability to occasion, the following costumes for a school girl:</li> </ol> |
|---|---|

## NINTH GRADE

## Habits

## Information

- 
- concerning ten additional standard cotton materials:
- (a) name
  - (b) approximate price
  - (c) width
  - (d) various qualities
  - (e) dangers of adulteration
  - (f) uses.
6. To know the following facts concerning ten standard linen materials:
- (a) name
  - (b) approximate price
  - (c) width
  - (d) various qualities
  - (e) dangers of adulteration
  - (f) uses
7. To know how to make napery hems.
8. To know good table linen:
- (a) all linen
  - (b) part linen
9. To know mercerized linen.
10. To know materials for towels.
11. To know various materials for draperies.
- (a) colors
  - (b) qualities
  - (c) styles
  - (d) uses
12. To know materials suitable for sheets and pillow slips.
13. To know correct sizes of sheets and pillow slips.
14. To know the fundamental weaves.
15. To know the variations of these weaves.
16. To know correct styles and materials for a simple party dress.
17. To know when to sew on lace by hand.
18. To know when to sew on lace by machine.
19. To know the difference between hand-made and machine-made trimmings.

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

Skills

Suggested problems.

- (a) house dress
- (b) school dress
- (c) party dress
- (d) sport suit

The following problems may be cut out and with suitable comments in note books.

11. Study various styles of arranging the hair to suit the various types of faces.
12. Study of styles of hats suitable:
  - (a) for different types of faces.
  - (b) to wear with various costumes.
  - (c) to wear on various occasions.
13. Various accessories suited to the wearer, the costume and the occasion.
  - (a) various kinds of neck-laces.
  - (b) ear bobs
  - (c) hair ornaments
  - (d) broaches and pins
  - (e) rings
  - (f) purses or hand bags

NINTH GRADE

All skills listed in grades 7 & 8 and in addition the following.

1. To regulate length of machine stitch.
  2. To use the following attachments:
    - (a) hemmer
    - (b) gatherer
    - (c) tucker
  3. To finish a bias or curved seam with a bias binding.
  4. To make a continuous placket.
  5. To make an extension placket.
  6. To joint bias edges without stretching them.
  7. To select the width of material best suited to the pattern.
  8. To use decorative stitches artistically.
  9. To make simple repairs on a sewing machine, as:
    - (a) putting in new needle.
    - (b) shortening wheel band
    - (c) adjusting feeder
  10. To put in sleeves.
  11. To put in collar.
1. Make a bloomer dress for a child, or  
Make a suit for a boy of two to four years.  
Judge finished article:
    - (a) selection of material
    - (b) selection of design
    - (c) workmanship

## TENTH GRADE

## Habits

## Information

All habits listed in grades 7, 8, and 9, and in addition the following:

1. To present a neat, pleasing appearance at all times.
2. To dress within her share of the family income.
3. To dress according to the principles of good clothing selection.

All information listed in 7, 8, and 9, and in addition the following:

1. To know when to wear a middie suit.
2. To know how to test for silk.
3. To know how to test for wool.
4. To know the characteristics of the various fibres.
5. To know the source of the various fibers.
6. To know how to apportion budgets.
7. To know how to keep accounts.
8. To know how to plan a wardrobe from the standpoint of economy, beauty, and durability.
9. To understand the effect of marketing conditions on the cost of clothing.
10. To know how to give proper summer care to winter clothing.
11. To know how to give proper winter care to summer clothing.
12. To know the following facts concerning ten standard silk materials
  - (a) name
  - (b) approximate price
  - (c) width
  - (d) dangers of adulteration
  - (e) various qualities
  - (f) uses
13. To know the following facts concerning ten standard wool materials:
  - (a) name
  - (b) approximate price
  - (c) width
  - (d) various qualities
  - (e) dangers of adulteration
  - (f) uses
14. To know the style and color of hat becoming to self.

4. To practice economy by utilizing used material which is in good condition.
5. To wear only those hats which are becoming in style and color.
6. To have hat harmonize with costume.

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

Skills	Suggested problems.
12. To finish any shaped neck with a shaped facing.	2. Make a blouse for self or Make a blouse for a boy. Judge finished article: (a) selection of material. (b) selection of design (c) workmanship (d) suitability to wearer.
13. To make neat, firm napery hems. 14. To test for all cotton. 15. To test for all linen. 16. To darn table linen.	3. Hem napkins, or Make draperies, or Make luncheon set. (This may be started in class and finished as a homeproblem) 4. Darn table linen.
17. To sew with increasing rapidity. 18. To work with sheer material. 19. To design a simple party dress for self. 20. To model a pattern on a person or form. 21. To adapt a commercial pattern to the style suitable for self.	5. Make a dress of cotton or linen material suitable for school or one suitable for a simple party. Judge finished article: (a) selection of material. (b) selection of design. (c) workmanship (d) suitability to wearer Exhibit of semesters work.

#### TENTH GRADE

All skills listed in grades 7, 8 and 9, and in addition the following:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. To regulate both tensions.</li> <li>2. To put cuffs on a shirt sleeve.</li> <li>3. To calculate the total cost of a garment before buying the material.</li> <li>4. To put in a middy yoke.</li> <li>5. To put in a front facing in a middy.</li> <li>6. To sew flat braid on a collar and on cuffs.</li> <li>7. To make a bound button hole.</li> <li>8. To make a set-in pocket.</li> <li>9. To make arrow head tacks.</li> <li>10. To fit a garment correctly.</li> <li>11. To measure correctly for pleats and spaces.</li> </ol> | <ol style="list-style-type: none"> <li>1. Make a middy suit of either cotton or pongee silk.<br/>Judge finished article:<br/>(a) selection of material.<br/>(b) selection of design<br/>(c) workmanship<br/>(d) suitability to the wearer.</li> <li>2. Plan a wardrobe for a high school girl of average financial circumstances.</li> <li>3. Exercises in shopping.<br/>Have the girls see what they can buy with \$10, \$15, \$20, etc.</li> </ol> |
| <ol style="list-style-type: none"> <li>12. To recognize real silk.</li> <li>13. To recognize fiber silk.</li> <li>14. To recognize all wool.</li> <li>15. To launder correctly cotton, linen, and wool.</li> </ol>  | <ol style="list-style-type: none"> <li>4. Make a wool dress.<br/><br/>Judge finished article:<br/>(a) selection of material.</li> </ol>  |

## TENTH GRADE.

~~Habits.~~  
Habits.

~~Information.~~  
Information.

15. To know materials suitable for infant's clothes.
16. To know how much clothes infants should wear.
17. To know the most hygienic styles of the various garments for infants.
18. To know materials and styles of shoes for infants.



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

Skills.

Suggested problems.

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|--|--|
| 16. To launder hose correctly:<br>(a) cotton (d) colored<br>(b) silk (e) white<br>(c) wool                     | (b) selection of design<br>(c) workmanship<br>(d) suitability to wearer.   |
| 17. To hang a shirt correctly.   |  |
| 18. To press wool garments.  |  |
| 19. To alter a ready-made wool dress.  |  |
| 20. To dye a garment or household materials.   |  |
| 21. To adapt to one's particular type the fashions of the day so that one will not look out of place or queer. |  |
| 22. To plan a garment for a child.   | 5. Make a garment for a child from a grown person's garment or otherwise utilize good material in discarded garments.<br>Judge finished article:<br>(a) selection of material.<br>(b) selection of design<br>(c) workmanship |
| 23. To renovate a wool garment.  |  |
| 24. To make over a wool garment.   |  |
| 25. To plan a wardrobe for a child.  |  |
| 26. To retrim a hat.   | 6. Make a hat for self.<br>Judge finished article:<br>(a) selection of material.<br>(b) selection of design<br>(c) workmanship<br>(e) suitability to wearer  |
| 27. To renovate a hat.   |  |
| 28. To make a hat frame.   |  |
| 29. To cover a hat frame.  |  |
| 30. To make a hat lining.  |  |
| 31. To put in a hat lining.  |  |
| 32. To study the contour of the face when making or selecting a hat for self.                                  |  |
| 33. To plan a wardrobe for an infant.  | 7. Make a layette.<br>One layetter may be made by the class, each student doing some work on it).  |

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

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

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

Problem 5 can easily be used as a home problem.

## REFERENCES FOR CLOTHING AND TEXTILES.

## Books:

Clothing for Women, Baldt, Lippincott.  
 Textiles and Clothing, McGowan and Waite, MacMillan.  
 Dressmaking, Jane Fales, Scribner.  
 Costume Silhouettes, Mary P. Evans, Lippincott.  
 Fabrics and how to know them, Grace Denny, Lippincott.  
 Business of the Household, Tabor, Lippincott.  
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 Clothing: Choice, Care, Cost, Woolman, Lippincott.  
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## Bulletins:

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 Holman, Extension Bulletin 43, K. S. A. C.  
 Sewing Handbook for Club Girls, Alene Hinn, Extension  
 Bulletin 42, K. S. A. C.  
 Short Cuts in Sewing, J. G. Cation, Iowa State College.  
 Tailored Finishes and Decorative Stitches, D. R. Barnes,  
 Extension Bulletin 61, Texas Agricultural College.  
 Buying and Testing Textiles for Home Use, Iowa State College,  
 How to Know Materials: Simple tests for Adulterations and  
 Helps in Removing Stains, D. R. Barnes, Extension Bulletin  
 63, Texas Agricultural College.  
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