

ABSTRACT OF THESIS

CLOTHING CONSTRUCTION HANDBOOK
FOR LATIN-AMERICAN PUPILS
IN JUNIOR HIGH SCHOOL

Submitted by
Eyrta Bea Carson

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado
Agricultural and Mechanical College
Fort Collins, Colorado

August, 1945

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ABSTRACT

In San Antonio, Texas, where this study was made, Spanish is spoken almost exclusively in the Mexican homes. Thus, the Latin-American girl has a language handicap in the mastery of the simplest information that is presented to her. Because of this lack of English comprehension, class assignments must be definite and simplified. The Latin-American girl also labors with a serious vocabulary handicap when compared with the Anglo-American girl. If asked to read standard clothing books used in junior high schools, the Latin-American girl is frequently at a loss.

The problem

How should the course in clothing construction in Sidney Lanier High School be modified to meet the needs of the Latin-American girls?

Problem analysis.--To solve the above problem it is necessary to answer the following questions:

1. What is the academic status of Latin-American girls entering junior high school in San Antonio, Texas?
2. What sewing equipment is available for use in the homes of these Latin-American girls?
3. What is the content of the course in clothing construction designed for Latin-American junior high school girls in San Antonio?

4. How can this material be made understandable for junior high school girls of Latin-American extraction?

Delimitation of the problem.--This study was confined to approximately 300 girls of Latin-American extraction in the seventh grade in the Sidney Lanier Junior-Senior High School, San Antonio, Texas.

The term Latin-American used in this study has the same connotation in Texas as "Mexican" and "Spanish-American" have in other states.

Methods and materials

To compare the deficiencies of the Latin-American pupils with those of the Anglo-American pupil in San Antonio, Texas, scores were obtained from the results of the Stanford Achievement Test, administered in the Sidney Lanier School in May, 1944. The content of the Stanford Achievement Test is based on a thorough analysis of representative courses from the entire country.

The six parts of the test used are as follows: Paragraph Meaning, Word Meaning, Language Usage, Arithmetic Reasoning, Arithmetic Computation, and Spelling.

Since no standardized clothing vocabulary test was available, a test was devised for that purpose. A clothing vocabulary test was constructed with four descriptive phrases briefly stated under each word.

The test was administered to 100 Anglo-American girls and 100 Latin-American girls. As it seemed highly desirable that the group answer all the questions and that the spirit of competition be absent, no time limit was set.

At the beginning of the spring term each girl was given a check sheet and asked to check the sewing equipment available in her home. If there were questions pertaining to the check sheet after it had been used for checking the sewing equipment in the home, the pupils were instructed to consult with the teacher individually so that the responses on each check sheet would be accurate.

One hundred ninth-grade girls who had completed the eighth-grade clothing course and 50 senior girls in high school were interviewed concerning their opinions of the clothing courses which they had taken in the seventh and eighth grades.

In general the sewing equipment in the Latin-American homes was below that of the Anglo-American homes.

All of the 150 girls interviewed liked best the pictures in the books used in clothing. In answer to the question, "What was the worst thing about the books used in clothing?", the following answers were given: "there are many things I do not understand." "I cannot get the meaning of what the books are talking about." "The books do not explain enough." "I do not have as much money as the people in the books." and "The styles are old fashion."

In answering the question, "What of the things the teacher used, helped you most -- the illustrations, the pictures, or the samples?" 63 of the 9A girls said they liked the illustrations best, while 37 of them preferred the samples. Eighteen of the senior girls liked the illustrations best, and 32 liked the samples.

The girls were asked to check on the interview form the three most important items in the clothing course and to evaluate them on the bases of "often used," "seldom used," and "never used." It is significant that, of the many items included on the interview form, all were checked as one of the most important by at least one of the girls in both groups with the exception of "selection of coats." Five topics were not checked as one of the most important topics by any of the 9A girls although they were checked by a very small percentage of the senior girls. For the two groups together "How to keep well groomed" was by far the most important; "Selection of colors" next; then "selection of materials," and "how to use the sewing machine."

In response to the interview item, "List topics about which you wish you had had more information on clothing," more girls of both groups mentioned grooming more than any other topic. "How to weave and embroidery" came next. Many girls mentioned that they were interested

in knowing how to make accessories such as beads, purses, belts, hair ribbons and decorated combs for their hair. Another topic they seemed interested in was "how to talk to boys." Still other topics in which the girls were interested were "the appropriateness of dress, shoes, and jewelry," "what clothes to wear on dates," and "how to make articles for the home."

Some of the above-mentioned topics logically fall in the seventh grade, some in the eighth grade, and still others seemed more appropriate for the later grades. The one considered desirable to stress in the seventh grade was grooming. How to weave and embroidery will be brought into the course when time allows and likewise will the making of some of the accessories mentioned. The use of accessories naturally falls under grooming. The other topics will be included in subsequent units.

The handbook is designed for use in the seventh grade, and, therefore, covers the following topics: first steps in sewing, care and use of sewing equipment, construction of a simple garment, grooming, and simple care and repair of clothing.

Summary

The pupils entering the seventh grade in Sidney Lanier School, San Antonio, Texas, were between one and

two grades lower than pupils throughout the country in terms of language, arithmetic, and spelling, according to the Stanford Achievement Test.

All the Anglo-American girls made scores on the clothing vocabulary test higher than those of 80 per cent of the Latin-American girls. More than one third of the Anglo-American girls, 35 per cent, scored higher than did any of the Latin-American girls. On all except five of the 50 vocabulary items the percentages of the Latin-American girls passing the item were significantly lower than those of the Anglo-American and on these the difference between the two groups approached statistical significance.

Twice as many of the Latin-Americans as the Anglo-Americans had no sewing machine in their homes. The machines in the Latin-American homes on the whole were older than those in the Anglo-American homes. As one would expect from these results, the condition of their machines was rated higher by the Anglo-American girls than by the Latin-American girls.

Recommendations for further study

1. What are the differences between Latin-American pupils and Anglo-American pupils in actual clothing construction ability?
2. How do Latin-American pupils compare with Anglo-American pupils in taking home responsibilities for clothing?
3. What home use is made of clothing work taught in junior and senior high schools, of the Latin-American girls as compared with the Anglo-American girls?
4. What factors influence the Latin-Americans in the selection of clothing and material used for clothing construction?

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T H E S I S

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Submitted by
Byrta Bea Carson

In partial fulfillment of the requirements
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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY BYRTA BEA CARSON
ENTITLED CLOTHING CONSTRUCTION HANDBOOK FOR LATIN-AMERICAN
PUPILS IN JUNIOR HIGH SCHOOL

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION
MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 0

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Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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The writer is extremely grateful to Mr. R. H. Brewer, Principal of Sidney Lanier High School, and to Miss Bell Woodall, Dean of Girls at Sidney Lanier High School, for their aid and suggestions in helping make this study possible.

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Chapter I

INTRODUCTION

Much has been written about homemaking education for Anglo-American girls of today, but little has been written about homemaking education for Latin-American girls, sometimes referred to as Mexican girls. It is taken for granted that they will be given the same course of study and reading material in high school as the Anglo-American girls even though their understanding of English may be limited. Timidity keeps them from asking questions or admitting that they do not understand the books or the teacher, and they are reluctant about expressing themselves. Time and patience are required on the part of the teacher to get the Latin-American girl to express her own ideas.

In San Antonio, Texas, where this study was made, Spanish is spoken almost exclusively in the Mexican homes. Thus, the Latin-American girl has a language handicap in the mastery of the simplest information that is presented to her. Because of this lack of English comprehension, class assignments must be definite and simplified. The Latin-American girl also labors with a serious vocabulary handicap when compared

with the Anglo-American girl. If asked to read standard clothing books used in junior high schools, the Latin-American girl is frequently at a loss.

Latin-American girls are fond of sewing. Many of them in San Antonio look forward, for years, to the day when they can come to junior high school and take "Clothing," but, regardless of their fondness for sewing, most of those entering Sidney Lanier High School have little knowledge of the terms used in clothing construction, of the use of a sewing machine, or of patterns, and much training must be given before they realize the need for accuracy in sewing.

The problem

How should the course in clothing construction in Sidney Lanier High School be modified to meet the needs of the Latin-American girls?

Problem analysis.--To solve the above problem it is necessary to answer the following questions.

1. What is the academic status of Latin-American girls entering junior high school in San Antonio, Texas?
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3. What is the content of the course in clothing construction designed for Latin-American junior high school girls in San Antonio?

4. How can this material be made understandable for junior high school girls of Latin-American extraction?

Delimitation of the problem.--This study will be confined to approximately 300 girls of Latin-American extraction in the seventh grade in the Sidney Lanier Junior-Senior High School, San Antonio, Texas.

The term Latin-American used in this study has the same connotation in Texas as "Mexican" and "Spanish-American" have in other states.

Background of study

San Antonio has a population of more than 300,000 people and is located in the south-central part of Texas. A large percentage of its people are of Latin-American extraction, since the school census shows that more than 50 per cent of the school children are Latin-Americans.

There is some separation of the Latin-Americans and Anglo-Americans in their social and economic relationships; however, Latin-Americans on the higher economic levels, chiefly members of the professional and ownership classes, are accepted on an equal basis by the Anglo-Americans to a certain extent. There is no segregation of the two groups in the school system.

In 1924, special records of Spanish-American children were inaugurated. At that time, 14,793 of these children were enrolled in the public

schools. Today (1939) there are 28,881. This increase is accounted for, not by a similar increase in the Spanish-American population, but rather by an increase in the proportion of school-age children attending school (5:824).

The writer is a clothing instructor in Sidney Lanier School, a combined junior and senior vocational high school, located almost in the center of the Latin-American population. There is an enrollment of about 2,000 pupils, of which 99 per cent are Latin-Americans. According to a survey made in 1944-45, 69 per cent of these pupils could not speak the English language when they entered elementary school. Home economics is required in the junior high school, but is an elective in the senior high school.

Chapter II

REVIEW OF LITERATURE

Studies of the adjustment of instruction in clothing to the abilities of the members of a class and of the academic handicaps of Latin-American pupils are pertinent to the present investigation. In some of the studies, Latin-Americans have been referred to as Spanish-Americans or as Mexicans.

Adjustment of instructions in clothing to abilities of pupils

In 1931 Robertson (14) studied guide sheets for a course in ninth-grade home economics. After two semesters the following conclusions favoring the use of the guide sheets were reached: assignments were more definite; time and effort were saved for the pupils and the teachers; more individual help was given; the problems were more specific; pupils were able to do home work effectively in completing or preparing their assignments; lessons were more carefully planned; the teacher was aided in discovering pupil difficulties.

Goldberg (6), in 1933, studied the use of instruction sheets in teaching sixth-grade clothing classes. She stated that instruction sheets for making

uniform white aprons were arranged to divide the project into comparatively small units.

This plan stimulates interest because pupils see units completed frequently and can thus check their own accomplishment. In addition, instruction sheets are valuable because they help to provide for individual differences by allowing superior or industrious pupils to progress more rapidly than others and to accomplish supplementary work; they save class time by elimination of discussion of directions and information that can be secured from the written page; they provide simple and understandable information that may be used for future home reference; and they help pupils to learn to follow printed instructions and to analyze and solve problems as they arise. (13:26)

Instructions for each process include a general discussion of the subject, directions, and questions for optional so-called notebook work. The mark assigned for achievement in the required work is raised in proportion to the amount and quality of the extra work voluntarily submitted to the teacher.

The teacher's greatest difficulty in using this method is to avoid giving unnecessary personal and specific help to individual pupils and yet to see and approve each process as it is finished.

It is remarkable how this early practice in working from written instructions makes it easier for the girls later to use commercial patterns intelligently.

Probably the teacher in any field who is willing to take time and energy to prepare instruction sheets to suit her special needs and who is willing to endure a trying adjustment period while her pupils learn to rely on themselves rather than on the teacher, will feel amply repaid by less waste of pupil time and more real learning. (13:27)

Collins (4), in 1938, studied mathematical abilities involved in secondary-school home economics. The problem was to discover the mathematical abilities

needed in the two-year high school home economics course and ways in which mathematics and home economics could be integrated. The Oklahoma State Homemaking Course of Study, three adopted home economics textbooks, and one recommended reference book were examined and the concepts and processes involved classified. Mathematics was found to be included in all phases of homemaking, especially in the use of standard measures, common fractions, symbols, decimal fractions, percentages, and the fundamental processes. Real problems were recommended for use in teaching the fundamentals of mathematics which then should be applied to the home economics subjects.

Griesse (8), in 1938, compared the individualized group method and the individual method in teaching clothing in the junior high school at Wausau, Wisconsin. In planning for the actual procedure of the study, there was a need for some form of organization of subject matter which was to be used in the unit of work. Then, too, the difficulty of writing out assignments needed to be overcome. A syllabus which contained problems, questions, and references was written for overcoming the above-mentioned difficulties. This syllabus was divided into four sections: sewing equipment, patterns, machines, and construction of garments.

Several advantages of the syllabus were given

by Griesse. The pupil who worked at her own rate had something definite to follow. The syllabus gave ease in handling large classes, since the usual long waits for help in class were largely eliminated because the pupils formed the habit of using the self-help materials and of working constructively on some problem while waiting for help from the teacher.

The retention of various phases of subject matter taught in schools and implications for the teaching of home economics were studied by Allen (2) in 1940. She stated that the intelligence quotient of pupils must be considered in planning the amount and difficulty of material that is presented to pupils in home economics classes and that there were some advantages in having pupils grouped according to ability. Since the more capable groups can then go faster, more time is available for drill and repetition of processes. The discussion and illustrative material used in home economics classes can then be adapted to the groups.

According to Allen, natural interest should be used in the selection and grade placement of the different units of work. It was suggested that questionnaires might be used to determine the phases of home economics in which the groups are most interested and that units of work might be selected from these.

Some relation was reported in the above study

between reading ability and memory, especially for material which should be understood. Therefore, one major problem is the selection of home economics textbooks and reference material suitable for groups with low reading ability.

McIntire (12), in 1941, wrote an article entitled "Let pictures tell the story; retarded pupils get simplified job information." In the article she said:

Ordinary courses in occupations do not provide for the problem of the retarded pupil. Most textbooks deal but scantily with the unskilled jobs and what information is given is too difficult for him to read. He lacks the ability to do research for himself. A special approach must be made for him, in which his particular problems are met with the simplicity and directness his mental make-up necessitates. (12:124)

Laabs (11), in 1942, made a study on the evaluation of a testing and remedial reading program. He said:

Educators for a long time have recognized the fact that satisfactory personality adjustment depends in part upon successful progression in school, which in turn depends largely upon the ability to read. Many children with personality and behavior problems are failing to make adequate adjustments because they cannot read efficiently. Therefore much emphasis has been placed on the improvement of reading in all schools. (11:6)

Implications for teaching Latin-Americans.--

Studies of the adjustment of instructions in clothing to the abilities of pupils have many implications for teachers of Latin-American pupils. Many are the obstacles which have to be overcome by the Latin-American

girl in taking clothing; namely, poor reading ability, inability to solve simple problems in arithmetic, lack of English comprehension, inability to understand terms used in clothing construction, and extremely limited background of interests.

Academic handicaps of Latin-American girls

Brown (3), in 1936, reported the home practice facilities of 100 Latin-American girls enrolled in the home economics classes in the high school of Brownsville, Texas. She found that Latin-American girls were problems in the school because of language handicaps, different economic and social status, varying cultural levels, and the prevailing attitude of people in general toward Latin-Americans. Information concerning the homes of these girls was obtained (1) by home visitation, (2) by individual conferences with the girls, (3) through the group judgment of several people experienced in home economics work and with Latin-American people, and (4) through regular class work.

As a result of the findings of this study and their implications, the writer concluded that the homemaking course as taught in the Brownsville High School did not meet the home needs of the Latin-American girls. She recommended a program for homemaking education for Latin-Americans in Brownsville that she believed would meet these needs.

Helmke (9), in 1937, studied the English language handicap of Mexican children at Globe and Miami, Arizona, to determine the seriousness of the handicap in grades four, five, and six and the extent to which the language handicap decreased from grades four to six. She found that there was a serious language handicap for the Mexican children studied, that this difficulty extended almost undiminished through grades four, five, and six, and that non-language mental tests were superior to verbal tests for determining the intelligence quotients of these children. (9:69)

In 1938, Johnson (10), in comparing the vocabularies of Anglo-American and Spanish-American high school pupils, made the following statements:

The rapid increase in Spanish-American population in the Southwest has greatly augmented the school problems of this region. When they are measured by the devices and standards used in the schools of the United States the Spanish-American pupils are greatly handicapped.

This is but natural because the Spanish-American is of a different race. His motives, his tendencies, his philosophy of life, and his customs are very different from those of the Anglo-American. (10:135)

Objectives of study made of the vocabularies of the high school pupils of Grant County, New Mexico in 1935-36.

1. To compare the vocabularies, as revealed by certain tests, of groups of Spanish-American high school pupils with vocabularies of groups of Anglo-American high school pupils.

2. As far as the test results reveal, to determine and compare the increase in vocabularies made by the relative groups.

3. To offer interpretations of the findings as they pertain to the bilingual problems of the Southwest. (10:136)

Since this study was to be confined largely to the high school, it was thought best to get a check on the entering freshmen. This gave an opportunity to compare the two groups before the high school had any influence upon them. A different form of the test was given to these freshmen and to all other high-school classes at the end of the year. In this manner it was possible to get a comparison of the groups at the various high-school levels. (10:136)

The Inglis Tests of English Vocabulary were used as a general test, and subject tests were constructed for use in locating special phases of the problem. (10:136)

In conclusion Johnson stated:

On the basis of the evidence gathered and presented only a few definite conclusions can be made. These with the qualified conclusions, all of which pertain to the schools of Grant County, New Mexico, are presented as follows:

1. Spanish-American high-school pupils labor with a definite vocabulary handicap as compared with Anglo-Americans in the same schools and as compared with the norms for The Inglis Tests for English Vocabulary.

2. Spanish-American high school pupils are retarded from seven to twelve months as compared with Anglo-American pupils.

3. Through the school census shows a potential school population of Spanish-Americans as great as or greater than that of Anglo-Americans, not more than a third as many Spanish-Americans as Anglo-Americans are in high school.

4. Spanish-American sophomores, juniors, and seniors, and Anglo-American juniors and seniors were appreciably below the norms of The Inglis Tests of English Vocabulary. (10:143)

Johnson made the following recommendations:

In schools in which there is a high per cent of Spanish-Americans, possibly that portion of the curriculum which could be changed without

lowering standards too much, should be modified to include more racial customs and ideals of the Spanish-American people. Studies should be made to determine the relative progress of the racial groups, and experiments should be conducted to find the most useful methods and devices for effective vocabulary building. (10:144)

In her study, "Cogs in the Occupation Wheel," Allen (1), Counselor, San Antonio Vocational and Technical School and Instructor in Guidance, St. Mary's University, San Antonio, Texas, reported in 1941 that:

The group of people working with unskilled jobs presents a peculiar and highly specialized problem. In presenting occupations to them we must endeavor constantly to offer those that are within their grasp. Infinite time and patience are required to win the confidence of maladjusted students and to lead them to make some satisfactory adjustment.

A group of university students working with the writer inspected 500 books and bulletins on occupations. The publications on unskilled or semi-skilled occupations, written in a vocabulary and style that the less alert adolescent might understand, were found to be practically nil. (1:16)

Chapter III

METHODS AND PROCEDURE

The present study was made for the purpose of devising a handbook on clothing construction to meet the needs of junior high school girls of Latin-American extraction.

Educational Status

To compare the deficiencies of the Latin-American pupils with the Anglo-American pupils in San Antonio, Texas, scores were obtained from the results of the Stanford Achievement Test, administered to all grades in the Sidney Lanier School in May, 1944, and to the seventh-grade pupils of the entire city school system. The content of the Stanford Achievement Test is based on a thorough analysis of representative courses from the entire country.

The six parts of the test are as follows:

- Test 1 -- Paragraph Meaning
- Test 2 -- Word Meaning
- Test 3 -- Language Usage
- Test 4 -- Arithmetic Reasoning
- Test 5 -- Arithmetic Computation
- Test 6 -- Spelling

Clothing Vocabulary Test

Since no standardized clothing vocabulary test was available, a test was devised for that purpose.

1. Two hundred words which girls should know when they enter the seventh grade were selected from eight junior high school clothing text and reference books. These words were selected according to the frequency of appearance in the index of the books.
2. Five graduate students and a junior high school student helped the writer reduce this list to 125 words. Since all of the graduate students had had several years of experience in working with junior high school girls, they were well qualified to make the selection, because each had a thorough understanding of the vocabulary of a junior high school girl.
3. A vocabulary clothing test was then constructed with four descriptive phrases under each word briefly stated. This was submitted to a Seminar in Educational Research at Colorado Agricultural and Mechanical College for criticism. Upon the basis of suggestions made by this group, the test was revised, leaving a list of 95 words.

4. Twelve copies were made, and the test was submitted to a graduate homemaking class in testing for criticism and suggestions. From the criticisms and suggestions made by the graduate homemaking class in testing, the test was again revised and reduced to a list of 75 words.
5. The test was then submitted to the home economics education faculty for criticism and suggestions. In accordance with their suggestions, the test was again revised and shortened to a list of 65 words.
6. The test was then administered to 25 Anglo-American pupils entering the seventh grade and to 25 Latin-American girls. The 15 words which were too easy or too difficult for them were then eliminated, leaving 50 words for the final form. In the final form, the words were arranged in order of increasing difficulty. 1/

The test was administered to 100 Anglo-American girls and 100 Latin-American girls. As it seemed highly desirable that the group answer all of the questions and that the spirit of competition be absent, no time limit was set.

1/ See Appendix A for copy of clothing vocabulary test.

Before giving the test, an explanation was made to the effect that the test would not be used to influence any scholastic rating of the pupils; however, all were urged to exert their best efforts.

Check Sheet on Available Sewing
Equipment in the Home

At the beginning of the spring term each girl was given a check sheet and asked to check the sewing equipment available in her home. This check sheet ^{2/} was prepared by the writer with the aid of 12 homemaking teachers enrolled in a Seminar in Educational Research at Colorado Agricultural and Mechanical College. Before the check sheet was filled out by the pupils, it was examined and discussed by the teacher and pupils so they would understand all the terminology. In some cases, pictures and examples were used to help the pupils understand some of the terms used. The pupils were then allowed to take the check sheet home. If there were questions pertaining to the check sheet after it had been used for checking the sewing equipment in the home, the pupils were instructed to consult with the teacher individually so that the responses on each check sheet would be accurate.

In the instructions, the pupils were told that the age of the machine was the number of years since it

^{2/} See Appendix B for copy of check sheet on sewing equipment.

had been manufactured, not the number of years in that particular home. Pictures of machines were used to help determine the approximate age of the machine, because many of the machines were bought second-hand and the family did not know the exact age.

To have a sound basis for judging the condition of the machines, the girls were asked to compare their machines with those in the clothing laboratory. If their machine was as good as or better than the best machine in the clothing laboratory, it was considered a good machine. If the machine was comparable to the poorest machines in the clothing laboratory, it was considered fair. If the machine had a poor stitch and was in poor running condition, it was considered a poor machine.

Since a dresser with a mirror was not listed, it was counted in with the triple mirror. A hand mirror was considered one with a handle that is held in the hand, not a small pocket mirror. When students asked questions about the "odd" mirrors which they had in their homes, they were asked to compare the size with those listed and list them under the one that was nearest that size. For example, a student who had a hall tree with a round, 12-inch mirror was told to list the mirror as a small wall mirror.

A "sewing box" or "sewing center" was defined as a place in which sewing equipment was kept so that

it could be easily found.

Interview form

One hundred ninth-grade girls who had completed the eighth-grade clothing course and 50 seniors in high school were interviewed concerning their opinions of the clothing courses which they had taken in the seventh and eighth grades. These interviews were carried on for the purpose of helping to determine the content of the seventh-grade clothing construction handbook for girls of Latin-American extraction.

The interview forms were formulated by the writer. After the interview form was prepared, it was submitted for suggestions and criticisms to students in a seminar in Educational Research at Colorado Agricultural and Mechanical College, revised, and then checked by the faculty of the Department of Home Economics Education at Colorado Agricultural and Mechanical College. Upon the basis of these suggestions, the interview form was again revised, and the final form 3/ determined.

The interviews with the pupils were very natural and were carried on as regular conversations since many of the girls frequently came in to visit the writer. At first a general explanation was given to each girl as to the purpose of the study. The girls were asked to indicate the difficulties encountered in

3/ See Appendix C for copy of interview form.

taking clothing in junior high school and the information which they considered "very important," "often used," "seldom used," and "never used" and to list other topics of interest to them that might be included in a clothing class.

The writer considered the personal interview method, while requiring more time and effort on her part, more satisfactory than a questionnaire method. It gave an opportunity for careful explanation of what was desired, thereby increasing the reliability and validity of the answers. The usual difficulty of securing the return of the questionnaire was eliminated, and time was saved by checking with the girl rather than by leaving to her the responsibility of checking and returning the sheet. In some cases the girls interviewed checked the answers; in other cases it was done by the interviewer, and often it was done by cooperative effort.

Revision of clothing construction course

On the basis of the data secured concerning the educational ability and clothing vocabulary of the Latin-American girls in the seventh grade at Sidney Lanier School, the sewing equipment in their homes, and their opinions and interest concerning various phases of clothing construction, the content and method of presentation of the course were revised into a handbook for class use.

During the fall term of 1944-45, the writer, with the help of the pupils, wrote simplified clothing "instruction sheets" and made "step-by-step charts" of the various clothing construction problems studied in the seventh grade clothing course. As this procedure developed, the writer kept in mind the words missed on the clothing vocabulary test, the results of the scores made on the Stanford Achievement Tests in "Reading," "Language," "Arithmetic," and "Spelling," as well as the sewing equipment found in the homes of the Latin-American girls. The opinions and interests of the ninth-grade girls and senior high school girls concerning the work they had had in junior high school were also considered.

In most cases the work was written by the writer and given to the pupils. The girls read the lesson or instructions, and were then asked to underline the words they did not understand. During each class period the girls were given time to write these new words in the backs of their notebooks.

As the teacher went over the lesson with the class, she was careful to explain the meaning of each new word. In addition, all reading assignments were accompanied by explanations and discussions to make sure that the subject matter was thoroughly understood.

After the classes covered one section of the handbook, the teacher completely revised it, taking

into consideration the words the girls did not understand. If a word was not understood by 20 per cent of the girls, another word was substituted if possible. The meaning of all words which had proved difficult were explained in the revised text.

At the end of the fall semester the instruction sheets and charts were completely revised into a handbook. Many illustrations were added. Again the writer kept in mind the reading ability, clothing vocabulary, mathematical ability, sewing equipment, and interest and opinions of the girls of Sidney Lanier School.

This handbook was then used during the spring term, with the teacher making necessary revisions as the class progressed. As the pupils read the handbook they were asked to underline the words they did not understand.

During the summer the handbook was again revised with suggestions from seventh-grade pupils of Sidney Lanier School, eight homemaking teachers, the homemaking faculty members at Colorado Agricultural and Mechanical College, and several state supervisors.

Chapter IV

ANALYSIS OF DATA

The Latin-American girls included in this study were all enrolled in Sidney Lanier Junior-Senior High School, San Antonio, Texas. The Anglo-American girls were selected at random throughout the city of San Antonio, Texas.

In order to answer the questions raised in the statement of the problem, the data will be presented under the following headings:

1. Scores on Stanford Achievement Tests made by Latin-Americans.
2. Comparison of clothing vocabulary scores made by 100 Latin-American girls and 100 Anglo-American girls.
3. Comparison of sewing equipment in the homes of 100 Latin-American girls and 100 Anglo-American girls.
4. Clothing Construction Course for Seventh Grade.
5. Opinions of the girls concerning content of clothing construction course.

Scores on Stanford Achievement
Tests made by Latin-Americans

As shown in Table 1 the pupils entering the seventh grade in Sidney Lanier School, San Antonio, Texas, were definitely below the national norms in terms of language. On all three measures of language used in this section of the study, "Paragraph Meaning," "Word Meaning," and "Language Usage," these pupils were between one and two grades lower than pupils throughout the country.

Likewise in "Arithmetic Reasoning," "Arithmetic Computation," and "Spelling," the pupils in Sidney Lanier School were below grade standard.

Table 1.--SCORES IN LANGUAGE, ARITHMETIC, AND SPELLING
ON STANFORD ACHIEVEMENT TEST MADE BY SEVENTH-GRADE
PUPILS OF SIDNEY LANIER SCHOOL, 1944.

Sub Test	Average Score (N=396)	Average Grade Equivalent for Test
Paragraph Meaning	50	5.2
Word Meaning	52	5.5
Language Usage	56	6.0
Arithmetic Reasoning	54	5.8
Arithmetic Computation	52	5.5
Spelling	50	5.2

Comparison of clothing vocabulary
scores made by 100 Latin-American
girls and 100 Anglo-American girls

A clothing vocabulary test was given to 100 Latin-American girls and 100 Anglo-American girls to determine their familiarity with clothing terminology. All the Anglo-American girls made scores on the vocabulary test higher than those of 80 per cent of the Latin-American girls (Table 2), and more than one third of the Anglo-American girls, 35 per cent, scored higher than did any of the Latin-American girls. Only one fifth of the Latin-American girls missed as few as 15 of the 50 words while about one third of them knew fewer than 50 per cent of the words included on the vocabulary test.

Table 2.--COMPARISON OF SCORES ON CLOTHING VOCABULARY TEST MADE BY SEVENTH-GRADE, LATIN-AMERICAN GIRLS WITH THOSE MADE BY ANGLO-AMERICAN GIRLS.

Score	Latin-American Girls		Anglo-American Girls	
	Number and Per Cent (N 100)	Cumulative Per Cent	Number and Per Cent (N 100)	Cumulative Per Cent
48-50			35	100
45-47	1	100	33	65
42-44	4	99	21	32
39-41	4	95	9	11
36-38	12	91	2	2
33-35	14	79		
30-32	13	65		

Table 2.--COMPARISON OF SCORES ON CLOTHING VOCABULARY
TEST MADE BY SEVENTH-GRADE, LATIN-AMERICAN GIRLS
WITH THOSE MADE BY ANGLO-AMERICAN GIRLS.--Continued.

Score	Latin-American Girls		Anglo-American Girls	
	Number and Per Cent (N 100)	Cumulative Per Cent	Number and Per Cent (N 100)	Cumulative Per Cent
27-29	14	52		
24-26	14	38		
21-23	12	24		
18-20	9	12		
15-17	2	3		
12-14	1	1		

Only two items, "fit a dress" and "a pattern for sewing," were known by as many as 90 per cent of the Latin-American girls, while 35 were known by the same percentage of Anglo-American girls (Table 3). All the words except "waistline," "scalloped," "bleaching," and "hem," were known by three fourths or more of the Anglo-American girls. These words proved to be even more difficult for the Latin-American group, since they were missed by 60 per cent or more of this group. Nineteen words were missed by one half or more of the Latin-American girls, as contrasted to the one, "waistline," missed by as many as 52 per cent of the Anglo-American girls. With the exception of the words, "scalloped"

and "waistline," the number of Latin-American girls missing each word was more than twice that of the Anglo-American girls.

The following words were missed by ^{at least} one out of five of the Latin-American girls.

Placket	Ravel	Seam
Sagging	Thimble	Gathering
Waistline	A graceful person	Fullness
Full skirt	Buckle	Knot
Bleaching	Broad shoulders	Machine stitching
Hem	Lengthen	Garment
Weaving	Remnants	Yardstick
Snaps	Appearance	Ready-made dresses
Scalloped	Basting	Brassiers
Ruffles	Puffed sleeves	Buttonhole
Remodel	Decoration	Center front of a dress
Shrink	Pleat	Bobbin
Wrinkle	Crease	Fasten
Rip	Odor	Elastic tape

Table 3.--COMPARISON OF WORDS MISSED ON CLOTHING
VOCABULARY TEST BY 100 LATIN-AMERICAN, SEVENTH-GRADE
GIRLS WITH THOSE OF 100 ANGLO-AMERICAN, SEVENTH-GRADE
GIRLS.

Word Missed	Latin-American	Anglo-American
	Number and Per Cent	Number and Per Cent
Placket	77	21
Sagging	75	10
Waistline	74	52
Full skirt	70	5
Bleaching	65	31
Hem	65	29
Weaving	63	16
Snaps	62	12
Scalloped	61	34
Ruffles	60	4
Remodel	58	7
Shrink	58	1
Wrinkle	55	4
Rip	53	12
Ravel	53	9
Thimble	52	12
A graceful person	51	11
Buckle	51	6
Broad shoulders	50	6
Lengthen	49	16

Table 3.--COMPARISON OF WORDS MISSED ON CLOTHING
VOCABULARY TEST BY 100 LATIN-AMERICAN, SEVENTH-GRADE
GIRLS WITH THOSE OF 100 ANGLO-AMERICAN, SEVENTH-GRADE
GIRLS.--Continued.

Word Missed	Latin-American	Anglo-American
	Number and Per Cent	Number and Per Cent
Remnants	48	22
Appearance	46	2
Basting	45	7
Puffed sleeves	45	1
Decoration	44	10
Pleat	44	3
Crease	39	9
Odor	39	3
Seam	37	1
Gathering	35	1
Fullness	34	7
Knot	34	3
Machine stitching	33	4
Garment	33	3
Yardstick	30	12
Ready-made dresses	28	3
Brassiers	27	10
Buttonhole	26	0
Center front of a dress	23	11
Bobbin	23	4

Table 3.--COMPARISON OF WORDS MISSED ON CLOTHING VOCABULARY TEST BY 100 LATIN-AMERICAN, SEVENTH-GRADE GIRLS WITH THOSE OF 100 ANGLO-AMERICAN, SEVENTH-GRADE GIRLS.--Continued.

Word Missed	<u>Latin-American</u> Number and Per Cent	<u>Anglo-American</u> Number and Per Cent
Fasten	23	1
Elastic tape	20	4
Scarf	19	2
Style	19	1
Armhole	17	6
Hand-made	14	1
Patch	13	1
Tape measure	13	1
Fit a dress	10	2
A pattern for sewing	8	0

To ascertain the significance of the differences in the percentages of Latin-American and Anglo-American pupils missing the various items, the standard error of the difference of the percentage was used. This is a statistic commonly used to determine the variability of obtained differences from true differences when infinite numbers are used. In interpreting the critical ratio, the difference between two statistics divided by the standard error of the difference,

the following limits were applied:

3 or above Very significant

2 to 3 Significant

Less than 2 Not significant

In interpreting these limits, it may be said that a critical ratio of 3 means that the chances are more than 99.9 in 100 that the true difference is greater than zero and that there is less than one-tenth of one chance in 100 that the difference may be attributed to pure chance. Likewise a critical ratio of from 2 to 3 means that there are from 98 to 99.9 chances in 100 that the true difference is greater than zero and that there are from one-tenth of one chance to two chances in 100 that the difference may be attributed to pure chance.

The statistical procedure used for computing the standard error of the difference was as follows:

$$\sigma_{D_P} = \sqrt{\frac{P_1 F_1}{N_1} + \frac{P_2 F_2}{N_2}}$$

where P = Obtained percentage
 q = 1-p
 N = number of cases

$$\text{Critical ratio: } \frac{P_1 - P_2}{\sigma_{D_P}}$$

Since, as was pointed out in the presentation of Table 3, a higher percentage of the Latin-American girls than of the Anglo-American girls missed each word,

the differences reported in Table 4 all represent the percentage of the Latin-American girls minus the percentage of the Anglo-American girls. The significance of these differences between the two groups is clearly demonstrated by the critical ratios in Table 4. These differences range from eight per cent on the items, "fit a dress," and "a pattern for sewing," to 65 per cent on the items "full skirt" and "sagging skirt."

On one half of the words the critical ratio of the differences between the two groups was more than twice that necessary for statistical significance. For only five items, "a pattern for sewing," "armhole," "fit a dress," "center front of a dress," and "scarf," were the critical ratios less than the value of three which is commonly accepted as implying a true difference between the groups. Even on these five items the probability that there is a true difference between the two groups is more than 98 chances out of 100.

Table 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANSWERS OF LATIN-AMERICAN AND THOSE OF ANGLO-AMERICAN ON ITEMS OF CLOTHING VOCABULARY TEST.

Word Missed	Difference in Per cent Missing Word	Difference S. E.	Critical Ratio
Full skirt	65	05.07	12.82
Sagging skirt	65	05.27	12.33

Table 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANSWERS
OF LATIN-AMERICAN AND THOSE OF ANGLO-AMERICAN ON
ITEMS OF CLOTHING VOCABULARY TEST.--Continued.

Word Missed	Difference in Per Cent Missing Word	Difference S. E.	Critical Ratio
Shrink	57	05.03	11.33
Ruffles	56	05.28	10.61
Placket	56	05.86	9.56
Wrinkle	51	05.35	9.53
Remodel	51	05.56	9.17
Puffed sleeves	44	05.07	8.68
Snaps	50	05.84	8.56
Appearance	44	05.18	8.49
Buckle	45	05.53	8.14
Broad shoulders	44	05.54	7.94
Pleat	41	05.25	7.81
Weaving	47	06.06	7.76
Ravel	44	05.75	7.65
Seam	36	04.93	7.30
Gathering	34	04.87	6.98
Odor	36	05.18	6.95
Rip	41	05.96	6.88
Basting	38	05.59	6.80
A graceful person	40	05.90	6.78
Thimble	40	05.91	6.77

Table 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANSWERS
OF LATIN-AMERICAN AND THOSE OF ANGLO-AMERICAN ON
ITEMS OF CLOTHING VOCABULARY TEST.--Continued.

Word Missed	Difference in Per Cent Missing Word	Difference S. E.	Critical Ratio
Knot	31	05.03	6.16
Garment	30	05.00	6.00
Buttonhole	26	04.39	5.92
Decoration	34	05.80	5.86
Machine stitching	29	05.09	5.70
Lengthen	33	06.20	5.32
Hem	35	06.61	5.30
Crease	30	05.66	5.30
Ready-made dresses	25	04.80	5.21
Bleaching	34	06.64	5.12
Fasten	22	04.32	5.09
Fullness	27	05.38	5.02
Style	18	04.05	4.44
Bobbin	19	04.64	4.09
Remnants	26	06.44	4.04
Scalloped	27	06.80	3.97
Elastic tape	16	04.45	3.60
Hand-made	13	03.61	3.60
Patch	12	03.51	3.42
Tape measure	12	03.51	3.42

Table 4.--SIGNIFICANCE OF DIFFERENCES BETWEEN ANSWERS OF LATIN-AMERICAN AND THOSE OF ANGLO-AMERICAN ON ITEMS OF CLOTHING VOCABULARY TEST.--Continued.

Word Missed	Difference in Per Cent Missing Word	Difference S.E.	Critical Ratio
Waistline	22	06.65	3.31
Yardstick	18	05.62	3.20
Brassiers	17	05.36	3.17
A pattern for sewing	08	02.71	2.95
Armhole	11	04.44	2.48
Fit a dress	08	03.31	2.42
Center front of dress	12	05.24	2.29
Scarf	17	08.22	2.07

Comparison of sewing equipment
in the homes of 100 Latin-
American girls and 100 Anglo-
American girls

Twice as many of the Latin-Americans as of the Anglo-Americans did not have a machine in their homes (Table 5). The same number in both groups had two machines, but only two of the homes, both Latin-Americans, had three machines. The machines in the Latin-American homes on the whole were older than those in the Anglo-American homes. As one would expect from

these results, the condition of the machine was rated higher by the Anglo-American girls than by the Latin-American girls. A larger percentage of the Anglo-American homes had an electric machine than did the Latin-American homes. The most common type in both homes was the treadle machine, although a number of homes in both groups did have electric machines, 14 per cent of the Latin-Americans and 23 per cent of the Anglo-Americans.

All the homes in both groups had at least one pair of scissors. Thirty-one per cent of the Anglo-American homes had four or more pairs, while only 11 per cent of the Latin-American homes had a like number (Table 5). There were, on the average, scissors in the Anglo-American homes than in the Latin-American homes. Thirty-seven Anglo-American homes had some form of pinking attachment while only 11 Latin-American homes had any.

There were almost a third more electric irons in the Anglo-American homes than in the Latin-American homes, whereas twice as many of the Latin-Americans had flat irons as did the Anglo-Americans.

Sixty-one of the Latin-American homes had folding ironing boards, whereas 85 of the Anglo-American homes had them. Twice as many of the Latin-American homes as of the Anglo-American homes used flat boards for ironing.

Twice as many of the Anglo-American homes used a cloth for pressing as did the Latin-American homes, and three times as many Latin-American homes used paper for pressing as did the Anglo-American homes. Seven Latin-American homes and nine Anglo-American homes used both, but 13 Latin-American homes had neither, whereas only one Anglo-American home had neither.

Three times as many of the Anglo-American homes as of the Latin-American homes had full-length mirrors. On the whole the Anglo-American homes had a higher percentage of mirrors than did the Latin-American homes. All the homes in both groups had some form of mirror.

Sixty-six of the Latin-American homes did not have any kind of skirt marker, while only five of the Anglo-American homes failed to have one.

Ninety-three per cent or more of the Anglo-American homes had all the equipment listed under miscellaneous, with the exception of embroidery hoops (83 per cent). Between 60 and 70 per cent of the Latin-American homes had a sewing box or sewing center and embroidery hoops. Only 54 per cent of the Latin-American homes had tape measures. About two thirds (66 per cent) of the Latin-American homes in contrast to 16 per cent of the Anglo-American homes had fewer than three bobbins.

Table 5.--COMPARISON OF SEWING EQUIPMENT IN THE HOMES OF
100 LATIN-AMERICAN GIRLS AND 100 ANGLO-AMERICAN GIRLS

Sewing Equipment	Latin-American	Anglo-American
	Home	Home
	Number and	Number and
	Per Cent	Per Cent
Number of machines		
1 machine	74	86
2 machines	4	4
3 machines	2	0
0 machines	20	10
Age of machines		
5 years or less	8	19
10 years	12	28
15 years	21	28
20 years	17	8
25 years or more	30	11
Condition of machine		
Good	36	54
Fair	31	34
Poor	21	6
Style of machine		
Cabinet (treadle)	71	66
Cabinet (electric)	14	23
Portable (electric)	1	5
Portable (hand power)	2	0
Number of scissors or shears		
1 pair	28	3
2 pair	40	33
3 pair	21	33
4 pair	7	17
5 pair or more	4	14
Pinking attachments		
Machine pinker	4	7
Hand pinker	4	6
Pinking shears	3	24
Iron		
Heavy electric	52	60
Light electric	32	52
Gasoline	3	1

Table 5.--COMPARISON OF SEWING EQUIPMENT IN THE HOMES OF
100 LATIN-AMERICAN GIRLS AND 100 ANGLO-AMERICAN GIRLS
--Continued.

Sewing Equipment	Latin-American	Anglo-American
	Home	Home
	Number and Per Cent	Number and Per Cent
Iron (continued)		
Flat	25	13
Number of irons		
1 iron	88	78
2 irons	12	18
3 irons	0	4
Ironing board		
Folding	61	85
Flat	41	20
Both	2	5
Pressing "cloth"		
Cloth	47	93
Paper	47	15
Both	7	9
Neither	13	1
Mirrors		
Full-length	14	46
Hand	64	90
Triple	69	97
Wall (small)	69	96
Skirt marker		
Regulated marker	12	20
Yard stick	26	77
Neither	66	5
Both	4	2
Miscellaneous		
Sewing box	61	93
Embroidery hoops	69	83
Thimble	83	99
Tape measure	54	94
Needles	100	100
Pins	100	100

Table 5.--COMPARISON OF SEWING EQUIPMENT IN THE HOMES OF
100 LATIN-AMERICAN GIRLS AND 100 ANGLO-AMERICAN GIRLS
--Continued.

Sewing Equipment	Latin-American	Anglo-American
	Home	Home
	Number and	Number and
	Per Cent	Per Cent
<hr/>		
Bobbins (Number)		
No bobbins	20	7
1 bobbin	19	0
2 bobbins	27	9
3 bobbins	6	16
4 bobbins	5	18
5 bobbins	9	13
6 bobbins	5	4
7 bobbins or more	9	33
<hr/>		

Clothing Construction Course
for Seventh Grade

The 7A clothing course of study used in the past at Sidney Junior High School was a source of ideas and materials from which the teacher selected and which she adapted to the needs and interests of the particular group with which she was working.

The teacher analyzed the needs of each class in terms of the individuals and presented as many of the topics as possible in 18 weeks.

Unit I -- Introduction

Objective: Arouse a genuine interest in taking clothing.

Recognition of the relation of clothing to health.

Develop good habits of work and orderliness in clothing class.

Unit II -- Grooming

Objective: Develop an interest in attractive personal appearance.

Unit III -- Selection

Objective: Ability to select sewing equipment, pattern, and material.

Recognition of the importance of being a courteous shopper.

Unit IV -- Clothing construction

Objective: Ability to construct two simple garments; such as slip, skirt, or apron.

A. Construction problems

1. Use of thimble and sewing machine.
2. Alteration of pattern.
3. Cutting and marking.
4. Darts.
5. Fitting and altering.
6. Plain seams overcast.
7. Finishing.
8. Hemming.

B. Evaluation

1. Construction of garment.
2. Comparison of garment constructed in class to ready-made garment.

Opinions of the girls concerning
content of clothing construction
course

For the purpose of evaluating the content of

the clothing construction course 100 ninth-grade girls and 50 senior girls of Sidney Lanier School (all Latin-Americans) were interviewed concerning their opinions of the clothing courses which they had taken in the seventh and eighth grades. Since the first five questions were of a general nature, the responses are presented here in the context rather than in a table.

In response to the question on the interview form, "What did you like best about the books used in clothing?", all the girls stated that they liked the pictures in the books best.

In answer to the question, "What was the worst thing about the books used in clothing?", 57 of the 100 9A girls and 23 of the 50 senior girls gave the following or similar answers: "The reading is somewhat difficult." "Hard to understand." "There are many things I do not understand." and "I cannot understand it." Twenty-nine 9A girls and 16 senior girls stated that the books did not explain enough. Ten 9A girls and eight senior girls said they did not have the money to buy what they were told to buy in the books. Four of the 9A girls and three of the senior girls complained of the old-fashioned styles.

In answering the question, "Which were easier to understand, the printed books or the instruction sheets written by the teacher?", all senior girls and

all 9A girls stated that they preferred the instruction sheets written by the teacher over the printed books. However, other evidence (page 57) indicated that instruction sheets were not entirely intelligible to 7A girls.

In response to the question, "What of the things the teacher used, helped you most -- the illustrations, the pictures, or the samples?", 63 of the 9A girls said they liked the illustrations best, while 37 of them preferred the samples. Thirty-two of the seniors liked the illustrations best, and 18 liked the samples.

The girls were asked to check on the interview form the three most important items and to evaluate them on the bases of "often used," "seldom used," and "never used." It is significant that of the many items included on the interview form all were checked as one of the most important by at least one of the girls with the exception of "selection of coats" (Table 6). The five topics, "selection of hats," "selection of hose and socks," "how to hang up clothes," and "how to keep one's shoes clean," were not checked as one of the most important topics by any of the 9A girls although they were checked by a small percentage of the senior girls.

The topics considered by the senior girls as being the most important were "how to keep well groomed," "how to wash, starch and iron," and "selection of colors,"

while the 9A girls rated as the most important "how to keep well groomed," "selection of colors," "selection of materials," "how to make a garment fit," "selection of accessories," "how to mark and cut a garment." For the two groups together "how to keep well groomed" was by far the most important, "selection of colors," next, then "selection of materials" and "how to use the sewing machine."

Although 80 per cent of the 9A girls stated that they never used "dye material" only 46 per cent of the senior girls stated that they had never found use for the knowledge of how to dye material. Of all the other items, fewer than 50 per cent of both groups, with the one exception mentioned above, stated that they had never used the information included in that topic. More than one third of both groups, however, had never found use for information related to "selection of ready to wear dresses," "how to remove stains," and "how to alter patterns." Slightly more than one third of the senior girls had never found use for information related to "selection of hats" and "how to patch" although the percentage was less than one third in the other group. On the other hand while more than one third of the 9A girls had never needed the information given under the topic "how to darn," only 20 per cent of the senior girls had not needed the information.

Table 6.--OPINIONS OF 50 SENIORS IN SIDNEY LANIER JUNIOR-SENIOR HIGH SCHOOL AND 100 NINTH-GRADE PUPILS CONCERNING TOPICS STUDIED IN CLOTHING IN JUNIOR HIGH SCHOOL.

Interview Item	Most Important				Often Used				Seldom Used				Never Used			
	12A		9A		12A		9A		12A		9A		12A		9A	
	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent
How to use money wisely	2	4	9	9	27	54	55	55	23	46	39	39	0	0	6	6
Selection topics																
Colors	10	20	28	28	34	68	60	60	16	32	40	40	0	0	0	0
Materials	9	18	22	22	26	52	58	58	19	38	32	32	5	10	10	10
Patterns	7	14	11	11	31	62	35	35	16	32	56	56	3	6	9	9
Accessories	6	12	20	20	19	38	68	68	31	62	31	31	0	0	1	1
Ready to wear dresses	5	10	9	9	15	30	13	13	17	34	52	52	18	36	35	35
Undergarments	5	10	6	6	26	52	32	32	18	36	55	55	6	12	13	13
Shoes	3	6	3	3	13	26	0	0	33	66	98	98	4	8	2	2
Hats	3	6	0	0	0	0	0	0	33	66	88	88	17	34	12	12

Table 6.--OPINIONS OF 50 SENIORS IN SIDNEY LANIER JUNIOR-SENIOR HIGH SCHOOL AND 100 NINTH-GRADE PUPILS CONCERNING TOPICS STUDIED IN CLOTHING IN JUNIOR HIGH SCHOOL.--Continued.

Interview Item	Most Important				Often Used				Seldom Used				Never Used			
	12A		9A		12A		9A		12A		9A		12A		9A	
	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent
Hose and socks	2	4	0	0	18	36	21	21	32	64	67	67	0	0	12	12
Coats	0	0	0	0	2	4	2	2	45	90	84	84	3	6	14	14
How to do the following																
Make a garment fit	7	14	22	22	20	40	43	43	23	46	53	53	7	14	4	4
Take measurements	6	12	2	2	29	58	17	17	15	30	77	77	6	12	6	6
Mark and cut a garment	6	12	20	20	21	42	33	33	23	46	64	64	6	12	3	3
Use the sewing machine	6	12	24	24	30	60	63	63	17	34	33	33	3	6	4	4
Alter patterns	5	10	14	14	6	12	13	13	25	50	43	43	19	38	44	44

Table 6.--OPINIONS OF 50 SENIORS IN SIDNEY LANIER JUNIOR-SENIOR HIGH SCHOOL AND 100 NINTH-GRADE PUPILS CONCERNING TOPICS STUDIED IN CLOTHING IN JUNIOR HIGH SCHOOL.--Continued.

Interview Item	Most Important				Often Used				Seldom Used				Never Used			
	12A		9A		12A		9A		12A		9A		12A		9A	
	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent
Use a thimble	5	10	19	19	26	52	69	69	21	42	29	29	3	6	2	2
Do simple re-modeling	4	8	11	11	12	24	37	37	31	62	46	46	7	14	17	17
Grooming																
How to keep well-groomed	24	48	34	34	45	90	87	87	5	10	10	10	0	0	3	3
How to hang up clothes	2	4	0	0	28	56	78	78	22	44	22	22	0	0	0	0
How to keep one's shoes clean	1	2	0	0	23	46	40	40	23	46	55	55	4	8	5	5
How to repair and care for clothes																
Wash, starch and iron	10	20	18	18	32	64	88	88	14	28	10	10	4	8	2	2

Table 6.--OPINIONS OF 50 SENIORS IN SIDNEY LANIER JUNIOR-SENIOR HIGH SCHOOL AND 100 NINTH-GRADE PUPILS CONCERNING TOPICS STUDIED IN CLOTHING IN JUNIOR HIGH SCHOOL.--Continued.

Interview Item	Most Important				Often Used				Seldom Used				Never Used			
	12A		9A		12A		9A		12A		9A		12A		9A	
	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent	N.	Per Cent
Wash hose, socks and underwear	8	16	8	8	31	62	83	83	17	34	17	17	2	4	0	0
Wash a wool sweater	5	10	5	5	11	22	14	14	34	68	62	62	5	10	24	24
Darn	4	8	11	11	19	38	22	22	20	40	42	42	11	22	36	36
Patch	2	4	6	6	6	12	9	9	27	54	62	62	17	34	29	29
Remove stains	2	4	3	3	8	16	9	9	19	38	54	54	23	46	37	37
Dye materials	1	2	2	2	2	4	7	7	25	50	13	13	23	46	80	80

In response to the interview item, "List topics about which you wish you had had more information in clothing," more girls of both groups mentioned grooming more often than any other topic. "How to weave and embroidery" came next. Many girls mentioned that they were interested in knowing how to make accessories such as beads, purses, belts, hair ribbons and decorated combs for their hair. Another topic they seemed interested in was "how to talk to boys." The girls in both groups also wanted "the appropriateness of dress, shoes, and jewelry" stressed more. The senior girls were especially interested in what clothes to wear on dates. Some of the girls in both groups mentioned that they would like to know how to dry clean and store clothes. Another topic which they mentioned was "how to make articles for the home," such as curtains, rugs, and bed spreads.

Chapter V

ADAPTATION OF CLOTHING CONSTRUCTION COURSE FOR JUNIOR HIGH SCHOOL GIRLS OF LATIN-AMERICAN EXTRACTION

According to the findings of this study the course of study and instruction sheets formerly used in 7A clothing class should be rewritten. The girls proved to be of fifth grade ability in English, according to the scores of the Stanford Achievement Test, or one and two grades below the norms of the country. The wording of the handbook should be elementary, and new terms should be introduced with simplified definitions, explanations, and illustrations.

Any revision of the instruction sheets should devote space to the development of the vocabulary of the Latin-American girl if she is to be qualified to read simple, non-technical materials dealing with clothing construction, since she is low in language ability and in clothing vocabulary.

Forty-two of the 50 words on the clothing vocabulary test were missed by 20 per cent or more of the Latin-American girls. However, some of these words do not properly belong within the scope of the seventh-grade clothing construction course. The ones

which do belong and which proved so difficult that they need explanation in a revised handbook were as follows:

Sagging	Thimble	Knot
Waistline	A graceful person	Machine stitching
Full skirt	Lengthen	Garment
Hem	Remnants	Yardstick
Weaving	Appearance	Ready-made dresses
Snaps	Basting	Brassiers
Shrink	Crease	Center front of a dress
Wrinkle	Odor	Bobbin
Rip	Seam	Fasten
Ravel		

In general the sewing equipment in the homes of the Latin-Americans was decidedly below that of the Anglo-American homes, both in quantity and quality. Therefore, the equipment and materials used in the clothing construction course should be limited. For example, there seems to be little if any value in studying the electric sewing machine since only a small percentage (14 per cent) included in the study were found to have one.

The girls thought the contents of the books used were difficult to understand and that the instruction sheets would be more intelligible if illustrated. They liked the pictures and were helped by them. That the instruction sheets should be illustrated is also

indicated by the fact that approximately two out of three girls preferred illustrations to samples. Therefore, any handbook designed for their use should contain simple words and illustrations which are practically self-explanatory.

In considering the revision of the course, it should be kept in mind that less than half of the girls who have graduated from this junior high school enter senior high school. Therefore, it is essential for the clothing construction course to be made as wide and varied as possible to fit the many needs of the Latin-American girls.

Although only two of the 50 senior girls and nine of the 100 ninth-grade girls checked on the interview form "how to use money wisely" as being one of the most important items, money management is extremely important for this low-income group. While a complete unit on the use of money would have little significance to them, it is advisable to emphasize cost and values throughout the whole program.

More girls were interested in studying about grooming than any other topic listed on the interview form, which is encouraging because many of the Latin-American girls have little help from the home so far as grooming is concerned.

"How to wash, starch and iron" was rated as

one of the most important topics by the senior girls and was rated rather high by the 9A girls. Many Latin-American women are noted for the clean washings which they hang on the line. It is likely that a large amount of energy is consumed to produce this cleanliness. The children are also noted for being dirty in appearance most of the time. If some way, somehow, the homemaking teacher could teach the coming generation to transfer some of the energy used in washing the child's clothes to teaching it habits of cleanliness, much would be gained.

In response to the item, "List topics about which you wish you had had more information in clothing," some of the girls in both groups mentioned that they would like to know how to dry clean clothes. There is no doubt but what this topic should be included somewhere in the homemaking program before the girls go out into the world as homemakers.

We eagerly purchase choice pieces of Mexican handwork and place them among our most cherished possessions. Down through the ages has come a manifest appreciation for the intricate creations of needlecraft. We should strive to foster aptness with the needle in the Latin-American girls that we may not lose this valuable contribution to our civilization with the passing of time. The girls at Lanier showed their in-

terest by placing needlecraft as second on the list of topics they wished they had had in clothing. But because there is so much for the Latin-American girls to learn, an entire unit cannot be devoted to handwork; however, it may be used as a home project or "busy work" for the girls who finish their regular clothing construction work ahead of the rest of the class.

Again in response to the interview item, "List topics about which you wish you had had more information in clothing," several girls mentioned "how to make articles for the home," such as curtains, rugs, and bed spreads. Latin-American girls as well as women like nice homes and pretty things in them. Because of conditions of varying degrees of poverty, they are seldom able to satisfy themselves in this respect, or having no training, they buy gaudy decorations.

Some of the girls in both groups mentioned that they would like to know "how to talk to boys," and "what clothes to wear on dates." Certainly these two topics should be included somewhere in the homemaking program. Perhaps the ninth grade would be the best place.

From the above discussion the clothing construction course designed for the seventh-grade girls of Latin-American extraction should include: relation of clothing to health, good habits of work and orderliness,

grooming, selection, and simple clothing construction problems. If time allows, a unit should be given on care and repair of clothing.

The materials should be presented to the pupils in a simplified form with many illustrations which will appeal to their interest as well as teach them. The sewing equipment used in the classroom need not be elaborate. In fact, the use of simple, inexpensive equipment is educationally sound. Those clothing terms which are considered necessary for the pupils must be introduced in a simplified way and must be taught to them. Since elementary arithmetic, especially the part dealing with fractions, is so essential to clothing construction, it is necessary for the clothing teacher to show the application of the information learned in the arithmetic class to the work in the clothing class, and many times where there has been incomplete learning elsewhere, it is necessary to teach simple fractions.

All the foregoing information concerning the language and mathematical abilities of Latin-American girls in Sidney Lanier High School, and all the information concerning their clothing vocabulary, their home equipment, and their opinions and interest relation to the clothing course in use, was used in revising the course. This revision took the form of a handbook with simplified language, and with all difficult words ex-

plained in the text. Many drawings were introduced to explain the text. Units and their content were modified to satisfy better the interests of the girls and only simple home equipment was suggested. A copy of the handbook appears in Chapter VI.

Recommendations for
further study

1. What are the differences between Latin-American pupils and Anglo-American pupils in actual clothing construction ability?
2. How do Latin-American pupils compare with Anglo-American pupils in taking home responsibilities for clothing?
3. What home use is made of clothing work taught in junior and senior high schools of the Latin-American girls as compared with the Anglo-American girls?
4. What factors influence the Latin-Americans in the selection of clothing and material used for clothing construction?

Chapter VI

CLOTHING CONSTRUCTION HANDBOOK FOR
LATIN-AMERICAN PUPILS IN JUNIOR HIGH SCHOOL

This handbook is especially designed to meet the needs of Latin-American girls in a clothing construction course. Special attention has been paid to vocabulary and to the use of illustration for the purpose of maintaining interest and improving learning. The need for such a handbook was clearly demonstrated by this study. The illustrations have been carefully chosen and integrated with the text. The diagrams showing steps in construction are parallel to the steps in the text.

The handbook is written as it was for the author's personal use in teaching junior high school girls of Latin-American extraction. Various parts may be changed to meet the needs of the teaching situation evolved by other teachers.

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Mary and Jaunita look so pretty and so
dear,
And I shall too when I take clothing at
Lanier.

INTRODUCTION

Many of you have been looking forward to the day when you could come to junior high school and take Home Economics. Now that that day is at last here what do you expect to learn in clothing?

How many of you thought you would start sewing the very first day? Did you think you would spend all of your time sewing? What would you like to do? Suppose we make a list of the things you would like to study.

What did you learn last term in Health that will help you this term in clothing? Suppose we review some of the questions.

1. How does the weather influence the clothing one should wear?
2. Why should wet clothing be removed as soon as possible?
3. Why should coats be taken off when you come indoors?
4. Why should clothing worn during the day be left out of the closet at night?
5. Why should clothing worn at night be aired in the morning?
6. What harm might come from clothing that is too tight?
7. Why should underwear and socks be changed often, even though they may not appear dirty?

8. How does the proper care of clothing help us to keep healthy?

Since you were able to answer nearly all these questions do you see how much that you learned last term in Health will help you this term in Clothing?

From what we have had so far, do you think you are going to enjoy taking Clothing? Taking Clothing is most interesting and enjoyable if we have a nice class made up of girls who can work together.

OFFICERS AND MONITORS

Most smooth-running classes have a president and other officers to help lead the class. Would you like to elect officers in this clothing class?

How will holding an office in clothing class help you? Holding an office in class helps you learn how to work with girls and how to become a leader.

What should you do if you are elected to an office? If you are elected to an office, it is your duty to work for the best interest of the class. To play favorites when you are an officer shows that you are unfit to hold office.

Do all of you know your classmates? Yes, I thought you did. Then suppose we elect our officers today. Before we do so, do you think it would be a good idea to talk about the duties of each officer?

Duties of the officers

A. The class president should do the following things:

1. Assist the teacher in keeping order in the class at all times.
2. Act as hostess.
3. Stand at the front of the room at the beginning of the period and see that her classmates come

in quietly and get their work.

4. After the tardy bell rings, call the room to order by saying, "Will the room please come to order." As soon as the room is in order, turn to the announcement girl and say, "Are there any announcements?" After the announcements have been made, turn to the secretary and say, "Will the secretary please call the roll?" Go to her seat.
5. Take charge of the class when the teacher is out of the room. If any girl talks unnecessarily look at the girl and shake her head. If the girl continues to talk, ask her in a nice way to stop talking. If the girl still continues in this behavior take her name and give it to the teacher when she returns. Remember that it is unwise for the president to shout, "Be quiet."
6. Set a good example for the other girls in the class.
7. Carry out the rules of the class to the best of her ability.
8. Know and perform her duties during a fire drill.
9. Appoint someone to take the place of any class officer who is absent.
10. Dismiss the class at the end of each period and see that the members leave the room in an orderly manner. To do this, come to the front of

the room when the first bell rings and check to see that all monitors have carried out their duties. If a monitor fails to do this, the president should ask her to do her duties.

After the room is in order, turn to the vice-president and say, "Are the scissors and bobbin cases in?" If the vice-president does not report the correct number of scissors and bobbin cases have been turned in, ask the girls to look in their boxes for the lost articles. As soon as they are returned, dismiss the class by saying, "The class is dismissed." Under no condition should the president ever dismiss the class unless the room is in perfect order, and all scissors and bobbin cases are in their proper places.

- B. The class vice-president should do the following things:
1. Know and understand the duties of the president so that she can take over all duties of the president when the president is absent.
 2. Help the president to carry out her duties in any way she can.
 3. Know and understand her duties during a fire drill.
 4. Count the scissors and bobbin cases at the be-

ginning and the end of the period.

5. Give a report to the president as to the number of scissors and bobbin cases at the end of each period.
6. Act as assistant hostess.
7. Watch the time and ask the girls to put their work away four minutes before the end of each period.

C. The class secretary should do the following things:

1. Call the roll at the beginning of the period.
2. Report to the attendance office any student who is absent, and whose name does not appear on the attendance sheet.
3. Collect all absence admittance and tardy slips as she calls the roll. The slips should then be taken to the teacher for her signature and returned to each student by the secretary.
4. Be regular in attendance.
5. Call the class to order in the absence of the president and vice-president.

D. The assistant class secretary should do the following things:

1. Check the attendance sheet as the secretary calls the roll.
2. Assist the secretary whenever possible.
3. Take care of the duties of the secretary in case she is absent.

E. The announcement girl of the class should do the following things:

1. Make all announcements at the beginning of the period. If there are no announcements, then she should rise and say, "There are no announcements today."
2. Make all announcements in a clear voice, loud enough to be heard by all the girls.

Now that you understand the duties of the officers, do you have some one in mind for each of these offices?

In electing officers there are several things we should keep in mind.

A. A good officer must be:

1. Courteous to every student and teacher.
2. Fair in judging friends and enemies.
3. Opposed to the use of unclean language.
4. Eager to speak English at all times and to encourage others to do so.
5. Able to win friends easily.
6. Willing to cooperate with all students.
7. Clean in body and mind; neat in personal appearance.
8. Regular in attendance.

B. A good officer should have the ability to:

1. Help control the class at all times.

2. Follow directions in order that the others may follow her example.
3. Know her duties and the rules of the school.

The election of officers

Many of us will at some time during our lives find ourselves holding an office in a club. Therefore, it is wise for us to know how to hold an election in the correct way as well as how to be a good officer.

So that each of us will have a chance at holding an office, how would you like to change officers every six weeks?

Are you ready to start electing our first group of officers?

Before we can elect officers, we must have a temporary chairman and secretary. Do you know what the chairman of a group does? Yes, the chairman is the leader of the group.

So that you may all learn how to be a chairman, suppose I act as chairman while we elect a president. Mary, you may be the temporary secretary.

A member of the class who wishes to speak during an election should rise and say "Madam Chairman" and should not say anything more until the chairman gives her permission to speak. The chairman will give you permission to speak by just calling your name.

Did you know that the chairman in an election

is always referred to as "The Chair?"

How to hold the election

THE CHAIR: (Teacher acting as chairman) "Nominations are now in order for the office of president." (This means to name the person you think will make the best president of our class. Do not nominate someone just because she is a good friend of yours, but think about the duties and requirements of a president. When you nominate someone, be sure to rise.)

JUANITA: (rises and addresses the teacher who is acting as chairman) "Madam Chairman."

THE CHAIR: "Juanita." (Remember you were told not to say anything until the chairman gave you permission to speak by calling your name.)

JUANITA: "I nominate Irene Reyna for president of our class. (The temporary secretary writes Irene's name on the black board.)

THE CHAIR: "Irene Reyna has been nominated. Are there other nominations?"

ESTER: "Madam Chairman."

THE CHAIR: "Ester."

ESTER: "I nominate Olga Sanchez for president of our class." (The temporary secretary writes Olga's name on the black board.)

THE CHAIR: "Olga Sanchez has been nominated. Are there other nominations?"

MAGDALENA: "Madam Chairman."

THE CHAIR: "Magdalena."

MAGDALENA: "I nominate Janie Trevine for president of our class." (The temporary secretary writes Janie's name on the black board.)

THE CHAIR: "Janie Trevine has been nominated. Are there other nominations?"

GABINA: "Madam Chairman."

THE CHAIR: "Gabina."

GABINA: "I move that the nominations be closed."

THE CHAIR: "Is there a second to the motion?" (To close the nomination means that you do not wish to nominate any one else.)

ALICE: "Madam Chairman."

THE CHAIR: "Alice."

ALICE: "I second the motion."

THE CHAIR: "All in favor of closing the nominations say 'Aye'." (Pronounced as "I".)

CLASS: "Aye."

THE CHAIR: "Those who do not wish the nominations to be closed say, 'Aye'."

CLASS: (no one speaks.)

THE CHAIR: "As the secretary reads the names of those nominated, will you please rise and leave the room."
(The three girls leave the room.)

THE CHAIR: "Is there any discussion?" (By the word

discussion we mean: do you have anything to say for or against any of the girls nominated.)

BERTHA: "Madam Chairman."

THE CHAIR: "Bertha."

BERTHA: "I think Olga would make a good president for our class because she is a good leader and comes to school regularly."

THE CHAIR: "Is there further discussion?"

MARIA: "Irene is the president of our homeroom, and so, I think she will make our clothing class a good president."

THE CHAIR: "Is there any further discussion?"

LUPE: "Madam Chairman."

THE CHAIR: "Lupe."

LUPE: "I think Irene would make our class a very good president; but since she is president of her homeroom, I think it is only fair that we give someone else a chance in our clothing class."

THE CHAIR: "Is there any other discussion?"

MARGARET: "Madam Chairman."

THE CHAIR: "Margaret."

MARGARET: "Janie would make our class a good president because she is willing to cooperate with all of the students."

THE CHAIR: "Is there any further discussion?"

CLASS: (No one speaks.)

THE CHAIR: "If there is no further discussion we will vote on Janie first because she was the last one nominated."

"All those in favor of Janie please raise your hands and keep them up while the secretary and I count."

(The secretary writes the number of votes Janie received on the black board.)

"All those in favor of Olga please raise your hands."

(The chairman and secretary again count the votes and the secretary writes the number on the black board.)

"All those in favor of Irene please raise your hands."

(The counting is repeated.)

"Irene has 11 votes."

"Olga has 6 votes."

"Janie has 8 votes."

"Since Irene does not have more than Olga and Janie together we will have a run-off between Irene and Janie. (Secretary erases the numbers by the names.)"

"Marie, will you please call Olga into the room?"

(Olga comes into the room and sits down)

"Olga, we are now going to have a run-off between Irene and Janie. All those in favor of Janie please raise your hands. (Hands are counted, etc.)"

"All those in favor of Irene please raise your hands. (Hands are counted, etc.)"

"Irene now has 12 votes and Janie has 13 votes; therefore, Janie is elected president of the class by

a close race."

"Lucia, will you please call the girls into the room?"

(The girls come in and sit down.)

"Janie, since you are our new president, do you have anything to say?"

JANIE: "Thank you for electing me president, and I shall try to do my best." (At this time the president may say whatever she wishes.)

TEACHER: "Janie, you may now take charge of the class and conduct the election of other officers which includes the vice-president, secretary, assistant secretary, and announcement girl. However, before we go on with the election, there are several things on which I wish to compliment the class."

"You had permission to speak before you said anything."

"Every time you said anything you stood up."

"You nominated only three people. Some classes make the mistake of nominating too many girls. It is never wise to nominate more than three or four girls. Two or three nominations are really best."

"You did not all try to talk at once."

"Are there any questions you would like to ask about the election?"

ESTER: "What would have happened if Irene had had more votes than Olga and Janie together?"

TEACHER: "Irene would have been elected and we would not have had the run-off."

MARY: "Could someone else besides the teacher have acted as chairman?"

TEACHER: "Yes, the chairman may be elected by the group. To do this anyone may rise, call the meeting to order, and say, 'I nominate _____ as chairman of this meeting. All those in favor say 'Aye'. All those opposed say 'No'."

(If the one nominated is elected, she takes the chair. If not, other nominations may be made and voted on.)

MARIA: "When you want to say something, do you always say, 'Madam Chairman'?"

TEACHER: "You may say 'Madam Chairman' or you may say 'Madam President' after the president has been elected.

AURORA: "Does the president always say something when she is elected?"

TEACHER: "She does not have to say anything, but she usually wants to thank the class for electing her."
"Are there any other questions?"

CLASS: No one speaks.

TEACHER: "If there are no further questions, Janie may go ahead with the election."

THE CHAIR: (Janie as chairman or president now comes to the front of the room) "Nominations are now in order for the office of vice-president."

MARY: "Madam Chairman."

THE CHAIR: "Mary."

MARY: "I wish to nominate Gloria for vice-president of our class."

(The election of the vice-president and other officers is carried on just as the election for the president was.)

Monitors

Not only do we need good officers to have a smooth-running class, but we also need good monitors.

To be a good monitor is a fine way to show your ability to be a leader. The next time we have an election you may be elected as an officer.

We will change monitors every week, every two weeks, or every month, or any way the class likes best.

You may ask for the job you want, or we can draw names. What would you like to do in the class? Before you decide, suppose we read the duties of each monitor.

Assistant Monitor.--The assistant has a very hard job. It is her job to check each day to see which monitors are absent and to do their duties or ask someone to do them.

Bulletin Board Monitor.--The bulletin board monitor should keep the bulletin boards in perfect order and change them whenever necessary. When classmates bring in pictures or articles for the bulletin board, they should be given to the bulletin board monitor. She

should put them on the bulletin board when needed.

Chair Monitor.--The chair monitor should see that all chairs stay in their correct places.

Dusting Monitor.--The dusting monitor should see that everything in the room is kept dusted at all times. It is also her duty to see that the dusting mop is kept in the proper place.

Ironing Board Monitor.--The ironing board monitor takes care of the ironing board and the iron. It is her duty to see that the iron and ironing board are put away correctly at the end of the period.

The ironing board monitor should spend extra time at the beginning of the term to learn how to use and care for the iron so that she may help her classmates.

If the teacher has a lesson ironing and a few of the girls are absent, the ironing board monitor should go over the lesson on ironing with them when they return.

It is also the duty of the ironing board monitor to keep the ironing board cover clean.

Library Monitor.--The library monitor has charge of all library books. It is her duty to pass out all books and see that they are all returned in good order to their proper places.

The library monitor should also see that the books are all kept dusted and in proper order.

Locker Monitor.--The locker monitor should check to see that the girls put their boxes in their

lockers correctly.

She should also check to see that each girl has the right size box.

Another duty is to see that the door to the locker is closed at the end of the period.

Machine Monitor.--The machine monitor should see that the machines stay in their proper places, and that the drawers are kept clean. She should also help the teacher oil the machines.

The machine monitor should spend extra time at first learning all about the machine so that when her classmates ask her various questions about the machines, she can answer them. For example, if a classmate is absent several days and forgets how to thread the machine, the machine monitor should be able to help her.

Magazine Monitor.--The magazine monitor should help to keep the magazines in order and should pass them out when they are used in class.

Mirror Monitor.--The mirror monitor should clean the mirror about once a week.

New Word Monitor.--The "new word" monitor should remind the girls to put their work away 15 minutes before the bell rings on Friday, so that the class may study the new words they have had during the week. Another duty is to give a list of the new words to all girls who have been absent.

Notebook Monitor.--The notebook monitor should pass out the notebooks at the beginning of the period and take them up at the end of each period.

It is also the duty of the notebook monitor to see that each girl keeps her notebook up-to-date. If a girl is absent when the teacher assigns some notebook work, the notebook monitor should help her catch up with her work when she returns.

Paper Monitor.--The paper monitor should see that all girls keep the floor clear of scraps, etc.

Pass Monitor.--The "pass" monitor should sit by the teacher's desk and be sure that girls do not leave the room without a pass. When a girl returns to the room, she should give the pass to the pass monitor.

Sink Monitor.--The sink monitor should see that the sink is kept clean at all times. It is also her duty to check that class members do not leave paper towels in the sink.

Table Monitor.--The table monitor should see that the tables are kept in straight rows. At the end of the period she should check to see that all the tables are cleaned off.

To clean off a table does not mean to brush the threads, papers, etc., on the floor, but it does mean to pick them up and put them in the waste paper basket.

Thimble Monitor.--The thimble monitor is the girl who uses her thimble better than any other of her

classmates. It is her duty to help other girls who are having difficulty using their thimbles.

Traffic Directors (T. D.'s).--Girls who are "T. D.'s" should accept this responsibility realizing the importance of rapid, orderly movement of the traffic between periods.

Students are chosen to be T. D.'s if they can be described in the following manner:

1. Regular in attendance.
2. Good personal appearance.
3. Courteous, firm, but fair in all their dealings.
4. Quiet and orderly at all times.

The T. D.'s duties:

1. To report to their stations two minutes before the bell rings.
2. To turn on the hall lights during passing and turn them off again when the tardy bell rings.
3. To keep the traffic moving in the proper direction.
4. To keep traffic moving at the proper speed.
5. To remind students to be quiet and orderly.
6. To report students to the office who speak Spanish.
7. To prevent anything which would cause the traffic to move too slowly.

8. To close the windows in case of fire drill.

9. To set an example of good conduct at all times.

Window Monitor.--The window monitor should regulate the windows so that the room is kept at 72 degrees.

In case of a fire drill the window monitor should use the window stick and close all the higher windows. She should also see that each girl closes the window near her.

After you have elected all of the officers and monitors for your class you may write the names down in your notebook. Your teacher will give you a page like the one on the following page to write their names on. Be sure to write the month during which the group will serve. In most classes they change officers and monitors every month.

<u>CLASS OFFICERS AND MONITORS</u>	<u>NAME</u>	<u>MONTH</u>
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OFFICE

PRESIDENT

VICE PRESIDENT

SECRETARY

ASSISTANT SECRETARY

ANNOUNCEMENT GIRL

MONITORS

ASSISTANT MONITOR

BULLETIN BOARD MONITOR

CHAIR MONITOR

DUSTING MONITOR

IRONING BOARD MONITOR

LIBRARY MONITOR

LOCKER MONITOR

MACHINE MONITOR

MAGAZINE MONITOR

MIRROR MONITOR

NOTEBOOK MONITOR

PAPER MONITOR

PASS MONITOR

SINK MONITOR

TABLE MONITOR

THINBLE MONITOR

TRAFFIC DIRECTORS (T. D.'S)

WINDOW MONITOR

CLASSROOM ORDER

A class is always being judged by the action of the pupils. What do you want people to say about your clothing class? It will be as good as its members make it. You, as an individual member, can help in building up a good or bad opinion for our clothing class. Again I say, what kind of class do you want? Remember, having a good class requires constant thoughtfulness on the part of everyone.

For any class to run smoothly we must have a certain amount of order.

1. The most important thing of all is to come into the room quietly and get your work. When you get your sewing out of your lockers put your books and everything you will not need during the period in your locker. Nothing looks worse than a sewing room full of tables covered with books, and paper. (The president should stand at the front of the room to help carry things on in an orderly manner.)
2. If your hands are dirty, wash them without making a noise.
3. If you are planning to use the sewing machine, open the machine and thread it; otherwise go to your seat and start to work.
4. By the time the tardy bell rings the following things should be completed.

- A. All girls working or ready to start work.
 - B. The notebooks passed out by the notebook monitor.
 - C. Scissors counted and two pair placed on each table by the vice-president.
 - D. Temperature checked, windows and shades regulated by the window monitor.
 - E. The secretary and assistant secretary should have everything ready to call the roll.
 - F. The announcement girl should be ready to read the announcements to the class.
5. When the tardy bell rings, the president should call the room to order by saying, "Will the room please come to order." She then waits a moment until all girls are seated except the announcement girl, who is standing by the teacher, and the secretaries, who are standing at the desk. As soon as the room comes to order, the president should turn to the announcement girl and say, "Are there any announcements?" While the announcements are being made, look at the announcement girl and listen carefully, because these announcements are for you. If you cannot hear, raise your hand and tell the teacher. If there are not any announcements, the announcement girl should rise and say, "There are no announcements today."

After the announcements have been made, the president should turn to the secretary and say, "Will the secretary please call the roll?"

As the secretary calls the roll please answer "present" in a clear voice loud enough to be heard. During the time the secretary is calling the roll, you may start sewing by hand, but do not stitch on the machine. Also, please do not walk around in the room. While the secretary is calling the roll, the assistant monitor should check to see which monitors are absent, so that she will know which household duties to do.

6. After the roll has been called, everyone works as hard as she can until five minutes before the end of the period, when the vice-president rises and says, "Time to put your work away."

7. Order for putting work away.

A. Girls should close the machines and return the scissors, tape measures, rulers, and other materials to their proper places before they put their own work away. (The last girl to use the machine should be the one to close it.)

B. Neatly fold your work before you put it away.

C. Be sure you put your pins, needles, thread,

bobbin, and thimble in a smaller box and tie it up before you put it in your regular sewing box.

D. The monitors should all check to see that they have done their duties.

8. By the time the bell rings, the following things should have been done:

A. All work put away and the lockers in order.

B. Scissors, bobbin cases, rulers, yard sticks, tape measures, and other material in their places.

C. Tables, chairs, and machines in order.

D. All pins, needles, and threads, picked up off the floor. Remember each girl is responsible for the condition of the floor around her chair.

E. The president should check to see that all girls have done their duties.

F. After all work is put up and the room is in order, you may make-up your face and comb your hair.

9. When the bell rings everyone should rise and stand behind her chair. If the room is in good order the president should come to the front of the room and say, "Are the scissors and bobbin cases in?" The vice-president should answer,

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"There are _____ bobbin cases and _____ pairs of scissors." If the vice-president reports that the correct number of scissors and bobbin cases have been turned in, the president dismisses the class by saying, "The class is dismissed." Under no condition should the president dismiss the class unless the room is in order and all equipment is returned to its proper place.

YOUR PERSONALITY AND EVERYDAY MANNERS
IN A CLOTHING CLASSROOM

Correct clothes are not all you will need for success in school life. Personality and manners are as important here as anywhere.

Good manners are not something to be used on Sunday or when company comes. Good manners belong to everyday life; at home with the family; on the street with strangers; and at school with friends and teachers. In other words, good manners must become a habit with you. What do we mean when we say, manners should become a habit? What is a habit? The things you do without thinking are called habits. For example, since you have walked to school every day for a long period of time, you do not have to stop and think which street you cross or at which corner you turn, to come to school. We may therefore say that walking to school is something that has become a habit.

Good habits help you -- bad ones do not. Let us see how many good habits we can learn while we are taking clothing. Remember good habits cannot be formed in a day. We must keep trying and practicing.

Again we say, manners should be a habit, not something to wear with your best clothes. The modern

girl considers "company manners" almost worse than no manners at all. Manners, to be of any real use to a girl today, must be a part of herself, as natural as breathing.

A clothing class is your "big chance" to practice good manners and to learn what is right and what is wrong. Please feel free to ask questions at any time regarding what is right and what is wrong. When you do not have anyone to ask and you are in doubt about what you should do, say to yourself, "What would be the kind thing to do?"

Have you ever noticed that the popular girl is well-mannered? She thinks about other people's feelings. She is truthful and honest.

For girls to work together happily in a clothing class each must think of the rights of the other girls in the class. Let us remember that our personal rights must change when they get in the way of the rights of others. Each member of the class should see that what she does brings the least possible trouble to others of the group.

Have you ever read in history books how women of the olden days had sewing parties and entertained themselves for hours by sewing and helping each other? A clothing class is really a friendly group of girls gathered together to sew and to learn how to sew. If you can help another girl who does not understand the

next problem, help her. It would be unfair to both of you for you to do the work for her, but to explain the work is fine. As you explain the work to her, talk in a low voice so that you will not disturb the other girls.

Some girls make the mistake of trying to get someone else to do their work for them. This is bad; they are only hurting themselves, because one does not learn that way.

When you are asked to do something, do not complain but do it with a smile on your face. You would not have been asked if the teacher did not think you could do it. You should say, "Yes, Miss _____", or "I shall be glad to try, Miss _____". Once you have said you would, be sure to keep your promise, even though you may feel "weak in the knees". Remember others are counting on you and you should do your best not to disappoint them. If you give into yourself and say, "I can't," you will never be able to do a good job. We learn by mistakes; therefore, go ahead and try even though you do make mistakes.

Do things without having someone tell you what to do. Doing extra work will help you develop new interests. Learn to think quickly and to act quickly, instead of depending on someone else. Again we say, you cannot learn when someone else does all your work for you.

Be prompt to offer to raise a window or move a chair. If you learn to do things like this now it will help you all through life.

A clothing room should be kept clean and attractive without one or two girls having to do all of the work. Do you think it would be fair for one or two girls to have the entire responsibility of the room? Of course you do not. When each girl does a part with a cheerful and helpful smile, the care of the room becomes a pleasure.

Remember, however small or large your house-keeping duty may be, do it. It is not fair to sit back and let a few carry on all the work.

The scissors, tape measures, rulers, and yard sticks are for your use. You do not need to ask permission to use them. Be sure to put them back in the proper places when you have finished with them. Since they belong to all of us, we should try very hard to keep them in the best condition.

Put your waste paper in the wastepaper basket. A table covered with waste paper and scraps has no room for your sewing work. It must be admitted that it is much easier to let your threads and scraps fall where they may, but if you don't pick them up somebody else must do it. And what will the visitors say? As you know, every visitor who comes into this room will notice

whether or not our room is clean and orderly. We do not learn to be good housekeepers by leaving scraps and threads around to make the room look messy.

If your shoes are muddy, clean them before you come into the room. This will save having to sweep the room every period.

Another way every girl can share in the house-keeping responsibilities is by carrying for her own sewing equipment and other belongings. If you keep your sewing equipment together, you are less likely to lose it, and you are more likely to be ready to start to work without having to look for anything.

While we are talking about losing things, I would like to ask a question. When you cannot find something of yours, what do you do? Do you have the right to take a thing you lost from another girl? If you do this, remember it is just a form of stealing. If you cannot find your thread for example, the best plan is to look first for it very, very carefully. Then if you still cannot find your thread report your loss to the teacher.

Is the girl honest and dependable who borrows a needle from a friend and loses it? As we have said before, we should not borrow sewing equipment. But if you do and it is lost, the only right thing to do is to pay the girl for what you lost.

In the back of the room you will find a closet in which to hang your coats. When you get your own coats from the closet, be careful not to drop the clothing of another girl. If you should do so, be sure to hang the coat up again.

Throughout life there will be certain laws and rules that you will not like. But because you do not like them is no sign that you do not have to obey them. Try hard to live up to the rules and plans of the class so that you will not waste any time. There is so much to learn that every minute counts.

The one rule that is broken in clothing classes more often than any other is that of unnecessary talking. Did you ever stop to think about that rule? Probably not, except that it was one of the rules you enjoyed breaking. You think, "That mean Miss So-and-so is making me stay after school because I was talking." Do you suppose she enjoys staying in school to watch you? Do you not suppose she would like to get away just as quickly as you would? But she must punish you because it is her job. She is told by the principal and others that students must be quiet in order to learn. You see, her real job is to teach you, not to police you. If you insist on making her a policewoman, she cannot help you learn the many things you want to know.

A teacher may sometimes seem unfair. Be

grown-up about it, and ask for a chance to talk it over.

"Talking back" will only get you in trouble.

Did your mother ever tell you not to talk when someone else is talking? Do you think it would be polite for you to talk while the teacher is talking to a visitor in the room?

If you wish to speak to your teacher when she is busy or has company in the room, wait until she has finished. If it is an emergency, something you must know right away, then you should say, "Excuse me, Miss _____."

If the teacher is helping another girl when you go to her desk, stand quietly by and watch what she is showing the other girl. It may be the very thing you want to know. If not, be sure you wait your turn, do not try to push in ahead of someone else. We all agree that everyone should have a fair share of the teacher's time. Do not get tired of waiting and go ahead with your sewing without the teacher's instructions. By the way, do not forget your pins when you go to the teacher for help. It is asking too much, to ask her to furnish pins for all the girls. If the teacher points out a mistake you have made, be quick to correct it. Do not stand and talk about it for half the period.

If the teacher is writing when you go to her desk, stand quietly until she speaks to you. Be careful

not to try to see what she is writing. A good rule to follow is, -- never touch or read anything on a teacher's desk without first having permission. One must never open the teacher's desk or look at any of her papers. You would not want other girls looking at your grades would you? Do you think it would be fair for you to look at theirs? You have no more right to examine the papers on the teacher's desk or read any writing there, than you have to read other people's letters.

If you wish to ask the teacher a question, raise your hand. Calling out "Teacher" or "Miss" when you want something is not polite. Address any teacher as "Miss _____," "Mrs. _____," or "Mr. _____."

When the teacher is talking to the class be sure you look straight at her. Remember it is impolite not to look at a person when he is talking to you.

The class officers are girls that you yourselves have chosen. Do give them the respect and co-operation which they deserve. When they give directions, or make suggestions, help them to carry out these plans.

When the teacher is out of the room the president of the class should take charge. The class should respect the president in the same way it does the teacher when she has charge. The president should keep in mind that she represents all the girls in the class, not a handful of friends she likes best. She should try very

hard to be fair in everything she does and not try to boss. No one likes a girl who is always trying to boss people in general.

There are many little things which we can do to help make people like us better. These little things must be done every day and everywhere we go.

First of all be friendly with everyone. Do not talk too much about your likes and dislikes. Do not go around telling unkind stories about other people. You would not want someone to tell an unkind story about you, would you?

If you cough or sneeze, cover your mouth with your handkerchief. Always have a clean handkerchief with you. After using your handkerchief put it where it belongs. Do not leave it lying around.

Gum-chewing is not an attractive habit anywhere. If you are in doubt about this, take a look at yourself in the mirror when you are chewing gum.

Introduce yourself to the new students and try to make them feel at home. Do you know how to introduce yourself to someone else? A good way is to walk up to the new girl and say, "I am _____." You may then welcome her into the school and tell her some of the things you have been doing.

Do not laugh at the other girls' mistakes -- you may make worse ones yourself. Do you like to have

people laugh at you when you make a mistake?

Never, never yell across the room to your friends. It is much nicer to go up to the person to whom you wish to speak.

When your classmates do something that is very good, tell them how much you like it. That is what you would want them to do to you. Do not be jealous and make unkind remarks about them.

Never talk or make any kind of noise while there is an announcement on the school loud speaker. It is very important that every student in school hear all the announcements made by the school office.

To be courteous a pupil should open the door for a teacher or older person and allow her to enter first.

When someone drops books or other things, pick them up. When someone is carrying many books or packages, help them when you can.

A powder puff, lipstick, or comb, are not needed during class. At the end of the period after you have put your work away and the room is in order you should have a minute left, if you work fast, you can make up your face and comb your hair.

Do you know how to get along with other girls? Some girls expect people to like them just because they are pretty, smart, or wear pretty clothes.

To get along with people does not just happen. We must be a friend to have friends.

A junior high school girl was lonely and unhappy because she had no friends and did not know how to get her classmates to like her. In class she seldom talked to anyone; in the lunchroom she ate alone; after school she went home alone.

One day while walking home she became so very lonely she started crying. An old, old lady came by and asked her why she was crying. When the old lady understood why the girl was crying she shook her head and said, "Let's talk this all over." After a long talk the old lady said, "Take this good luck piece and wear it tomorrow, hidden on a chain around your neck so no one can see it. It will bring you friends. But it works only if you will talk first to the first five girls whom you meet in the morning." The girl did not believe the old lady, but thought she would try. What would she say to the first five girls she met? They talked about that for a while, and then each went her own way.

The girl was very happy when the next morning came. And sure enough the good luck piece worked. The first girl to whom she spoke was in her first class, and they walked to their next class together. The next girl asked her to join her and two others at lunch. They talked and before she knew it, she had promised to go to town with them. Another girl to whom she had talked

came to sit with her in the library. After school she rushed home to leave her books and then off to tell the old lady what had happened. As she entered her own bedroom, the first thing that she saw was the good luck piece, lying on the bed where it must have dropped in the morning.

What did you learn from this story? Did the good luck piece really help the girl to win friends or was it because she was friendly and talked to people?

Besides being friendly there are many other things we can do to become more popular. These have been listed below. Would you like to discuss some of them in class.

1. Smile. Remember it is easier to smile than to look unpleasant.
2. Become interested in what other people are doing.
3. Look happy.
4. Listen more than you talk.
5. Remember people's names.
6. Be a good loser. (If you lose a game do not cry about it.)
7. Say only kind things about people.
8. Do not make fun of the mistakes of others.
9. Be honest in what you say and do.
10. Play fair.

11. Conduct yourself so that your friends will be proud of you.
12. Do not be a tattletale.
13. Look your best.

After you have discussed these see how many others you can list.

What do we mean when we say, "Mary has a pleasing voice?" We can all have a pleasing voice if we try. Learn to speak clearly and slowly so that your remarks are heard easily.

In a clothing class, like any other class, we must always be thinking of our English. Only through practice will we learn to speak English correctly.

Study your own voice and speech. Do you have a pleasant voice? Do you speak correct English? What can you do to improve your voice and speech?

Remember our success in life may depend upon how well we speak English.



Do you really think you'll pass?
Nice girls don't chew gum in class.
Your mind is not on what you're doing,
You cannot think, when you are chewing.

"HOW DO I LOOK?"

Some girls care very much how they look, while others may be too lazy or think themselves too busy to bother.

What do you want?

Since this is your first term at junior high school many of you are wondering what you should wear to school. Would you like to spend a few days talking about what to wear?

Did you know that being well dressed was a matter of knowing what to wear, not one of money? Many girls spend plenty of money on clothes but do not buy the right kind of clothes and never look well-dressed. Often the girls who spend the ~~last~~ amount of money on their clothing look better than many of their friends.

What part of your clothes would you like to talk about first? If you have no choice suppose we talk about dresses. On the following pages you will see some cartoons which tell you what not to wear. (Cartoons are funny pictures.) As we look at each of these cartoons we will talk about it.



Something's wrong as wrong can be
Take a look and you will see:
Don't wear stripes and figures, too
You'll look funny if you do.



Stripes with plaids

Are never fads,

My! such poor taste,

Plaid skirt, striped waist!



Even a bird,
I think has heard,
You shouldn't wear plaids and figures
together,
No matter what may be the weather.



She's jolly and she's happy,
but she doesn't realize
Large plaids or figures make fat girls
look once again their size.



These two girls should change around
Fat girls should wear stripes up and down,
Thin girls should wear them east and west,
Then each will look her very best.

Did you enjoy looking at the cartoons and talking about what to wear to school? Not only do we need to know what to wear to school, but we also need to think about how to wear it.

There are things we can do to our clothes to improve our looks greatly. Shall we talk about them for a few minutes? As we talk, look at the next cartoons on the following pages and see what they teach.



Wouldn't you blush should someone shout,
"Goody! Goody! Goody!"
Your shirt-tail's out!"



Adjust your slip before you start,
Then some young guy who think's he's smart,
Won't say, "It's really no fun going,
With girls whose slips are always showing!"



To dress in good taste, remember this
rule :

Don't wear a lot of jewelry to school.
Locketts, bracelets and pins, you see,
Make you look like a Christmas tree.



Little girl, how can you sleep?

With clothes strewn all around knee-deep.

Use a thing then put it back,

In its drawer or on its rack.



Open the door and out they fall!

I wouldn't keep that kind of closet at all.

Hang clothes up neatly, that's what you
should do

And keep all the shelves straight and
orderly, too.



This little girl can sleep and rest,
Tomorrow she will be well-dressed,
Her clothes will not be soiled and crushed
She hangs them up, all neatly brushed.



For a girl to look her best she must be clean and neat; even her handkerchief must be clean. A girl who is careful about her personal cleanliness and the care of her clothing is said to be a well-groomed girl.

It is certainly true that one can look well-dressed in old clothes if the clothes are in good condition and if the person wearing them is clean and neat. We must know, then, how to keep neat and clean and how to keep our clothes neat and clean if we are to be well-groomed.

The well-groomed girl is clean inside and outside. If she is not clean inside, she may have a poor skin or a bad breath. If she is not clean outside, she may look dirty or have an unpleasant body odor. Any of these things keeps her from looking her best and keeps her from having many friends.

To be clean outside one must take a bath often, at least three times a week. Some girls say they would like to take a bath daily, but think they cannot have it,

either because they live in houses without bathrooms, because there are too many persons to use the same bathroom, or because there is not hot water every day. Many of our grandparents took baths before bathtubs were invented, so we can take baths whether or not we have everything just right. It may mean getting up a little earlier, staying up a few minutes later, or heating some water on the stove for ourselves, but we must take baths.

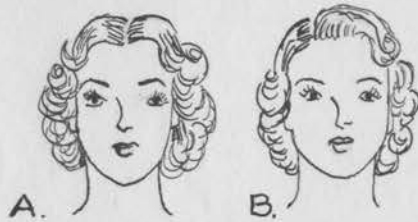
The well-groomed girl takes care of her face and hands. Not only does she take care of her face, but she also knows how to put on make-up. Ask your teacher to show you the charts she has on how to use make-up. The mistake that most girls make is that they use too much make-up. Fingernails also need special care to keep them clean, unbroken, and the right length. Girls in junior high school should use very light-colored nail polish if any at all. Another thing the well-groomed girl needs to remember to do is to brush her teeth at least twice a day.



Hair

To have pretty hair you must brush your hair daily. It must also be kept free from dust, oil and dandruff. Most girls find it best to shampoo their hair about once a week. (To shampoo the hair means to wash it.) Before you start shampooing your hair, you should brush it well. It is wise to soap the hair twice and rinse it three or four times to get all the soap out. Vinegar may be added to the third rinsing water to help remove the soap.

Are you interested in learning how to arrange your hair? Would you like to spend some time studying hair arrangement? On the following pages you will see some pictures which tell you what to do to make your face look longer or wider.



A center part as shown in picture "A" makes the face seem wider. A high side part as shown in picture "B" makes the face seem less wide.



Hair cut in bangs as shown in picture "A" makes the face seem wider. Hair combed off the face as shown in picture "B" makes the face seem less wide.



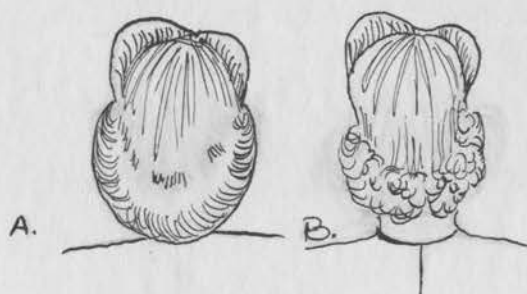
Hair combed on top of the head as shown in picture "A" makes the face seem longer. Hair combed over the ears and cheeks as in picture "B" makes the face seem wider.



Hair worn close to the head as shown in picture "A" makes the face seem less wide. Hair worn loosely as shown in picture "B" makes the face seem wider.



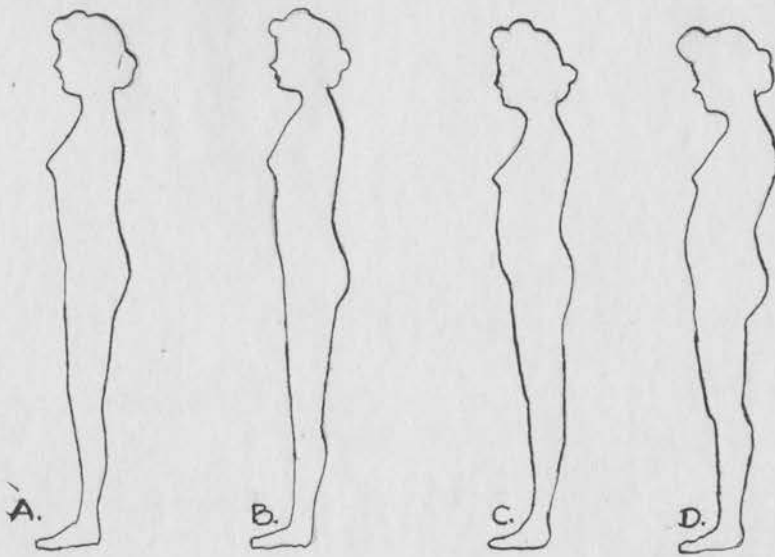
Hair worn long as shown in picture "A" may not look nearly as neat as hair worn shorter as shown in picture "B."



Hair worn in a page-boy style as shown in picture "A" makes the head appear larger than it does when the hair is curled outward as shown in picture "B."



The hair should be kept neatly combed, but there is a time and place for everything. When you wish to comb your hair, go to the restroom. It is never courteous to comb your hair in public places. Neither should you borrow a comb from a friend.



Posture

No matter how pretty or how well made a girl's clothes may be, she never looks "well-dressed" unless she has good posture. What is posture? It is having one's head up, chin in, and stomach in while standing and walking and sitting.

Study the picture above. Do you want your posture to look like "A" "B" "C" or "D"? Which one does your present posture look like? Do you see from these pictures that if you stand with good posture, your clothes will have a better chance to look well? Try standing before a mirror to see what kind of posture you have. Let us look around the schoolroom and see how many of us have good sitting posture.

Did you know that it is difficult to have good posture unless the shoes we wear fit the feet?



Oh, Susie Q,

Don't take that shoe!

Shoes always hurt if they are tight,

Besides, your feet just look a fright!



Many girls wear shoes that are too narrow and too short. Many have high heels which cause the girls wearing them to have to stand in a poor position. Shoes worn to school should have a low flat heel. School shoes should be longer than the foot to allow plenty of room for the toes as shown in picture "C." Shoes that are too short, as shown in picture "A," crowd the toes together and cause you not to be able to walk with good posture. Shoes that are too long, as shown in picture "B," also affect your walking. The well-groomed girl has shoes that fit and that are always polished.

When you want to pick up something on the floor, how do you do it? Your posture is much better if you bend your knees and not your waist. You will find this way much easier and it certainly looks better. Ask your teacher if you may practice picking up things from the floor. Your teacher will also have some pictures to show you on how to bend your knees when you pick up anything.



Oh me! Don't look! Don't even glance
Or you'll surely see the seat of her pants!
When you pick up things, just bend your
knees,
And you'll reach the floor with the
greatest ease.



Did you ever stand in front of a mirror and talk to yourself? What did you do with your hands while you were talking? Have you ever watched the hands of another person while he was talking. You could have on a very expensive dress and still not look nice if you did not know what to do with your hands.

Study picture "A" so that the next time you wish to have a friend look at a certain thing you will know what to do with your hands. Do not point as shown in pictures "B" and "C."

What were your hands doing while you were reading this? In class talk about the many things people do with their hands that they should not do.

You should learn not only what to do with your hands, but you should always check to see that they are clean.

Face

clear skin,
small amount of
make-up.

Teeth

well brushed,
good repair,
no unpleasant
breath.

Dress

simple,
well-fitted,
hemline even,
no slip show-
ing,
clean,
well-pressed.

Shoes

clean or
polished,
low heels
not run-over.

Hair

clean,
well-brushed,
not too long.

Neck

clean.

Body

daily bath.

Hands

clean,
nails not too long,
light or no polish.

Posture

stand tall,
back straight,
stomach in.



A WELL-GROOMED GIRL



Oo-oo-oooh! Sharp things like needles and
scissors and pins,
When youngsters play with them trouble
begins.
Put them all neatly, securely away,
Real toys are safe things with which they
may play.

SEWING EQUIPMENT

Can you remember making doll clothes when you were a little girl? We all remember those happy days. Your mother handed you her scissors to cut out the dress and a needle and thread with which to sew. Did you know that the things you sew with, such as scissors, needles, and pins, are called sewing equipment? You must have the right kind of sewing equipment before you can make a success of sewing. Sewing without the right equipment is like trying to cook without something with which to cook.

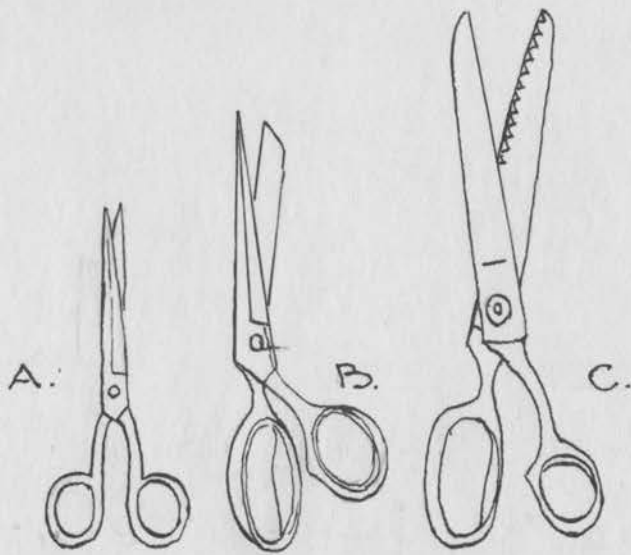
Not only do you need to have the right kind of sewing equipment, but you must also know how to use it. If you know how to use your sewing equipment correctly, you will save time when sewing.

Always keep your sewing equipment in order in one place; otherwise, you will waste time looking for it.

If sewing equipment is well taken care of it will last a long time. Therefore, take good care of it.


The school furnishes part of the sewing equipment, such as scissors, shears, pinking shears, tape measure, yardstick, ruler, and iron.

Do you know the difference between scissors, shears, and pinking shears?

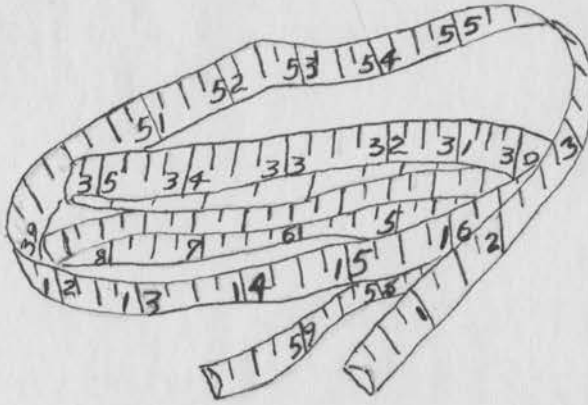


Scissors are like "A" in the picture above and are usually less than six inches long with both handles the same size.

Shears are like "B" in the picture above and are usually over six inches long. Shears have one large handle for the fingers and a smaller one for the thumb. Also notice that in the picture the handles are bent. Not all shears have bent handles; however, they are good for cutting, because they do not lift the material from the table. Many people make the mistake of calling shears scissors, but we want to be correct so we will call them by the correct name.

Pinking shears are like "C" in the picture above. Notice that the edges look like saws. When you cut with pinking shears they do not cut a straight line like scissors do, but cut a line like this .

Do you know the difference between a tape measure, ruler, and yardstick?



A tape measure is a long narrow piece of cloth with inch markings. Most tape measures used in sewing are about 60 inches long.

You will notice that the tape measure in the picture is numbered on both sides with the numbers going in opposite directions so that no matter which end you pick up you have a number "one" from which to start measuring.



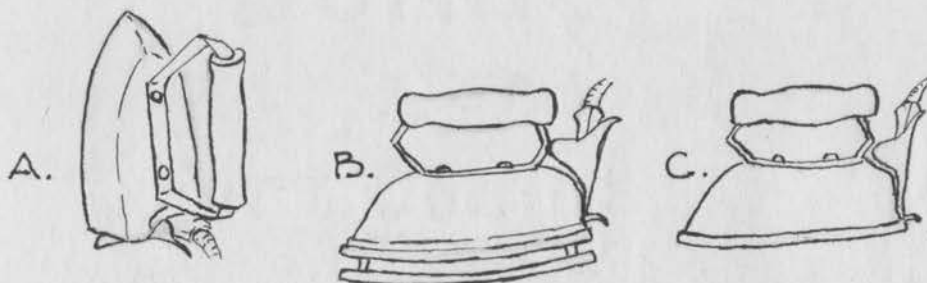
A ruler is a measuring stick with inch markings. The rulers we use in this class are 12 inches long; however, some rulers are less than 12 inches long. As you know, there are 12 inches in a foot.

A yardstick is a measuring stick 36 inches long. It is wise to remember that 36 inches are the same as three feet, or we may say that three feet are the same as one yard.

Since the school is kind enough to furnish part of our sewing equipment, it is our responsibility to take good care of it. If you do not understand how to use some of the sewing equipment, ask the teacher.

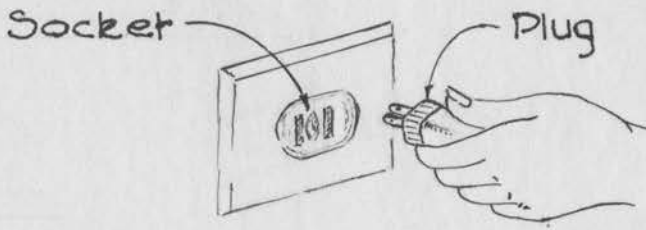


This is the correct way to hold an iron when ironing. Notice in the picture that the fingers do not push against the thumb. Many girls make the mistake of trying to hold an iron too tightly, which makes them become tired easily.

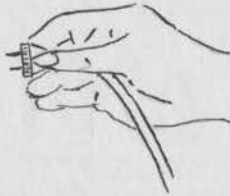


When the iron is not in use, stand it up like "A" in the picture above or put it on a stand like "B." Do not leave the iron on an ironing board like "C" or the cover will be burned.

Many people do not know how to connect an iron correctly. Do you?



This is the correct way to hold the plug when you want to put it in the socket. Never put a plug into a socket when your hands are wet, because you might be shocked.



This is the correct way to hold the plug when you want to take the plug out of the socket. It is very important that you do this to keep from pulling the cord out of the socket.



Never hold the cord like this to pull the plug out of the socket. Girls who do this cause the cord to wear out near the plug.



This is the correct way to hand another girl a pair of scissors or shears.



It is very impolite to hand another girl a pair of scissors or shears like this.

Scissors and shears are to be used for cutting material and nothing else. The scissors we use to cut material with should not be used to cut paper. When cutting always be careful that there are not pins in the way of the scissors. To try to cut over pins will ruin scissors very quickly.

Never, never use a pair of scissors as a hammer. You may laugh when I say this, but I have seen girls try it. Neither should scissors be used to open cans or boxes. The points of scissors and shears may be easily ruined in this way.

Scissors and shears should be kept sharp enough to cut a smooth, clean edge. Do not try to cut with dull scissors. (Dull scissors are scissors that are not sharp.) Good scissors which have become dull may be sharpened at a small cost.

There is sewing equipment you will be asked to bring to school. Since there is so little, be sure to bring all the sewing equipment you are told to bring. We do not want to hear anyone say, "May I borrow a needle?" Borrowing sewing equipment is a very poor habit. Not only do you take chances of losing someone else's equipment, but you lose time. Therefore, you are not to borrow anything from each other in clothing classes.

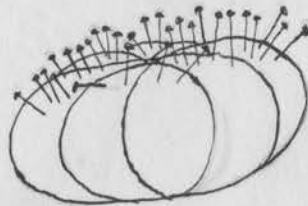
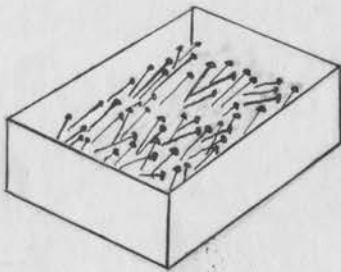
Write your name on each piece of sewing equipment you are using at school. This means to mark everything in a way that it will stay marked. It is much better to mark with ink than with pencil, because pencil marks can be erased.

Sewing equipment you will need to bring

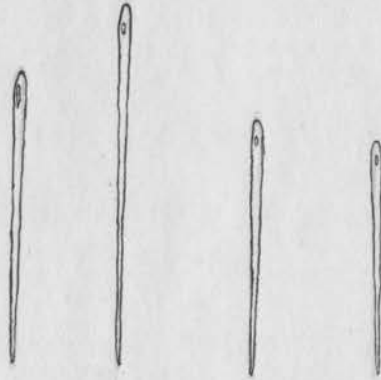
Sewing box.--A nice box in which to place the sewing is needed by every girl who takes clothing. The box should be large enough to hold what you are making as well as your sewing equipment. A box can be kept in better order than a paper bag; therefore, you will want to put your sewing in a box and not a paper bag. A

candy box about nine inches long, six inches wide, and three inches deep is a good size. Be sure to write your name, address, and homeroom teacher's name on your box. The sewing box should be the first thing you get; as you collect your other equipment you can keep it all together.

Pins.--You will need about 75 or 100 pins. Use dressmaker's pins, size 5 or 6. They are thin and sharp and do not leave pin holes in the material. Be sure you buy sharp-pointed pins, because nothing is worse than trying to use dull or rusty pins. If you buy a package of pins, take about half of them home so you will not lose them. When you need them at school you may bring them back.

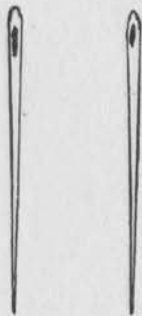


Box for pins.--You will need a small box for your pins. The box should be about the size of a "ten-cent" powder box. If you like you may use a pin cushion instead of a box for your pins. But please do not waste time by putting your pins in a paper. Write your name on your pin box.



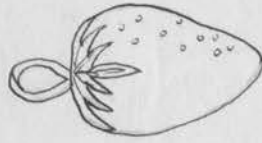
Needles.--There is a size and kind of needle for every kind of sewing. It is important to have the correct size needle. Many girls make the mistake of using needles that are too large.

Needles are sold in packages of 12 to 24, and in either assorted sizes or all one size. (By assorted sizes we mean several different sizes.) The size of needles we shall use in this clothing class are size 6 to 8. Ask your teacher to show you the different sizes.



You will find a needle with a long eye as in "A" easier to thread than one with a small eye as in "B."

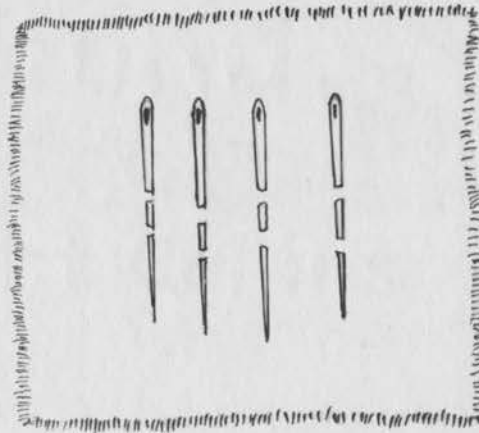
Needles are very easily lost; therefore, it is wise not to keep more than three or four in your sewing box at a time. If you buy a package of needles you may keep most of them at home until you need them at school, but be sure to keep three or four at school all the time.



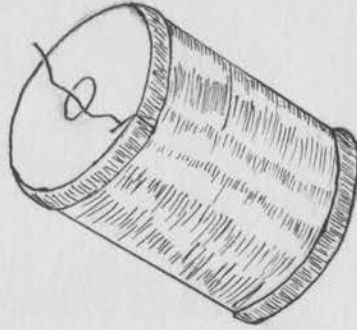
This is a picture of an emery bag. It looks like a strawberry, does it not? Many of you have bought them when you bought a pin cushion, but you did not know their use. Maybe you thought it was just there to decorate your pin cushion.

If your needle becomes rusty, polish it by pushing it through the emery bag on the teacher's desk. Never leave needles in an emery bag for they will become rusty.

If you do not have an emery bag, put the needles on the floor and polish it by rubbing your shoe over it.



Wool cloth for needles.--Needles, when not being used, should be placed in the pin cushion or a woolen cloth as shown in the picture above. (A piece of wool material about two inches square is a good size.) This keeps the needles from becoming rusty; it also keeps them together so they are not so easily lost.



Thread.--Thread comes in many different sizes, but in this clothing class we shall use cotton thread, size 60. If you use colored thread, choose thread a little darker than your material.

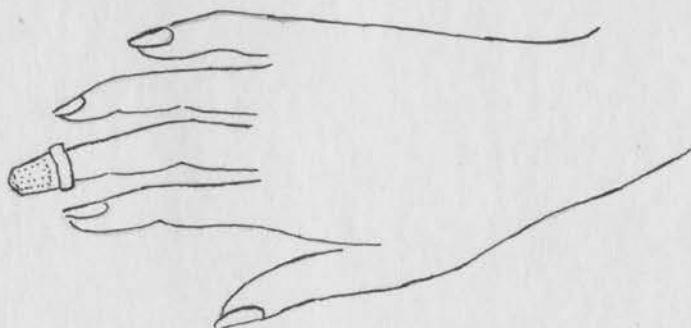
Be sure you write your name and the period in which you take clothing on the end of the spool of thread as shown in picture "A" above. (Use ink if possible.)

At the end of the spool you will find a cut place in the wood. When not using a spool of thread, always put the end of the thread through this cut place as shown in picture "B" above. This keeps the thread from coming loose and getting mixed up with your sewing.



Thimble.--Many of you have never used a thimble before and when I tell you to use one in clothing class you are going to say, "But I can't."

To learn to use a thimble correctly is one of the most important things we learn in clothing. First be sure to buy the correct size thimble. Many girls buy a thimble that is too large.



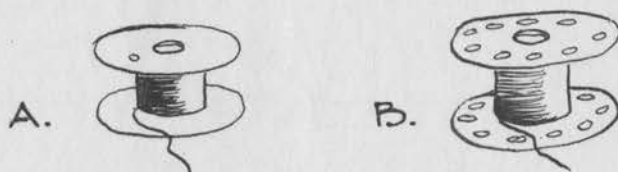
The thimble should fit the longest finger on the right hand as shown in the picture above.

Buy your own thimble -- do not have someone else buy it for you. When buying a thimble, try several on until one is found that will fit your finger. The thimble should be large enough to cover the end of the finger and feel comfortable, but not too loose or too tight.

If you must use a thimble that is too large for you, the best way to correct it is to paste a piece of adhesive tape inside the thimble so that it fits comfortably. Another way to correct a thimble that is too loose for you is to wrap your finger with a small piece of cloth before you put the thimble on.

Buy a thimble that is light in weight, because it is hard to learn to use a thimble if you are trying to sew with one that is too heavy.

Thimbles are very easily lost; therefore, it is wise to write your name on your thimble or mark it in some way with a nail.



Bobbin.--A bobbin is a part to the sewing machine each girl is expected to have. There is a size and kind of bobbin for every kind of sewing machine. Since we have two kinds of sewing machines in this class, you may buy your bobbin to fit either kind -- the one you like best. Part of the machines are number 66 and require a bobbin like "A" in the picture above. The other machines are number 15-91 and require a bobbin like "B" in the picture above.

If your mother does not have a bobbin like either of these, you may buy one from your teacher for 10 cents. At the end of the term you may return the bobbin and she will give you your 10 cents back.

Summary of sewing equipment

1. Take good care of all sewing equipment.
2. Do not borrow sewing equipment from your classmates.
3. Write your name on each piece of your sewing equipment.
4. Be sure to bring all the sewing equipment

asked for.

5. Each girl should have the following sewing equipment:

Sewing box

75 or 100 pins

Box for pins

3 needles

Wool cloth for needles

Thread (size 60) white

Thimble

Bobbin

THE SEWING MACHINE

There is more to learn about your sewing machine than any other piece of your sewing equipment. Most sewing machines cost about \$100; therefore, we should take very good care of them. Remember that the life of a sewing machine depends upon its care.

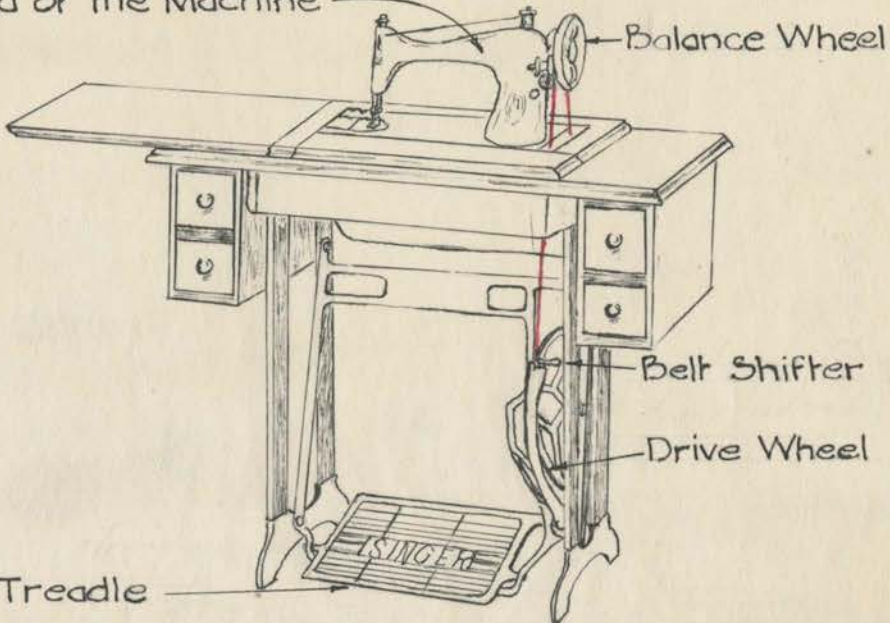
A sewing machine like everything else has changed much in the past 100 years. It was about 100 years ago that Elias Howe invented the first sewing machine. Today we have many kinds and makes of machines. Some machines are run by electricity and are called electric machines; others are run by foot and are called treadle machines.

The machines that most of you have in your homes and those we are going to use here in school are treadle machines. If you learn how to use one kind of machine well, it then takes only a few minutes to learn how to use others.

With each machine there is a little instruction book which tells you all about the machine. Therefore, if your machine is different from those we have here at school, you will need to study your instruction book. It is best to study it while sitting at the machine.

In learning to sew on the sewing machine it is necessary for you to learn the parts of the sewing machine so that you will understand what the teacher is talking about.

Head of the Machine



Treadle

In the picture above you see a treadle machine with some of the parts named. As you study this picture, sit near a sewing machine, if possible, so you can see the parts on the sewing machine as well as in the picture. Be sure to learn the names of these parts.

Listen to your teacher as she names the parts of the machine and tells you the use of each part. If you repeat them aloud after her, you can learn them quickly.

First, let us learn what the head of the machine is. The head of the machine is the part with which you sew or we may say it is the complete sewing machine, without the table or stand.

The balance wheel is the wheel at the right side of the head of the machine. Look at the picture above to see if you can find the balance wheel. Then look at the

machine near you.

The treadle is the foot rest at the bottom of the machine on which you put your feet to run the machine.

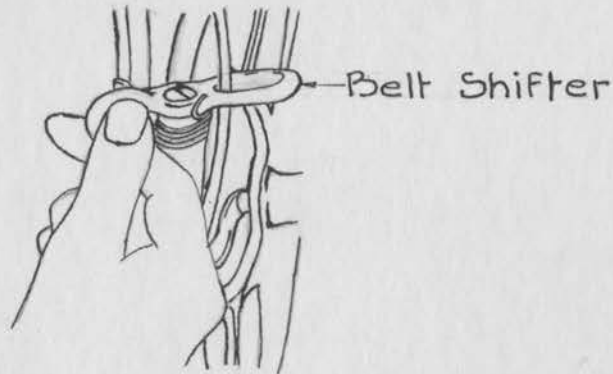
The drive wheel is the large wheel under the table of the machine.

The belt is the band which connects the balance wheel with the drive wheel.

There are many other parts of the machine whose names we should learn; however, suppose we stop and learn how to use these five parts first.

Ask your teacher to show you how to open and close the machine. There are two things she will tell you never to forget. First, stand up when you open or close the machine. Second, use both hands to lift the head of the machine. The reason for having you use two hands is that the head of the machine is a little heavy. If you are not careful, you might drop the head of the machine when you are trying to lift it.

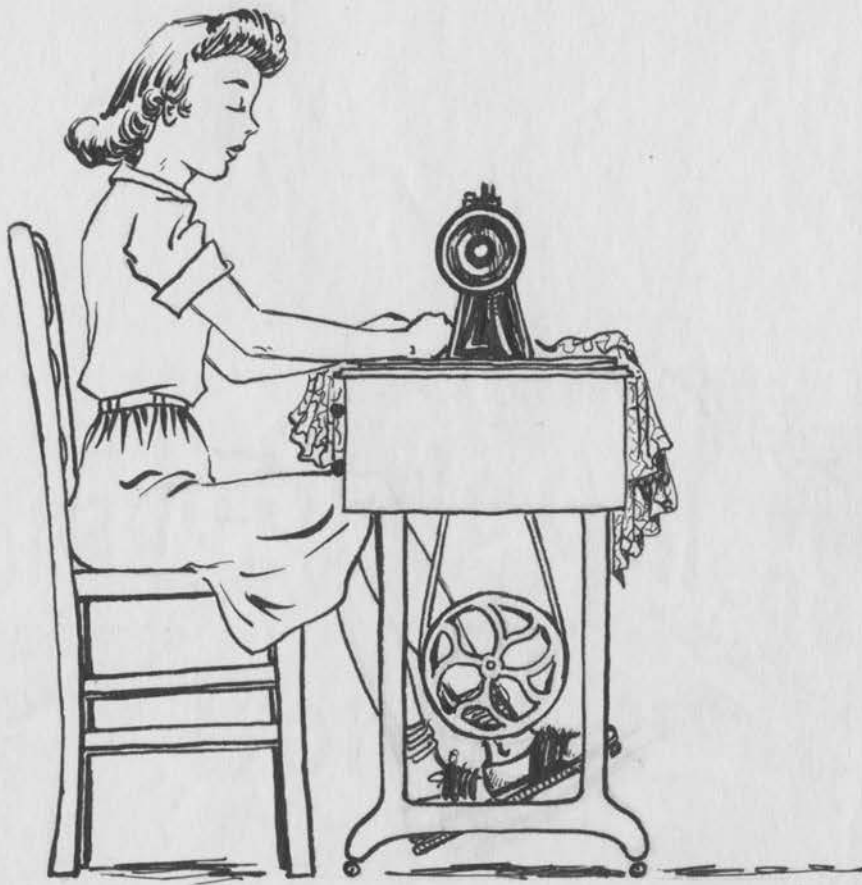
Practice opening and closing the machine until you can do it without making any noise. After you have learned how to open and close the machine you will learn how to put the belt on the machine. To put the belt on the machine means to put the belt on to the drive wheel. Watch the teacher as she puts the belt on and takes it off the drive wheel. Did you notice that she used still another part to the machine?



The belt shifter is the lever or handle at the front of the drive wheel which may be turned to the left to take the belt off the drive wheel.

Do you know how to sit correctly at a machine? We cannot learn how to use the machine unless we first learn how to sit correctly at the machine. You should sit down at the machine so that the front edge of your chair is even with the edge of the machine. Always sit in front of the machine so that your eyes are in line with the needle. Sit well back in your chair and bend a little from your hips.

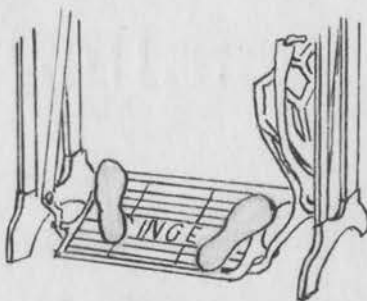
Of course you have learned that it is best to sit in a good position when you are sewing or reading. It is not that we do not know this, but we sometimes forget to do it. We should form the habit of sitting in a good comfortable position. This means that you will remember to sit correctly when you sew at home as well as at school.



Look! She's sitting as she should,
Backbone straight and posture good,
One foot just a bit ahead
Of the other on the tread.



Have you ever noticed your mother or girl friend sewing on the machine? How did she sit? Where did she keep most of the material on which she was sewing? Chances are she kept it on her left side as shown in the picture above. What did she do with her feet? How do you think you should place your feet on the treadle?



The best way to put your feet on the treadle of the machine is to put your left foot upon the upper left corner of the treadle and the heel of your right foot on the lower right corner as shown in the picture above. You may find this method a little hard at first, but in the long run you will find it much easier and less tiring.

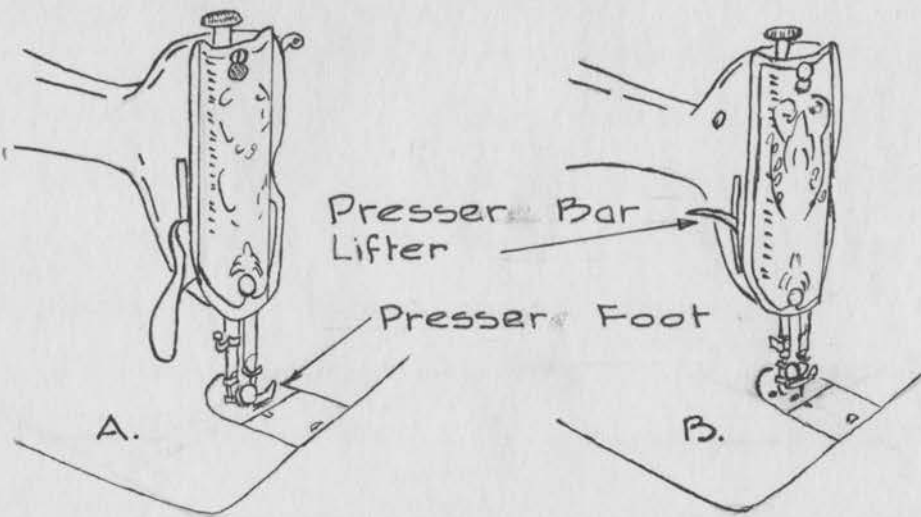
We have now learned three things about a machine.

1. How to open and close the machine.
2. How to put the belt on the machine and take it off.
3. How to sit at the machine and where to put our feet on the treadle.

Do you think you can do all of these? Are there any questions? If not, suppose each of you go to your machines, open them, and put the belt on the machine.

The next thing we shall learn is how to treadle the machine. To treadle a machine means to keep the machine running with your feet. Watch your teacher as she treadles the machine. Notice how the treadle goes up and down like a seesaw. While you are learning to treadle the machine your teacher will remove the needle for you so that there will not be any danger of hurting yourself. After all, there can be accidents, even with a sewing machine. When you go to the machine take your handbook with you so that you can look at the pictures and know just how to sit and just where to put your feet on the treadle. If you ask your teacher, she will check you to see that you are sitting in the correct position.

We should never run a machine unless we are sewing on something; therefore, your teacher will give you a piece of newspaper to sew on. Do you know how to start sewing on this newspaper? How do you put the newspaper under the presser foot? What is the presser foot?



Look at the picture above and find the presser foot. Then look on your machine and find it. The presser foot is used to hold the material in place while you are sewing. The presser bar lifter is a handle back of the machine used to raise and lower the presser foot. Picture "A" above shows the presser foot down as it should be when you are sewing on the machine. Picture "B" shows the presser foot raised. To raise the presser foot, you lift up on the presser bar lifter.

You may now raise the presser foot on your machine and put your paper under it. Next lower your presser foot and you are ready to start.

To start treadling, place your hand on top of the balance wheel and start turning it toward you. As you turn the balance wheel with your hand, the treadle will begin to move up and down with your feet. Let your feet ride on the treadle until they are sure of the way to

push the treadle. The main thing to remember in treadling a machine is that you will need to push hard with your toes and then with your heels, over and over again. You will find that it is much easier to make the machine go backward than forward. Do not let this worry you; just keep practicing until your machine runs smoothly. For a machine to run smoothly means for the machine to run at the same speed all the time and not many starts and stops.

When you wish to stop the machine, slow down the treadle with your feet and put your hand on top of the balance wheel. To remove your paper from the machine after you have stopped treadling, you should raise the presser foot and needle. To raise the needle, turn the balance wheel until the needle goes as high as it will.

Practice starting, treadling, and stopping a machine until you can do so easily and smoothly. Some girls like to practice starting and stopping the machine by counting like this over and over again: Start, 1, 2, 3, stop; start, 1, 2, 3, stop, and so on. It has also been found best in learning to treadle the machine not to practice too long at one time. Practice for a few minutes, then let one of your classmates practice for a few minutes.

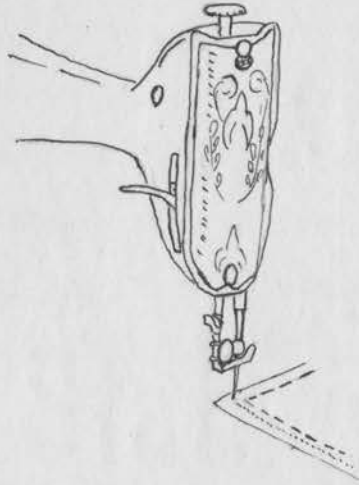
It is easier to treadle a machine fast than it is to treadle it slowly. See how slowly you can treadle

and still keep the machine running smoothly.

As soon as you have learned to treadle the machine, you are ready for the next problem. Your teacher will put the needle back in the machine and give you another piece of paper on which to stitch. (To stitch means to sew on the machine.) You are probably wondering when you are going to start stitching on material, but most girls find it easier to learn to stitch on paper than on material. Stitching straight lines on paper first will help you to do better stitching when you start working with your material. The paper you will stitch on will look like the following page. Let's stop and look at it now.

To start stitching at just the right spot, raise the presser foot and place the paper under it. Then lower the needle into the end of the very first line on the paper. Carefully lower the presser foot onto the paper. When you first start stitching, keep your right hand on the table of the machine near the balance wheel so you will be ready to stop and start the machine when necessary. Use your left hand to hold the paper in place. Or we may say you guide the paper or you might break the needle, just hold it in place with your left hand as you stitch.

Stitch three or four inches. Stop the machine and see if you are stitching straight.



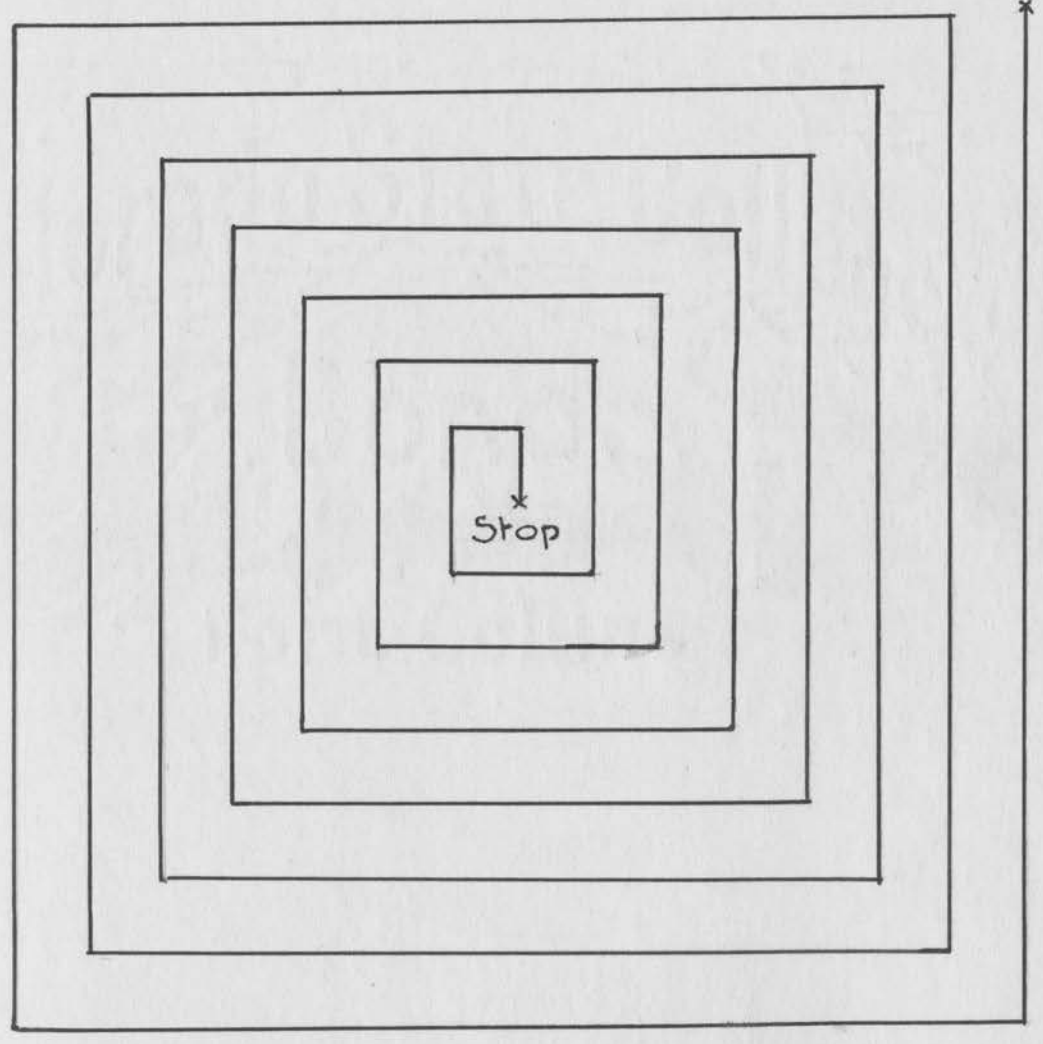
Often when stitching on the machine you need to turn a corner. Do you know how this should be done? Suppose we learn how right now. Your teacher will give you a paper like the one on the following page.

Start stitching as you did when you stitched the straight lines. Slow down as you come to the corner. Stop the machine just as the needle comes to the very corner. Leave the needle down in the paper and raise the presser foot. With the needle down in the paper turn the paper around the needle until it is facing the direction you want to stitch; then put down the presser foot and start stitching again.

Name _____ Period _____ Grade _____

As you stitch on this page you are going to learn how to turn corners when stitching on the machine. The two main things you need to keep in mind are: first, be sure you slow down when you come to corners, and, second, be sure you leave your needle down in the paper when you turn the corner.

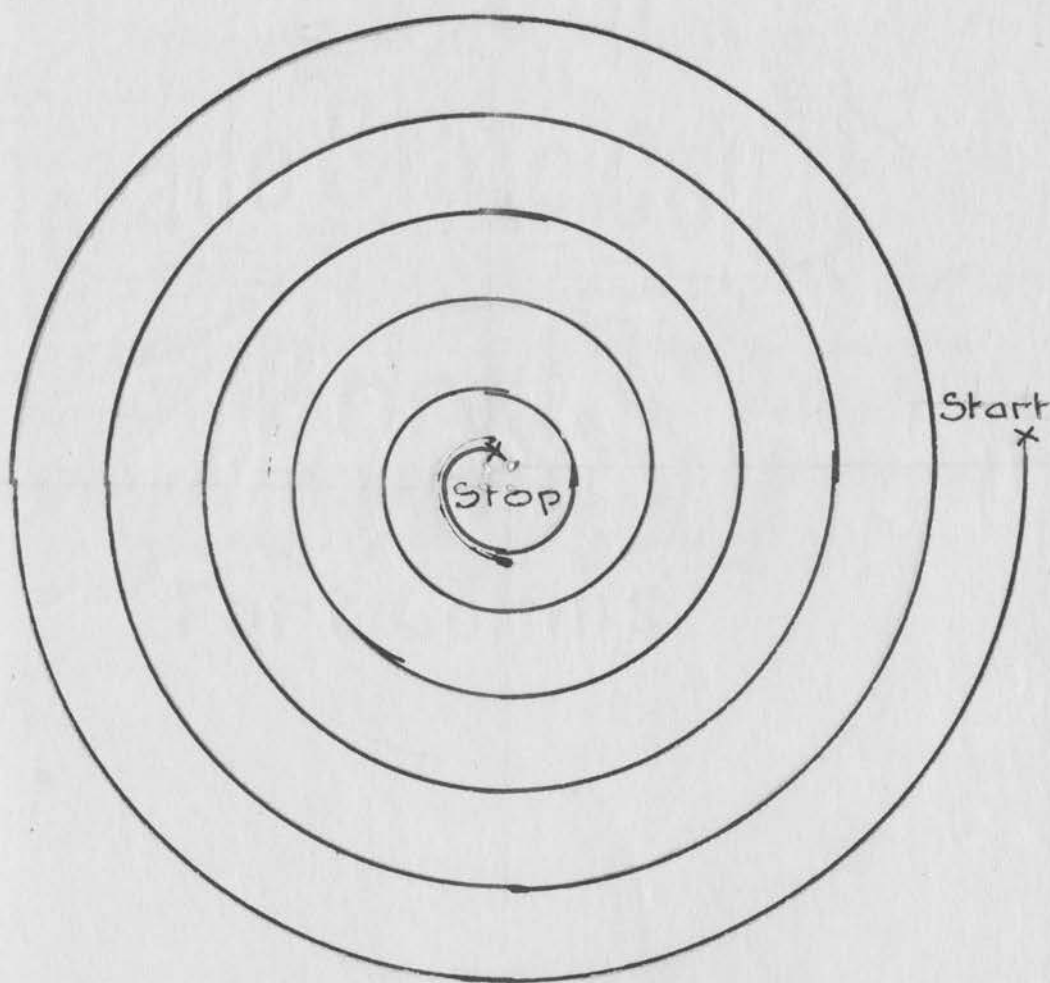
Start



Name _____ Period _____ Grade _____

On this page you are going to learn how to stitch curves. Start at the "X" where it says "start" and keep stitching until you come to the "X" where it says "stop."

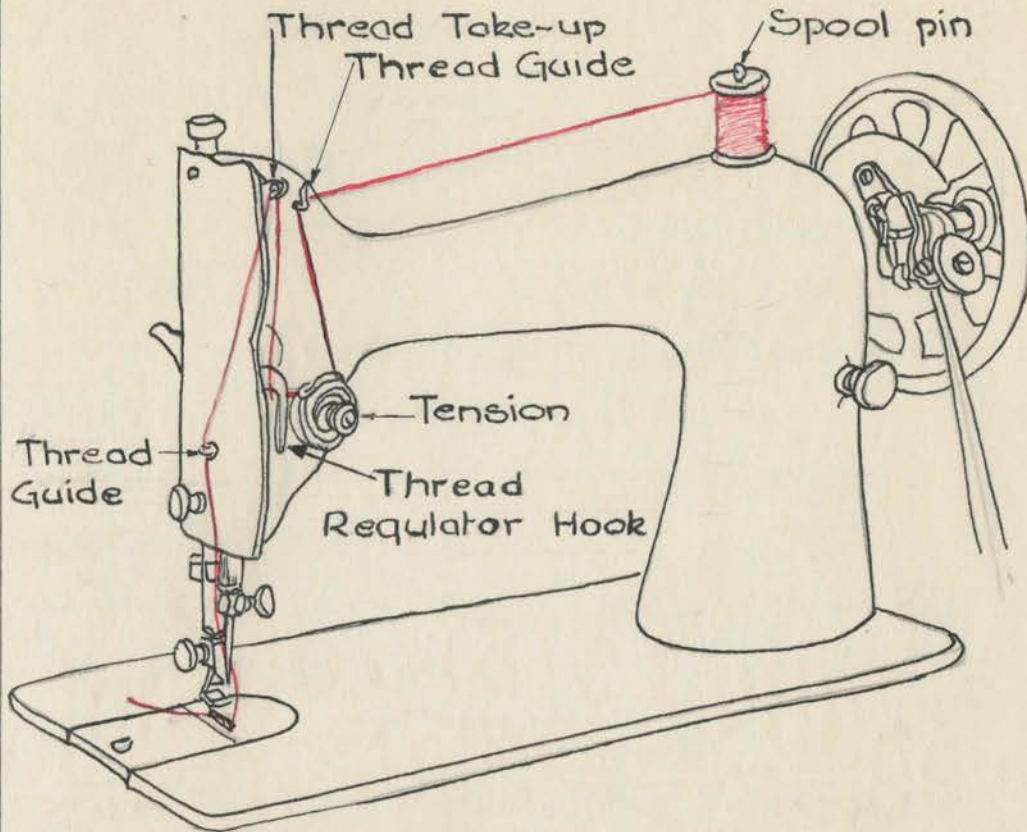
Remember, you can do better work if you do not go too fast.



How many of you girls enjoyed stitcing on the paper? Would you like to keep these pages we have just finished in your notebooks? At the end of the term you can do three more just like them. In that way you can see how much you have learned. Do you think that will be fun?

The next thing we are going to learn to do is to thread the top part of the machine. Not all sewing machines are threaded alike, but they are enough alike that general directions may be followed in threading most of them. As we learn to thread the machine we shall also learn some more parts of the machine and what they are used for. Study the picture and directions on the following page. See if you can thread the machine by yourself. If you can, you will be doing a very good job.

Before you start threading the machine, turn the balance wheel until the needle is up as high as it will go. If you do not do this before you start stitching on the machine, the thread will come out.



Threading the machine

Step I

Place the spool of thread on the spool pin. (The spool pin is the metal rod which holds the spool of thread.)

Step II

Pull the thread over the thread guide. (The thread guide is used to hold the thread in place.)

Step III

Bring the thread down to the tension. You will notice that the tension is made up of two little metal wheels. Now pull your thread between these two metal wheels from right to left and over the small wire spring.

Step IV

Pull the thread under the thread regulator hook at the left of the tension. (Do not put the thread through the little hole in the thread regulator hook.)

Step V

Put the thread through the little hole in the thread take-up. (The thread take-up is a little lever which moves up and down as you stitch on the machine.)

Step VI

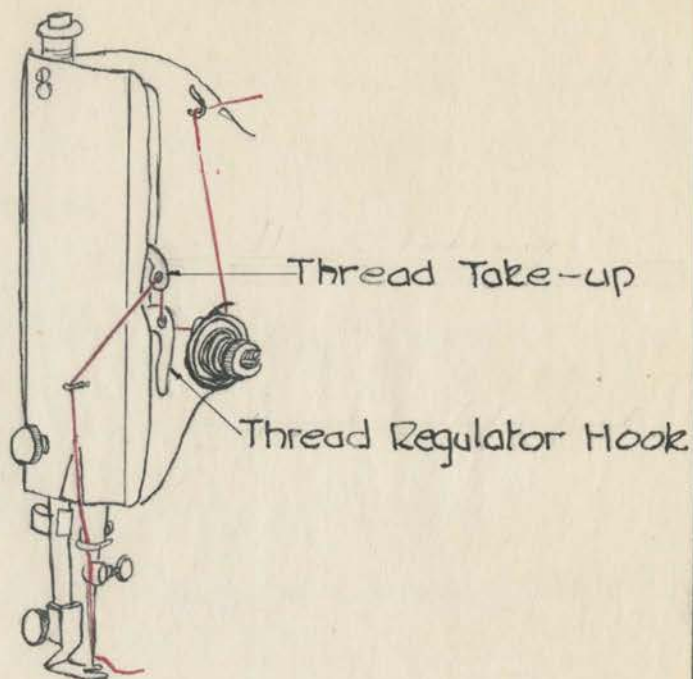
Pull the thread into the thread guide on the side of the machine.

Step VII

Pull the thread into the wire guide just above the needle.

Step VIII

Thread the needle from left to right and pull out at least four inches of thread from the needle.



What is wrong with the way this machine is threaded?

In the picture above you see a machine that is not threaded correctly. Can you tell what is wrong with it? Look carefully.

Should the thread go through the little hole in the thread regulator hook at the left of the tension? It should not. Remember to put your thread under the thread regulator hook.

What else is wrong? Is the thread take-up in the right place? It is not. Where should it be? The thread take-up should be at its highest point.

The Bobbin

After you have learned to thread the top part of the machine you are ready to learn how to thread the lower part of the machine.

First we must learn how to put thread onto the bobbin. To put thread onto the bobbin is called winding the bobbin.

Winding the Bobbin

Step I

Check to see that the belt is on the drive wheel of the machine.

Step II

Stop the needle from moving. To do this hold the balance wheel with the left hand, and with the right hand turn the large screw in the middle of the balance wheel over toward you. Put the presser foot down.

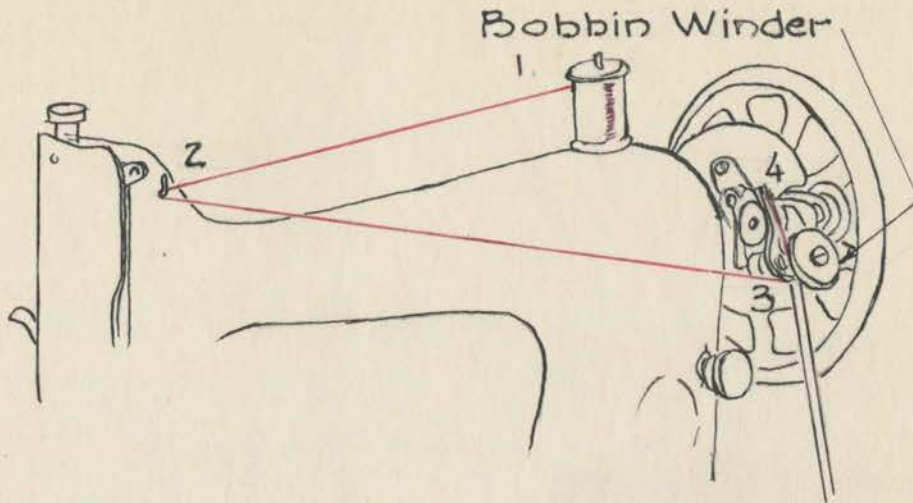
Step III

Place the spool of thread on the spool pin. Take the end of the thread and put it through the small hole in the bobbin. Wind the end of the thread around the bobbin 10 times.

Step IV



Hold the bobbin in the left hand with the thread on top as shown in this picture.



Put the bobbin on the bobbin winder. (The picture above shows the bobbin already on the bobbin winder.) Be sure you put the small piece of metal on the bobbin winder in the hole in the bobbin.

Step V

Push the bobbin winder down. Thread the bobbin winder. Check by the picture above to see if your thread goes from 1 to 2 and from 3 to 4.

Step VI

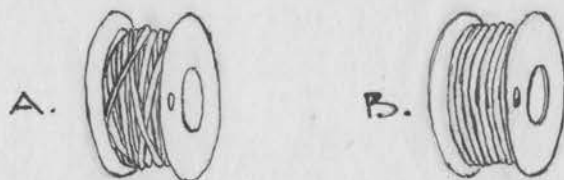
Treadle the machine until the bobbin is almost full of thread.

Step VII

Push the bobbin winder up and remove the bobbin. Cut the thread between the bobbin and the spool of thread.

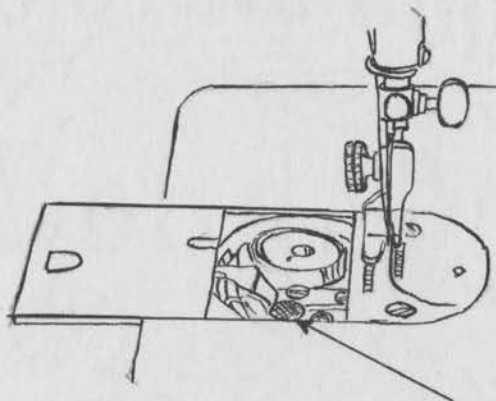
Step VIII

Tighten the balance wheel. To do this, hold the balance wheel in the left hand, and with the right hand turn the large screw in the middle of the balance wheel away from you.



Look at your bobbin to see if it is wound evenly as shown in picture "B" above. Bobbin "A" was not wound correctly and should be done over again.

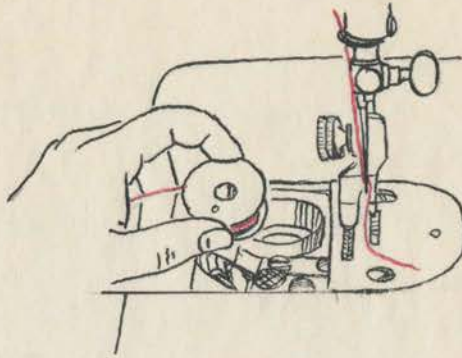
Now that you have wound your bobbin do know what to do with it? Watch your teacher put the bobbin in the hole, called the bobbin case, near the needle of the machine.



Now that the bobbin is in the bobbin case, how is your teacher going to get it out? The arrow in the picture above points to a little lever. If you push this lever down, it will push the bobbin up so that you can take hold of it. It is very easy when you know how, is it not? Are there any questions?

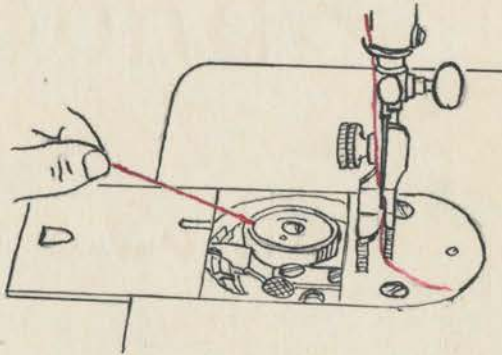
Would you like to have the teacher show you over again just how to put the bobbin in the bobbin case? Watch carefully and we will do it step by step.

Threading the Lower Part of the Machine



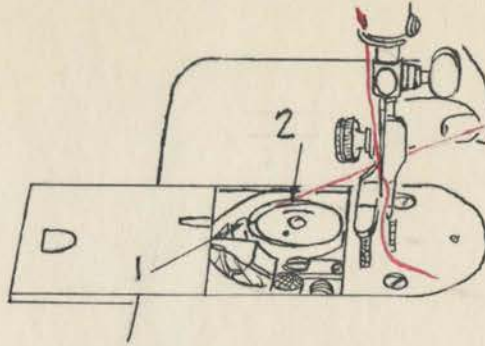
Step I

Hold the bobbin between the thumb and the first finger of the left hand. Notice the thread is on the top of the bobbin next to the first finger. It is very important that you hold your bobbin like this.



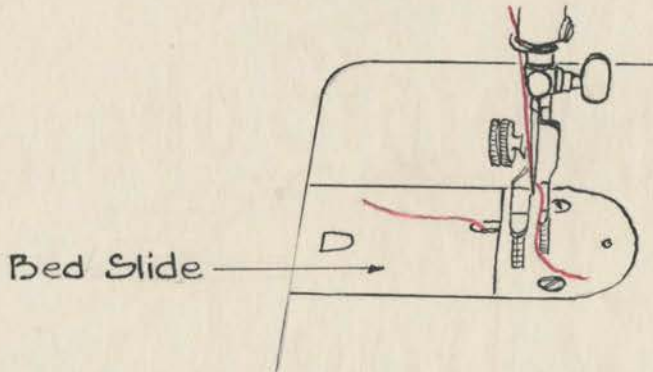
Step II

Place the bobbin in the bobbin case. Notice how number 1 in the picture above points to the cut place in the bobbin case. Pull the thread into this cut place.



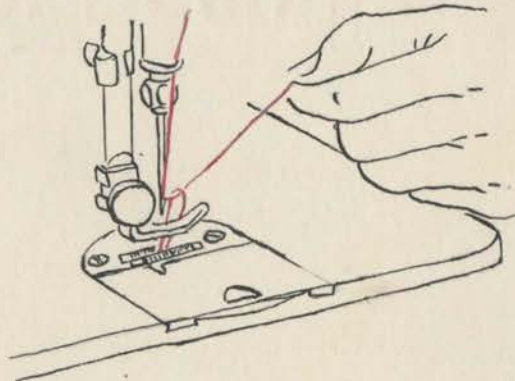
Step III

Pull the thread from number 1 to number 2 as shown in the picture above. Notice the position of the hand.



Step IV

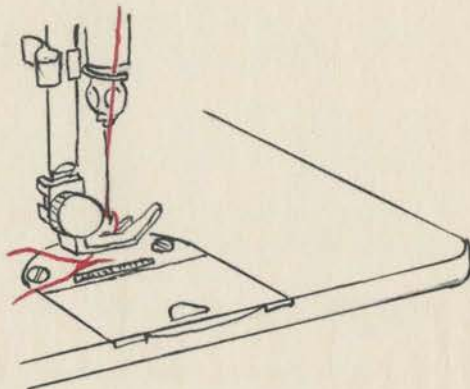
Close the bed slide so that the thread comes out of the little hole in the bed slide.



Step V

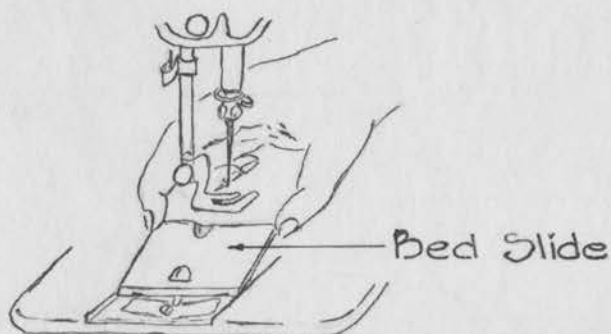
Hold the thread from the needle with the left hand. At the same time the right hand should turn the balance

wheel over toward you one or two times, making the needle go down and up once. Pull just a little on the thread that you are holding in your left hand, so as to pull the lower thread to the top.



Step VI

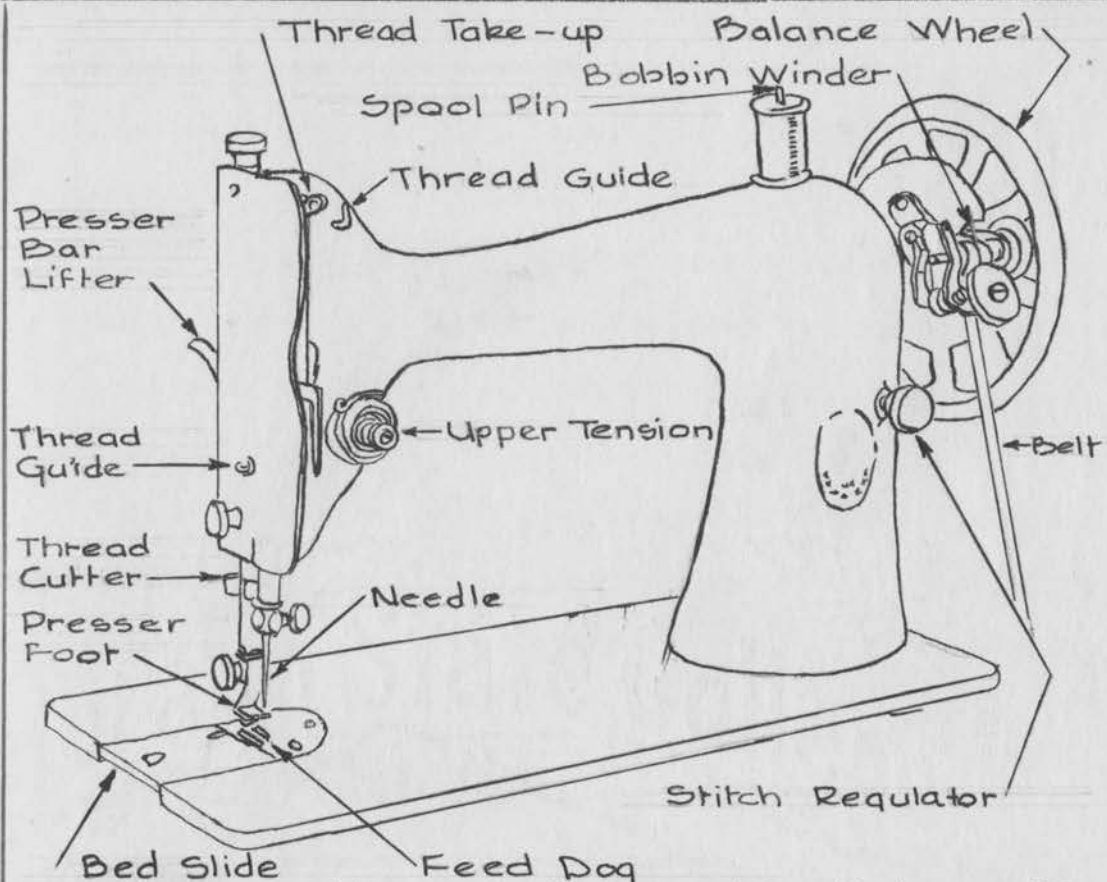
Pull the two threads between the toes of the presser foot and back as shown in the picture above. To do this use your scissors to pull the loop out made in Step V. Do not put your fingers under the needle. It is so easy to run the machine needle through your finger.



Replacing the Bed Slide

When closing the machine many girls forget to close the bed slide. Then in closing the machine the bed slide is knocked out of the machine.

Before you replace the bed slide, put your hand on the balance wheel and turn it until the needle is as high as it will go. To replace the bed slide hold it between the thumb and first finger as shown in the picture above and push it in place. You may find this a little hard to do, but if you try hard enough you can do it. The best thing to do is to remember to close the bed slide when you remove your bobbin, then you will not be knocking it out of place.



There are other parts to the machine that you will hear your teacher talking about, so we might as well learn them right now.

The stitch regulator is used to make the stitches longer or shorter. If you want to change the length of the stitches on your machine, call your teacher and you will see her turn the stitch regulator to the right to make the stitches longer or she will turn the stitch regulator to the left to make the stitches shorter. Next year you will learn how to use the stitch regulator, but please do not try to use it this year.

The feed dog is the part of the machine which causes the material to move along as it is being stitched.

Look at the feed dog on your machine -- Notice the little teeth, which catch hold of the under side of the material and move it along.

The thread cutter is used to cut threads after stitching. By using the thread cutter you do not have to take your scissors with you every time you go to the machine.

As a matter of review we have named all the parts of the head of the machine in the picture above. Study the picture carefully and see if you can tell for what each part is used.

Balance wheel -

Bed slide -

Belt -

Bobbin winder -

Feed dog -

Needle -

Presser foot -

Presser foot lifter -

Spool pin -

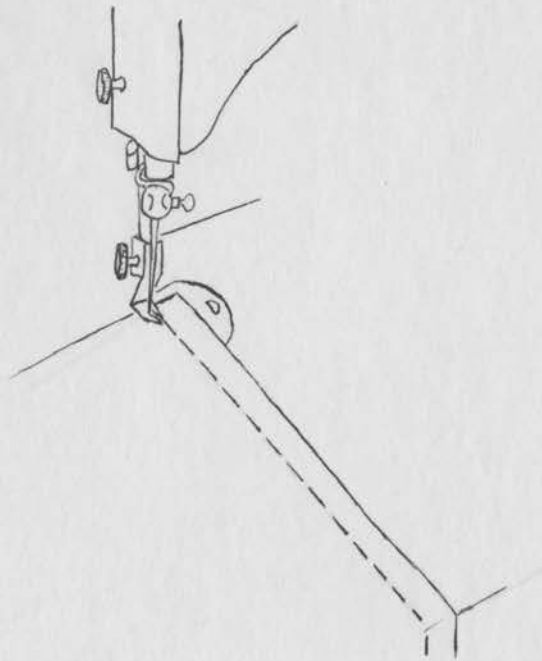
Stitch regulator -

Thread cutter -

Thread guide -

Thread take-up -

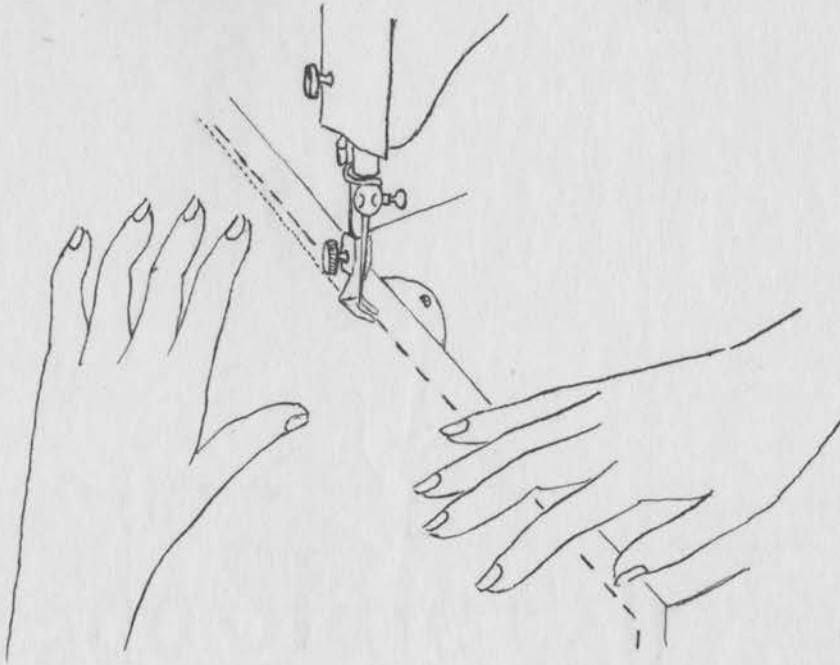
Upper tension -



Starting to Stitch

You are now ready to do your first stitching on material. First, are there any questions on how to open the machine, put the belt on, and thread the machine?

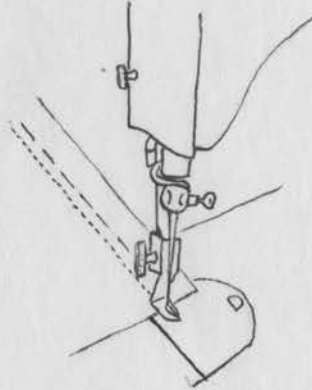
Before beginning to stitch, check to see that both threads are pulled back between the toes of the presser foot and that the thread take-up is at its highest point. To start stitching raise the presser foot and place a folded piece of material under it. Lower the needle into the very edge of the material. Carefully lower the presser foot onto the material. Remember the first stitch should be taken in the material as shown in the picture above. Never place the material so far in front of the needle that the first stitch will not be taken in the material.



Holding the Material

The picture above shows how to hold your material as you stitch. Do not pull on the material. If you do, the stitches will not be the same size. You may also break the needle or thread. Be careful not to hold your hands too close to the needle. After all, accidents can happen.

Notice how the stitches go along the side of the bastings and not on top of them. If you stitch on top of your bastings you will find them very hard to pull out. Stitching on top of basting does not make a very pretty stitch.

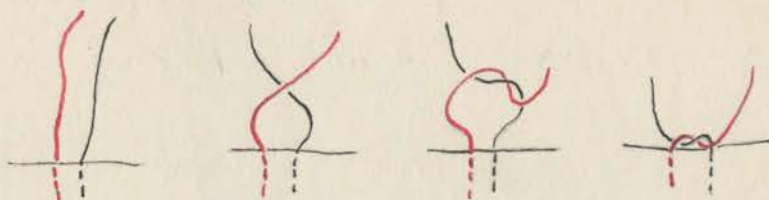


Removing work when you finish stitching

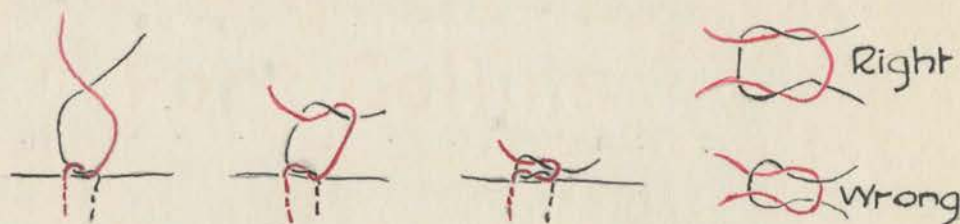
When you stop stitching the needle should be out of the material and the thread take-up at its highest point. (If you do not have the thread take-up at its highest point, the needle will come unthreaded before you are ready to stitch again.) Notice in the picture above that the last stitch was made in the edge of the material. (Never keep on sewing after you are off the material.)

To remove the material, raise the presser foot and pull the material back of it until the threads are about four inches long. (The top thread should be pulled back between the toes of the presser foot.) Now bring the threads over the thread cutter and pull down on the threads to cut them.

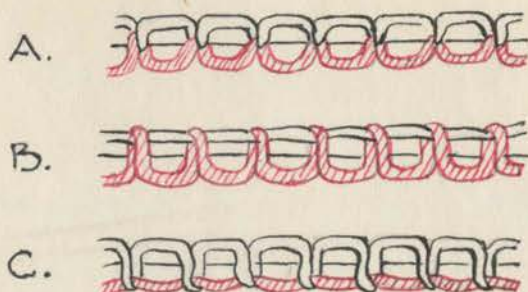
Tying a square knot



At the end of a line of stitching pull both threads to the wrong side of the material and tie them in a square knot. A square knot will not come untied. To make a square knot study the pictures above and the following directions. Take an end of the thread in each hand, cross the end of the red thread in the left hand over the black thread in the right hand. Bring the red thread around and under the black thread and take the red thread into the right hand. This makes the first half of the knot.



Then cross the end of the red thread in the right hand over the end of the black thread in the left hand bringing it around the black thread and through the loop you have just made. Pull the knot tight.



Comparing machine stitches

Before stitching it is best to try out your machine on a small piece of material. Use a folded piece of the same material you are working on.

The picture above is a picture of what machine stitches should look like. In making this picture we have supposed that you were stitching with black thread on the upper part of the machine and red thread on the lower part of the machine.

A good stitch will look the same on both sides as shown in picture "A." Look at your machine stitches to see if they are like "A." If your stitches are like "A" we may say that the tension to your machine is correct. What do we mean when we speak of the tension to the machine? The tension is used to make the threads tight or loose. A machine has two tensions, one in the upper part of the machine and one in the lower part of the machine. See if you can find the upper tension on your machine.

If your machine stitches look like "B" your upper tension is too tight and you should ask your teacher to loosen it. She will do this by turning the tension to the left.

If your machine stitches look like "C" in the picture above your upper tension is too loose and your teacher will turn the upper tension to the right to tighten it.

It is very hard to get the tension just right on a machine; therefore, it is best for you to ask your teacher to change it.

Caring for the machine

Each of us should feel a responsibility in keeping our sewing machines in good working order. A machine will not stitch well if it is not properly cared for. Here are some rules we should keep in mind when working with our machines.

1. When the machine is not in use, keep it closed, so that it will be free from dirt.
2. When you open or close the machine, do it slowly and easily.
3. Before you start to stitch, dust the machine.
4. Do not sew on the machine unless you have something under the presser foot.
5. Be sure to close the bed slide and remove the belt of the machine before putting the machine away.

Waiting for the machine

It is impossible for a clothing class to have a machine for every girl; therefore, we must take turns in using the machines. Here is a list of things you might do while you are waiting for the machine. Read the list carefully and see if you can add others to the list.

1. Practice threading a needle and making a knot at the end of the thread.
2. Check your work so that you will know exactly what you are going to do when you go to the machine.
3. Close your eyes and say over to yourself the order in which the machine should be threaded.
4. Check your work to see if you have tied all the knots necessary and removed all the bastings.

SEWING BY HAND

While part of the girls are learning to sew on the machine the rest will be learning to sew by hand. Or the time may be divided and some will sew on the machine one day and others another day. This is a problem for the class to decide. What would you like to do?

Hand-sewing is not hard to do when the right size thimble, needle, and thread is used. But it is something that takes practice and cannot be learned in a day. It takes not only practice, but it also takes thoughtful practice to learn to sew by hand. Practicing several times a day a few minutes at a time brings success more quickly than do long periods of practice. The more thoughtfully you practice and the oftener you practice, the sooner you will learn. Each time you stop work, leave everything in good order; then it will be a pleasure to start sewing the next time.

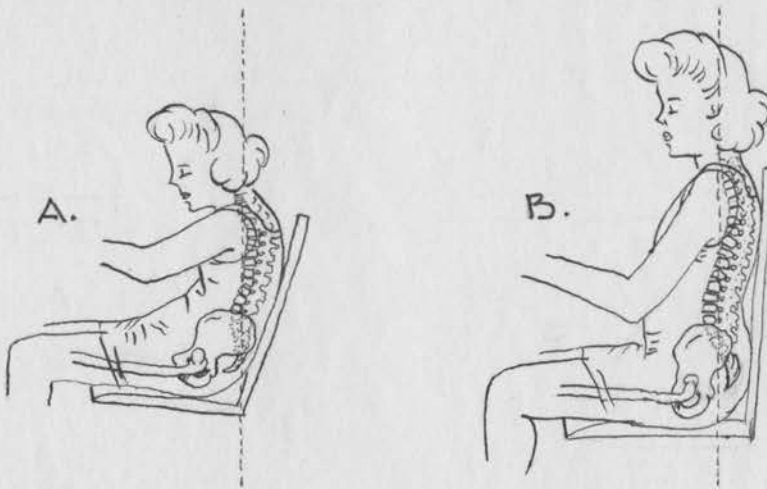
Some attention should be given to the way one sits while sewing. It is best to sit well back in the chair with the head straight and both feet resting on the floor. Bend the body from the hips, but do not allow the head to hang forward. Elbows should be held at the sides of the body, and the hands in such a position that the work can be held the proper distance from the eyes. Shoulders should be kept well back. The light should come over the left shoulder.



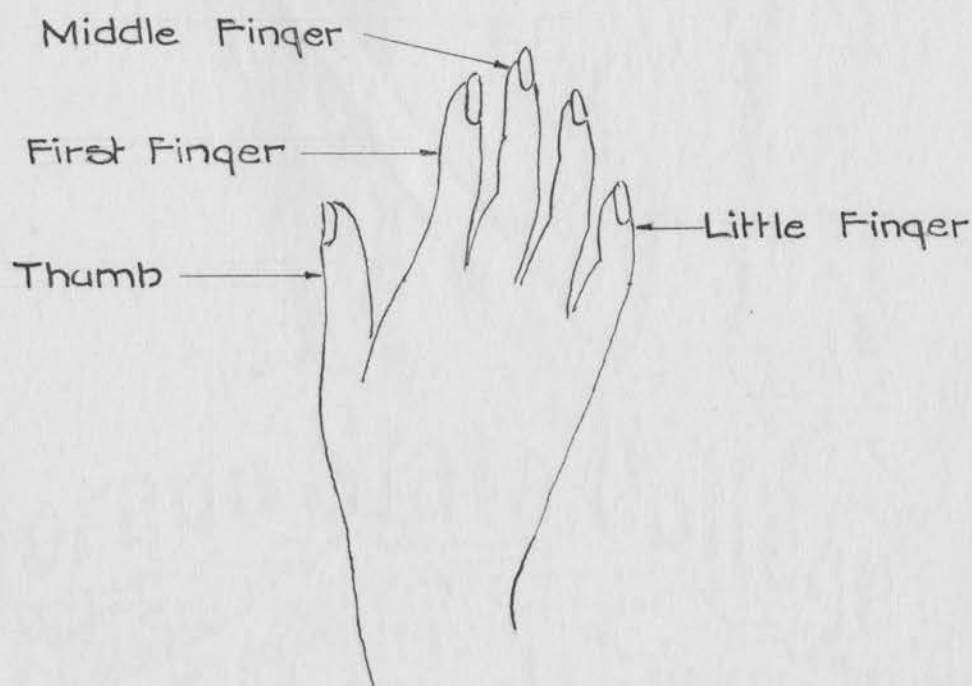
The girl on the left is one we'll call Jess,
Her posture at sewing is simply a mess.

The girl on the right sits as straight as
she's able,

But she should pull her chair a bit nearer
the table.



Notice the backbones of the two girls in the picture above. Which girl is sitting correctly, picture "A" or picture "B"? Which girl will look better in her clothes, because she has good posture? Which girl do you want to be like? Which girl will do the better sewing? Which girl will have better health? It is very important that you sit properly while sewing, not only because sewing can be more easily done, but also because of health.

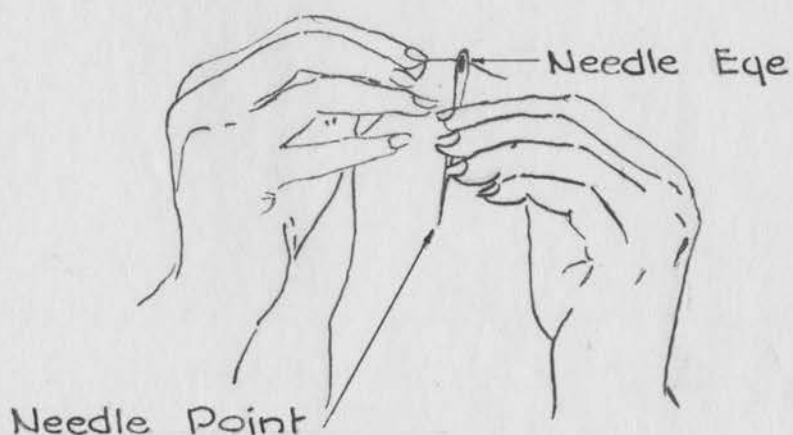


When your teacher is teaching you to sew she will speak about the different fingers. If she tells you to do something with your thumb and first finger, will you know what she is talking about? In the picture above we have named the different fingers. Study this picture carefully. Then close your eyes and see if you can name your different fingers.

Be sure to keep the hands as nearly clean as possible so that you will not get your material dirty.



Oh dear! My sewing teacher said
This needle was just too small for the
thread.
I've poked and poked, and I can't get it
through,
So now I know what she said is true.

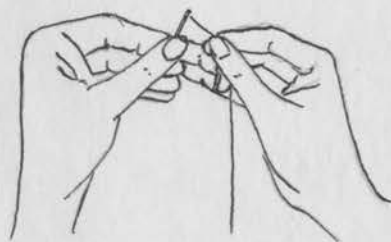


Threading the needle

First check to see that you have the right size thread and needle. Remember you were told to buy thread size 60 for needle size six to eight.

To thread a needle sit straight, bringing the needle and thread as close to the eyes as necessary. (The thread should be about 18 or 20 inches long.) Hold the needle between the thumb and first finger of the left hand. Hold the thread between the thumb and first finger of the right hand about one-fourth inch from the end of the thread.

Now push the end of the thread into the eye of the needle for about one-half inch. (The eye of the needle is the little hole in the needle.) If the end of the thread will not go through the eye of the needle, you may roll the thread between your thumb and first finger to make a point at the end of the thread.

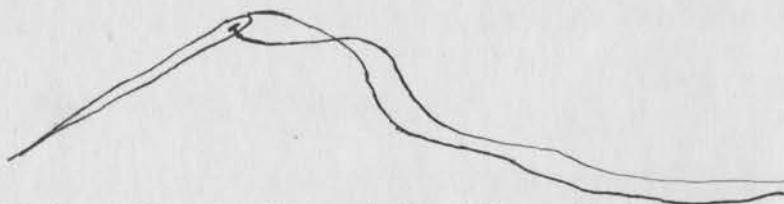


Be sure you hold the left hand still while the right hand does the work. If you have trouble doing this try putting the end of the middle finger of the right hand against the left hand as shown in the picture above.

With the right hand pull the thread through the eye of the needle for about four inches. Hold the threaded needle up now and look at it. Notice that you have a long and short end of thread.



This needle is threaded with a single thread. A single thread means you are going to sew with one thread.

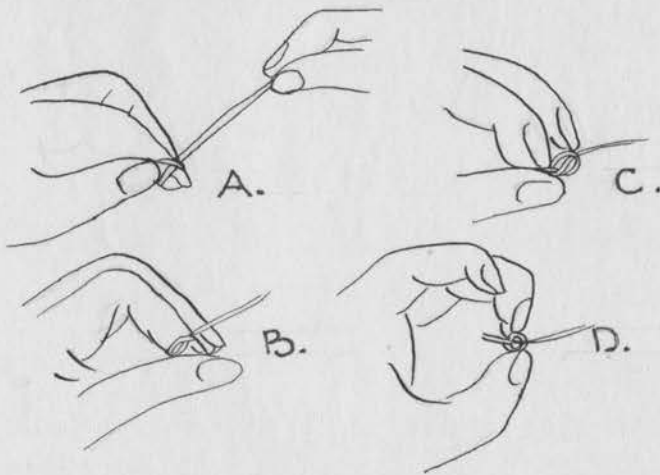


This needle is threaded with a double thread. A double thread means you are going to sew with two threads.



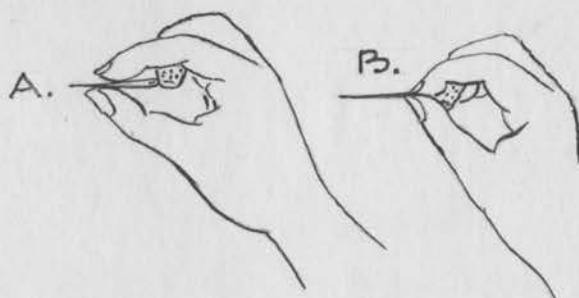
Finger joint to elbow is the length for
sewing thread,

If you try to use it longer, you'll get
snarled from foot to head.



Making a knot

Make a knot in the end of the longest piece of the thread. To do this: hold the threaded needle in the right hand and the end of the thread between the thumb and first finger of the left hand. The end of the thread is then placed around the first finger of the left hand with the thumb holding the thread against the first finger as shown in picture "A." Now roll the thread between the thumb and first finger as shown in picture "B." Keep rolling the thread until you push the knot off the end of the finger as shown in picture "C." Pull the thread between the thumb and middle finger as shown in picture "D" to make a tight knot. Try to make the knot come to the very end of the thread. (If a knot has been made it will come to the end of the thread.) If the knot did not come to the end of the thread cut the extra thread off before you use it. Practice making a knot until you can make a small, neat one.



Learning to hold the needle and use the thimble

You are now ready to learn how to hold the needle and use the thimble. (You do not need to have the needle threaded unless you want to.) Place your thimble on the third finger of your right hand. How does it feel? As stated before, the thimble should be tight enough not to fall off while in use, yet loose enough to feel comfortable on the finger.

Before starting to sew it is also important to learn to hold the needle correctly. This is done by holding the needle between the thumb and first finger with eye of needle resting against the side of the thimble as shown in picture "A."

Just for fun try to push the needle between the thumb and first finger with your thimble as shown in picture "B." It is not hard, is it? Push the needle back and try it again. It was easier the second time you tried, was it not? Try pushing the needle over and over again until it is easy for you.

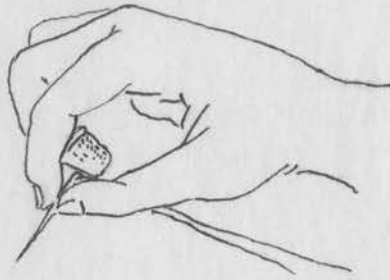
When you first use a thimble it will seem very strange and you will think that the thimble is getting in your way. But if you put it on and keep it on, you will soon get so used to wearing it that you will forget and walk out of class with your thimble on.

Remember to keep trying to use your thimble. Little by little, it will be easier to wear and use, and soon you will find it hard to sew without a thimble. Are you all ready to start trying to use thimbles? We will use thimbles first by learning to baste.

Basting

What is basting? What does the teacher mean when she tells you to baste something? To baste means to sew by hand. Basting is used to hold two or more pieces of material together until it can be stitched on the machine. Therefore, we may say basting is making stitches by hand easily taken out.

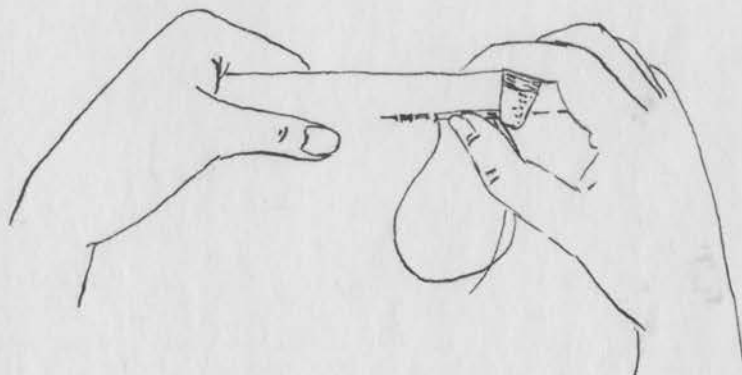
As we learn to baste we are going to use one piece of material. When we learn how to do that we will learn how to baste two pieces of material together. It might also be wise to practice basting without any thread in your needle at first, then practice with thread that does not have a knot in it, so that it can be taken out easily. At last practice with a threaded needle that has a knot in the thread.



Some girls find it easier to put the needle into the material with the side of the thimble as shown in the picture above.



Other girls find it easier to put the needle into the material with the end of the thimble as shown in the picture above. Which way do you think will be easier for you? Your teacher will show you both ways.



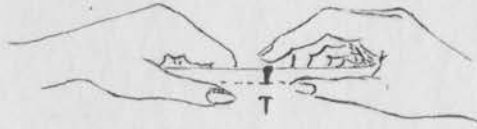
To baste, hold the material between the thumb and first finger of the left hand about an inch from the point of the needle as shown in the picture above. The right hand also holds the material between the thumb and first finger, but notice the needle which is also held between the thumb and first finger with the eye of the needle resting against the side of the thumb.

The teacher will show you how to push the needle in and out of the material with the thumb and at the same time move the left hand back and forth to make a stitch. Do not pull the needle out of the material. As soon as you have put two or three stitches on the needle as shown in the picture above, let the material slip off the needle onto the thread. Then move the thumb and first finger of the right hand to the end of the needle and the left hand back about an inch and do the same thing over again. Practice until it becomes easy for you, but do not practice too long at one time.



Remember to start your basting with a knot in the end of the thread. To end the basting take two or three short stitches, one on top of the other as shown in the picture above. This kind of stitch is called a back stitch.

After you have made the back stitch you may cut the thread with the scissors. Do not break or bite the thread. By biting the threads you are likely to get the material all dirty and you do not want that, do you? Did you know that it was just as harmful for you to bite threads with your teeth as to crack nuts? Have you ever thought about the germs on the thread? It is almost as bad to bite a thread as it is to put your pencil in your mouth.



The hands in the picture above are pinning two pieces of material together. Before two pieces of material can be basted together, they must be pinned. To do this both pieces of material may be held up from the table by the left hand while the right hand puts the pin in as shown in the picture above. The pins should point toward the worker.

You have been practicing basting with one piece of material. Now do you think you could baste two pieces of material together? When two pieces of material are sewed together a seam is made. Try to find a seam on the girl sitting next to you.

When not using pins what do you do with them? Do you put pins in your mouth? Have you ever known anyone to swallow a pin?

Do you leave pins on the floor or do you pick them up? Did you know it is good luck to pick up every pin you find? What danger might come from putting pins in beds or chairs? Have you ever known anyone to sit down on a pin or needle?



If you want a toothache, bite your
thread,

If you don't want a toothache, cut it
instead.



Never put pins in your mouth! No, never!
It isn't smart and it isn't clever.
If you should swallow just one—Oo-oo
I wonder what would become of you!



See a pin and pick it up, and all that
day you'll have good luck!

See a pin and let it lie,

You might miss money dropped nearby.

MEASUREMENTS

Parts of an inch

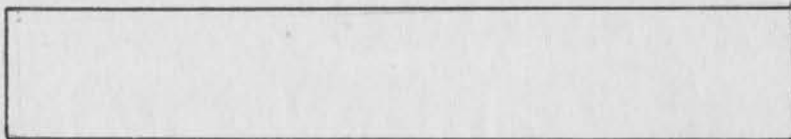
Many girls come to clothing class not understanding fractions or the parts of an inch. Do you know which is larger $\frac{1}{4}$ inch or $\frac{1}{2}$ inch? Can you draw a line $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, $\frac{1}{8}$ inch, and $\frac{1}{16}$ inch long?

In sewing there are so many places that we have to measure parts of an inch that it is very important that we understand fractions.

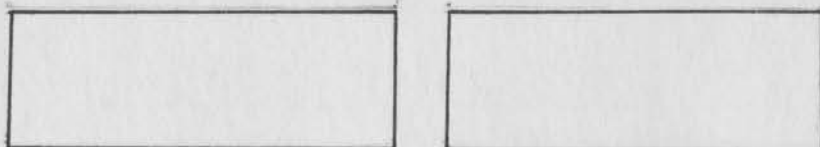
Suppose we spend today reviewing fractions and the parts of an inch.

Problem

Mary won a great big 50-cent bar of candy. It was the largest bar of candy she had ever seen, so she decided to give her very best girl friend half of it.

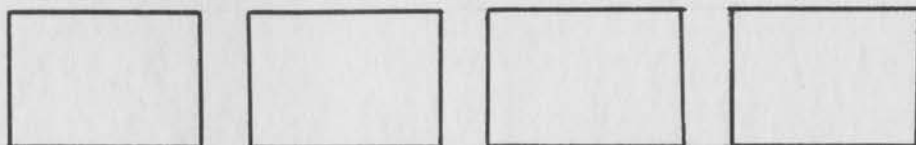


This is how the candy looked when Mary first got it.



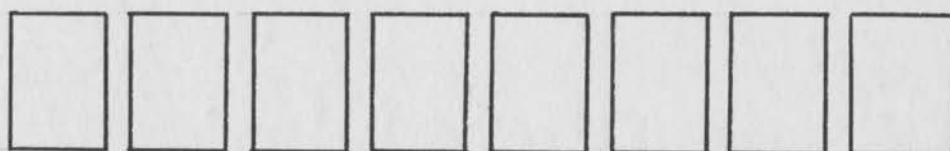
This is how the candy looked after Mary had given her girl friend, Juanita, half of it.

Just as Mary and Juanita had divided the candy, two more girls walked into the room. They then divided the candy again.



This is how the candy looked after it was divided between the four girls. Each girl now has $\frac{1}{4}$ piece.

As the four girls started to eat their candy, in walked four boys so they had to divide each piece of candy with the boys.



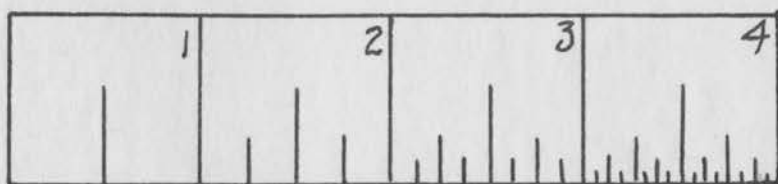
This is how the candy looked when they finished dividing it between the eight of them. Each pupil now has $\frac{1}{8}$ piece.

If each girl and boy should divide his candy with another pupil, how much would each pupil have? Suppose we divided it just to see. That would mean dividing the candy into 16 pieces.



This is how the candy looked after it was divided. Each pupil now has $\frac{1}{16}$ piece.

Now do you think you can tell the difference in $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and $\frac{1}{16}$?



This is a ruler four inches long. The first inch is divided into halves. Between each mark is $\frac{1}{2}$ inch.

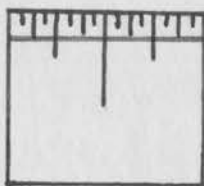
The second inch is divided into quarters. Between each mark is $\frac{1}{4}$ inch. Notice that these marks are shorter than the ones between the $\frac{1}{2}$ inch markings.

The third inch is divided into eighths. Between each mark is $\frac{1}{8}$ inch. Notice that these marks are shorter than the ones between the $\frac{1}{2}$ and $\frac{1}{4}$ inch markings.

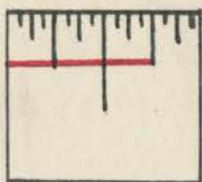
The fourth inch is divided into sixteenths. Between each mark is $\frac{1}{16}$ inch. Notice that these marks are shorter than the ones between the $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ inch markings.

On your ruler all the inches will look like the fourth inch does here.

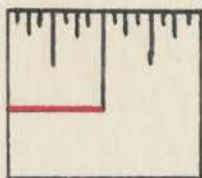
Now take your ruler and see if you can find 1 inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, $\frac{1}{8}$ inch, and $\frac{1}{16}$ inch. Ask your teacher to check your work.



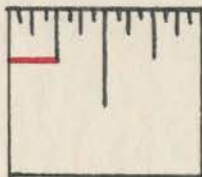
This red line is 1 inch long.



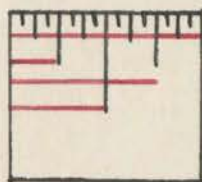
This red line is $\frac{3}{4}$ inch long.



This red line is $\frac{1}{2}$ inch long.



This red line is $\frac{1}{4}$ inch long.



This is the way your ruler will look.

Notice the red line $\frac{3}{4}$ inch long. Do you think you could find $\frac{3}{4}$ inch on a ruler if it did not have the red line? Did you know that $\frac{3}{4}$ inch is the same as $\frac{1}{4}$ inch + $\frac{1}{4}$ inch + $\frac{1}{4}$ inch?

Could you find $\frac{3}{8}$ inch on a ruler? The first thing you would do is to find $\frac{1}{8}$ inch then add another $\frac{1}{8}$ inch to it and then add still another $\frac{1}{8}$ inch.

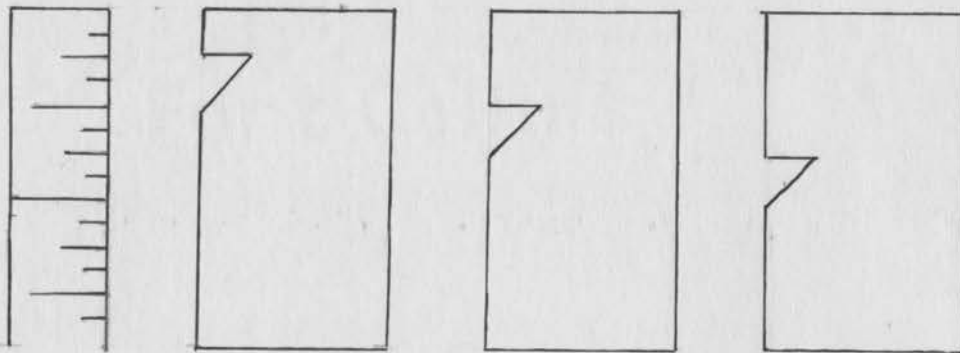
($\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$) With your teacher's help practice again and again finding the parts of an inch until you understand it. If you do not understand every little

thing, ask your teacher to explain it to you again. As we have said before, it is very important that you understand how to measure parts of an inch when you take clothing.

On another piece of paper see if you can draw a line 1 inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, $\frac{1}{8}$ inch, $\frac{1}{16}$ inch, $\frac{3}{4}$ inch, $\frac{3}{8}$ inch, $\frac{5}{8}$ inch, $\frac{7}{8}$ inch, $\frac{3}{16}$ inch, and $\frac{5}{16}$ inch. After you have finished take your work to the teacher for her to check it. If you have made any mistakes try them over again.

When you understand the parts of an inch perfectly, you may start something else.

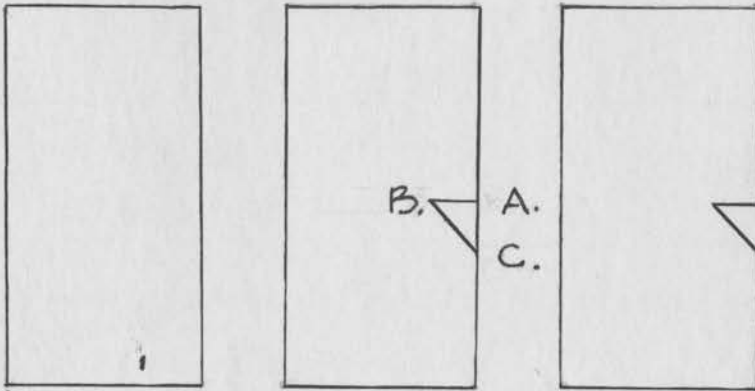
The hem guide



One of the ways to make well-fitting clothes is to do much measuring. Not only must you do a lot of measuring, but your measuring must also be correct.

Since so many girls have a hard time remembering the parts of an inch, we are going to make several hem guides like the ones in the picture above.

Making a hem guide one inch wide



Step I

Cut a piece of cardboard or heavy paper one inch wide and two inches long.

Step II

Mark "A" on the long side of the cardboard one inch from the top as shown in the picture above.

Step III

Mark "B" one-fourth inch to the left of "A."

Step IV

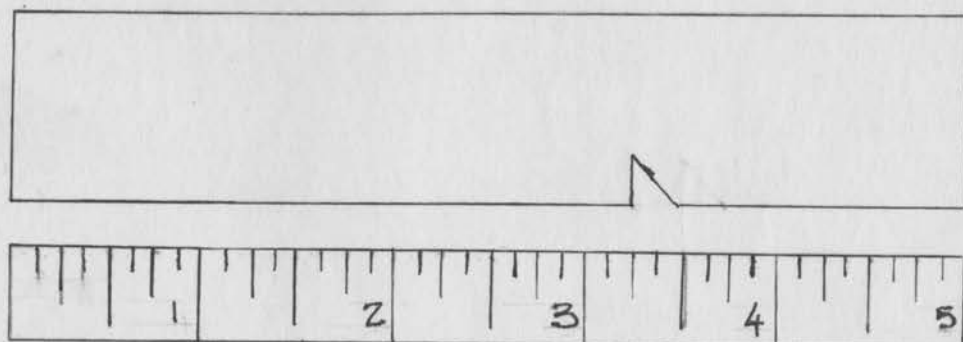
Mark "C" one-fourth inch below "A."

Step V

Cut from A to B and from B to C, removing the triangle, and you have completed your one-inch hem guide.

Now see if you can cut a hem guide $\frac{1}{2}$ inch wide, another $\frac{3}{4}$ inch wide, and another $3\frac{1}{4}$ inches wide.

When you have completed making these hem guides, you may start taking your own measurements. Be sure you keep your hem guides in a safe place, because we shall be using them from time to time.

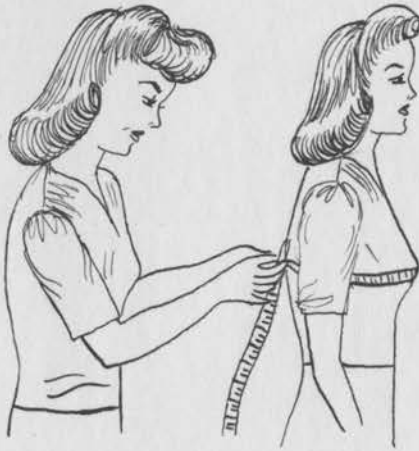


This is a $3\frac{1}{4}$ -inch hem guide. It is used in measuring the hems at the bottom of slips.

Taking body measurements

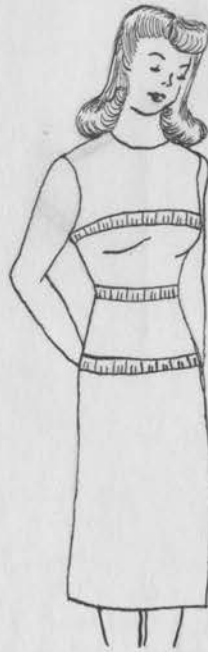
Many of you have never had your measurements taken before, and for some unknown reason many girls your age think it is funny to measure each other. There is really nothing funny about it, and you cannot imagine how it sounds to people passing by the room to hear a lot of giggling girls.

Before you can buy your pattern you must take your bust, waist, and hip measurements, so that you will know what size pattern to buy. Just because you are 12 years old does not mean that you should buy a slip pattern size 12. Look at the girls in the class who are 12 years of age. Are they all the same size? Do you think they should all buy the same size pattern? Of course, you do not.



While your measurements are being taken, you must stand straight. To stand straight means to stand on both feet with your heels together, shoulders back, and stomach in. Your partner may take your measurements and then you may take hers. It is better if the person who is measuring you stands behind you to take your measurements as shown in the picture above. Do not hold the tape measure too tightly. It should be loose enough to place two fingers under it. As your measurements are taken, be sure that you write them down in your notebook.

You will need to compare your measurements with those of the pattern, because they may not be the same. If you do not find a pattern with measurements the same as yours, it is better to buy your pattern a little too large than a little too small. For example, if you measure 31 inches in the bust and the pattern does not come in bust 31, you should buy a pattern bust 32 and not bust 30.



Bust
Waist
Hips

First, we shall measure our waist line. Your waist line is the smallest part of your body. (See picture above.) To find the waist line place a tape around the smallest part of your body.

To take the hip measurements, hold the tape measure about seven inches below the waist line. Be sure that you keep the tape measure straight. (See picture above.)

The bust measurement should be taken over the fullest part of the bust, close up under the arm and straight across the back. Hold the tape measure just tight enough to stay in place.

Later, when you make a skirt or dress, you will need to take still other measurements.

Buying material according to pattern

Before you go to buy your material you will need to know how many yards to buy. Do you know how to find out how many yards to buy?

If you are an average size girl and have already bought your pattern, you may look on the back of your pattern envelope and do the following:

First: Take your pencil and draw a circle around the size you wear. Draw a line straight down from your circle. (See example on the following page.)

Second: Draw a circle around the width of your material. Draw a line straight across from your circle.

Third: Draw a circle around the number where the two lines meet. This number is the number of yards you will need to buy.

Example:

Mary is making her slip like Style I.

Mary is size 14.

Her material is 39 inches wide.

She should buy $2 \frac{1}{8}$ yards of material.

The following information is also written on the back of your pattern.

MATERIAL REQUIRED -- WITHOUT NAP OR UP OR DOWN DESIGN

NOTE: -- Additional material is required when: -- not pre-shrunk -- matching stripes -- for extra seam allowance when material ravel.

If this garment is shortened 2", it will require 1/8 yard less fabric than yardage given for every size.

SIZES - - - - - 10 12 14 16

STYLE 1

35" material - - - - - 2 $\frac{1}{8}$ 2 $\frac{1}{4}$ 2 $\frac{1}{2}$ 2 $\frac{3}{8}$ yds

39" material - - - - - 2 2 $\frac{1}{8}$ 2 $\frac{1}{4}$ 2 $\frac{1}{2}$ yds

STYLE 2

35" material - - - - - 1 $\frac{7}{8}$ 1 $\frac{7}{8}$ 2 2 yds

39" material - - - - - 1 $\frac{7}{8}$ 1 $\frac{3}{4}$ 1 $\frac{7}{8}$ 1 $\frac{7}{8}$ yds

Since most of you are shorter than the average girl, you do not need to buy as much material as the pattern calls for.

All you really need is twice the length of your slip, plus a hem, and so on.

Finding the number of yards to buy
for a slip without a pattern

Step I

Measure the number of inches from the top of slip to the hem line.

Step II

To this number add four inches for hem, etc.

Step III

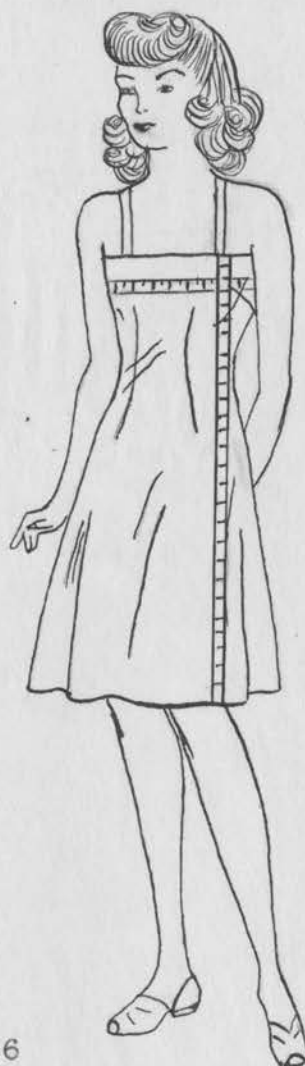
Now take this number and multiply it by two.

Step IV

Divide your answer by 36, because there are 36 inches in a yard.

EXAMPLE:

Mary's slip measures 30 inches from the top to the hemline. -- 26
Four inches added for hem, etc. -- 4
Length slip should be ----- 30



Multiply by 2, so you will have enough 30
material for the back as well as the front. x2
Number of inches of material Mary needs - - - - - 60

When you buy material you do not ask for so many inches of material, do you? No, you buy material by the yard or fraction of a yard. Therefore, we will divide the 60 inches by 36 because there are 36 inches in one yard. $60 \div 36 = 1$ and $24/36$ or $2/3$.

When Mary goes to town to buy her material, she will ask for 1 and $2/3$ yards.

It is easier if we just know how many inches there are in a fraction of a yard than to divide by 36 each time. Please learn the following table:

- 36 inches = 1 yard
- 18 inches = $1/2$ yard
- 27 inches = $3/4$ yard
- 9 inches = $1/4$ yard
- 24 inches = $2/3$ yard
- 12 inches = $1/3$ yard

Making change in money

Another problem many girls have when they go to buy material is knowing if they are receiving the correct change. On the following pages we are giving you some math problems to work that should help you.

Math problems

Example:

Dolores bought three yards of material for 30 cents a yard. How much change should she receive from a one-dollar bill?

$$\begin{array}{r} .30 \text{ cost per yard} \\ \times 3 \text{ number of yards to be bought} \\ \hline .90 \text{ cost of material} \end{array}$$

$$\begin{array}{r} \$1.00 \text{ amount of money Dolores had} \\ - .90 \text{ cost of material} \\ \hline .10 \text{ amount of change Dolores should receive.} \end{array}$$

Problems

1. Mary bought 2 yards of material for 35 cents a yard. How much change should she receive from a one-dollar bill?

2. Ester bought 2 yards of material for 29 cents a yard. She had 75 cents with her. How much money did she have left after she bought her material?

3. Alice bought 3 yards of material for her dress. The material cost 39 cents a yard. How much change should she receive from a five-dollar bill?

Example:

Juanita bought three and one-half yards of material for 30 cents a yard. How much change should she receive from a five-dollar bill?

$$.30 \times 3\frac{1}{2} = \frac{\overset{15}{\cancel{.30}}}{1} \frac{7}{\cancel{2}} = \$1.05$$

$$\begin{array}{r} \$5.00 \text{ money} \\ \text{Juanita had} \\ \underline{1.05 \text{ cost}} \\ \$3.95 \text{ change} \end{array}$$

Problems

1. Gloria bought $1\frac{2}{3}$ yards of material for her slip at 35 cents a yard. How much change should she receive from a one-dollar bill?
2. Lydia needs $1\frac{3}{4}$ yards of material for her slip. How much will the material cost at 29 cents a yard?
3. Alice bought $2\frac{3}{4}$ yards of material for a dress. The material cost 39 cents a yard. How much change should she receive from a five-dollar bill?
4. Elizabeth bought 12 yards of ribbon at $12\frac{1}{2}$ cents a yard. She gave the clerk a \$5.00 bill. How much change should she receive?

HOW MATERIAL IS MADE



Do you suppose the girl buying the material in the picture above ever stopped to think about how material is made, where it comes from, and the many people who have had a part in making the material she has in her hands?

How many different kinds of material can you name? In the United States we have many different kinds of material, but the most common to all of us are cotton, wool, silk, linen, and rayon. Would you like to learn a little about where each of these materials comes from and how it is made?



Cotton

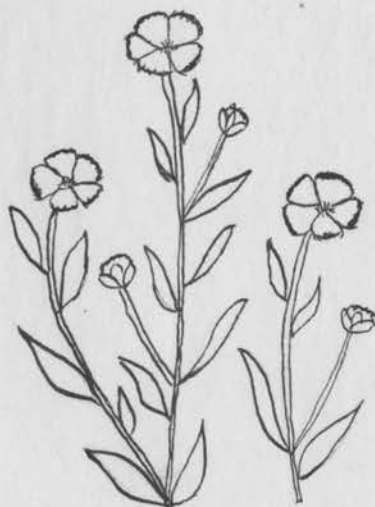
Everyone knows what cotton material looks like. Many of us wear more cotton material than anything else.

How many of you have ever seen cotton growing? Did you know that more cotton is grown in Texas than in any other state?

The cotton seeds are planted in the early spring. In the fall men, women, and children go through fields picking cotton by hand. Have any of you ever picked cotton? Would you like to tell the class about it?

After cotton is picked, it is taken to a cotton gin where the seeds are removed and the cotton is made into a big bale.

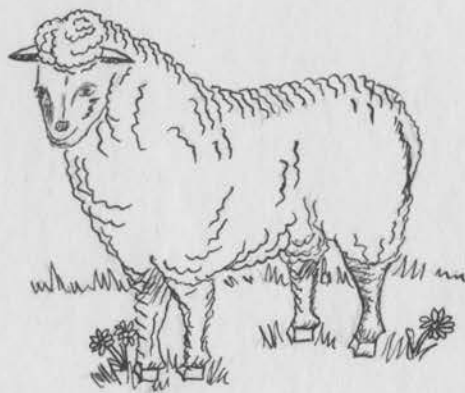
The cotton bales are shipped to many parts of the world. Some are shipped to cotton mills where the cotton is made into material. Other bales are shipped elsewhere and are used for many different things. Suppose we make a list of the many different things we know of that are made from cotton.



Linen

History tells us that linen is the oldest material we know about. What is linen made from? Linen is made from a plant called flax. Some flax is grown in the United States, but most of it is grown in other countries. Have any of you ever seen flax growing? Would you like to tell the class about it? Flax grows to be about 20 to 40 inches high and has tiny blue flowers as shown in the picture above. When the leaves on the flax plant begin to turn yellow the plant is pulled up by hand and allowed to dry for 10 days. After the flax is dried it is left in water for about two weeks to remove the part of the flax that is not wanted. The stem that is wanted is then sent to a manufacturer to be made into linen material and many other things.

What do we make from linen material? Have you ever had a linen dress? Did you know that linen is stronger and will wear longer than will cotton?



Wool

Wool material is usually made from the hair of sheep. Some wool also comes from several other animals but not nearly as much as from sheep. Besides the making of material, wool is used for making rugs, blankets, sweaters, and many other things. How many others can you name?

The wool is cut from the body of the sheep once or twice a year. It is then put in big bags and shipped to market. Have any of you ever been on a sheep ranch? Would you like to tell the class about your visit?

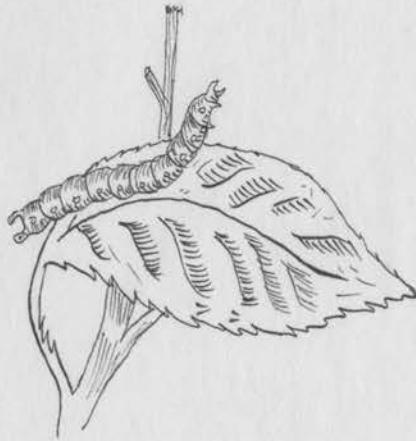
When the wool arrives at the woolen mill it is divided with the best in one place and so on. After the wool is washed in warm water it goes through many steps before it is made into material.



Silk

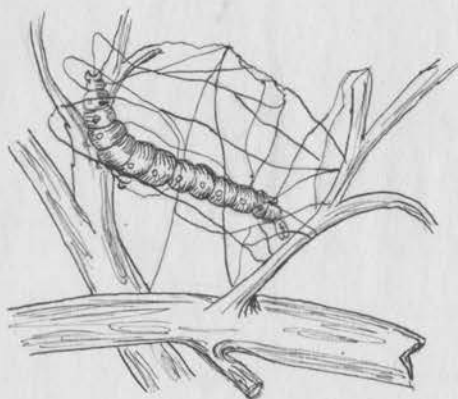
The story of silk is very interesting. Many girls enjoy reading it over and over. We have all heard the story of the silkworm, but did you know that before the silkworm died it turned into a moth like the one in the picture above? How many of you would like to know more about how silk is made?

Some silkworms grow wild, but most of them are as well taken care of as you or I would take care of a baby. The moth lays the eggs which are put on pieces of cloth or paper and kept in a warm place for several days. They are then placed in cold storage until the mulberry leaves are ready for the silkworm to eat. The eggs are then placed back into another warm place, called an incubator. Twenty or 30 days later from each egg comes a little silkworm, about the size of a pin head. These little worms are kept in a clean place with plenty of air, and not much noise, because noise bothers them.



The silkworm as shown in the picture above feeds on mulberry leaves and grows very fast. (Mulberry leaves are leaves from a tree called the mulberry tree.) Silkworms will not grow unless they have mulberry leaves to eat. China has a lot of mulberry trees; therefore, we find many silkworms in China. In fact, the first silkworms we know about were found in China. A few are raised in the United States.

When the silkworm is grown, it is about three inches long. At this time it stops eating and begins to spin its cocoon. Do you know what we mean when we say to spin a cocoon? Have you ever watched a spider? A silkworm works very similarly.

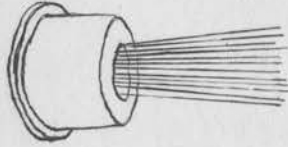


As the silkworm moves its head back and forth, it throws out two tiny threads, one from each side of its head as shown in the picture above. When the threads come into the air they dry quickly and become hard.



The silkworm works like this for three days to make its cocoon which looks like picture "A." After the first day the worm cannot be seen, but it can be heard working inside the cocoon. Fifteen to 20 days after the silkworm has made its cocoon it changes from a worm to a moth. This moth then moistens the end of the cocoon and breaks its way out, leaving a hole in the cocoon as shown in picture "B" above. If the moth breaks out like this, the cocoon does not make very good silk. In order to keep the moth from coming through the end of the cocoon, the cocoons are heated until the moths are killed. A few

are allowed to come out, however, so that they can lay the eggs for some more silkworms. After the cocoons are heated they are placed in hot water to soften the gum which holds the cocoon together. After the cocoons are unwound by hand, which is a very hard job and takes a lot of time, the thread is shipped to a manufacturer to be made into material. It is interesting to know that it takes about 3,000 silkworms to spin enough silk for one silk blouse. Of course, not all silk material is made of pure silk. Some is made of part silk and part cotton and some of part silk and part wool. Manufacturers also have another way of making silk go farther, which is called weighting. Weighting material is done in very much the same way that you put starch in your dresses to make them stiffer. Manufacturers do the same thing to silk to make the material feel better and look better.



Rayon

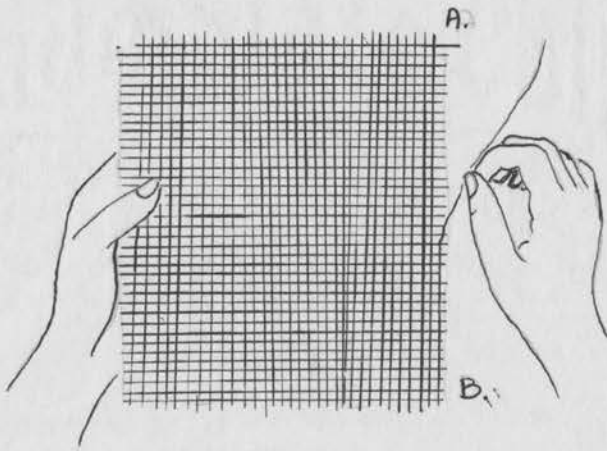
Rayon is a material that may look like silk, linen, wool, or cotton material. Many times when we say we are wearing a silk or wool dress we are really wearing a rayon dress.

Most rayon is made from certain kinds of wood which are cut into very small pieces. These small pieces are then mixed with acid and cooked. When it is cooked the wood melts so that it will pour like water. It is then washed and put through little holes as shown in the picture above. As it comes from the little holes it hardens and forms small threads. These threads are then made into material.

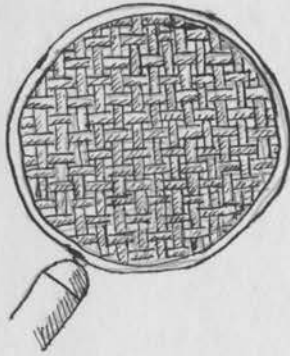
Weaving

The clothes we wear are made of hundreds upon hundreds of threads. The threads have been put together in a wonderful way to make cloth. Putting threads together to make cloth is called weaving.

When weaving to make material the many small threads are passed over and under each other. To see if cloth is really made in this way, take a piece of material and study it. Along one edge look at the way the threads go under one thread and over another thread.



Pull off a thread marked "A" as shown in the picture above. It is plain to see that it passes under and over many threads going in the opposite direction. Now pull one of the threads going in the opposite direction, marked "B." This thread, too, passes under and over all the other threads going in the first direction, or the threads beside "A." So it must be true that cloth is made up of many threads that cross each other.



These threads are so fine it is hard for us to see them with our eyes. Since they are so hard to see, suppose we look at a piece of material with a magnifying glass as shown in the picture above. You all know what a magnifying glass is, do you not? Yes, a magnifying glass is a glass that makes things look larger. As you look through the magnifying glass, see if you can see how the threads go under and over each other.

The material that we have been looking at has a plain weave. There are several other kinds of weaves which we shall study next year.



Crying! And here's how the story goes:
She spent her money on picture shows.
The others are making pretty clothes,
But without material, no one sews.

MAKING A SLIP

Choosing pattern and material

Since you have been taking clothing we have learned many things. What part have you enjoyed most? The first day you came to class I asked you to start saving your money and thinking about what you would like to make. We are now ready to start making something. What shall it be?

Some classes have made skirts, others aprons, and still others, slips. Remember, that whatever it is, it must be a simple garment. (A garment is anything you wear.)

From talking with you, I believe most of you would like to make slips. Is that correct?

It is going to take us much longer to make the slip here at school than it would if we were making it at home. Do you know why? We are taking clothing to learn how to sew, not just to learn how to make a slip. As you make the slip you will be learning how to sew, but we must stop and check to see that you understand everything as you go along. You will not always have the teacher around when you are sewing; therefore, you need to learn how to think for yourself. You also need to learn how to plan your work.

Work plan.---Do you know what it means to make a plan for your work? To make a plan for work means to plan to do so much work in a certain length of time (see next page).



7A Work Plan for Making Slip

Date _____
Completed _____

- 1st week - Select pattern and material
- 2nd week - Cut out slip
- 3rd week - Make straps and darts
- 4th week - Made side seam
- 5th week - Make top hem and put on straps
- 6th week - Put in hem, press and grade slip

Last term the girls made their slips in six weeks. How long do you think it will take us to make our slip? Shall we set our goal the same as the girls had last term? If we finish the slip in less time, we can spend the rest of the time embroidering.

Patterns.--Many of our mothers make the patterns they use when sewing, do they not? But we must remember that our mothers have done far more sewing than we have; therefore, we will have to buy our patterns. It is much easier to sew with a pattern we buy than to try to make one. A pattern we buy in a store is called a commercial pattern.



How many of you have ever bought a pattern? In a store the patterns are usually sold near where you buy your material. The place where you buy your pattern is called a pattern counter. At the pattern counter you will find several large pattern books, as shown in the picture above, from which you may select your pattern. These books have pictures of all the patterns the store has to sell. You may look at these pattern books as much as you wish.

Your teacher also has some of these books, so we will select our patterns right here in class. What do you think we should consider in selecting this slip pattern? First, we want a slip that will look nice on us and one we will enjoy wearing. Second, we want a slip that is easy to make. Third, we want a slip that will be easy to wash and iron.

After we have selected our patterns we will want to know what size pattern to buy. Turn to the part in your handbook on measurements and learn how to take your measurements. Pattern sizes go by either age or bust measurements, but at no time is a pattern bought only by age. You should not worry if the age of the pattern is not your own age. Just because you are 12 years old does not mean that you should buy a pattern, size 12. For example, according to patterns, a 14-year-old girl should be 32 inches in the bust, 25 inches in the hips, and 27 inches in the waist, but all 14-year-old girls do not have these same measurements, do they? The following table will help you to know what size pattern to buy from your bust measurement.

Size (age)	10	11	12	13	14	15	16	17	18	20
------------	----	----	----	----	----	----	----	----	----	----

Bust	28	29	30	31	32	33	34	35	36	38
------	----	----	----	----	----	----	----	----	----	----

Not all patterns come in every size as shown in the above table. As a rule they come in the even numbers only.

You may each buy your own pattern, or if two of you are the same size you may buy your pattern together.

As a rule it is better to buy a pattern before you buy the material because there is information printed on the pattern to help you in the selection of your material and the amount needed.



In looking through the pattern book did you notice that each pattern had a number by it? When you select your pattern write this number down and then go to the clerk in the store and say, "I would like to see pattern number ___, size___." The clerk in turn will get the pattern for you. It is always a wise plan to look at the pattern before you buy it. When buying a pattern be sure you ask for the correct number and size. If the clerk does not have your size, try to get your pattern at another store instead of buying the wrong size.

Choosing material for a slip

Now that you have chosen your pattern you are ready to select the material for your slip. Slips for everyday wear should be made of material that can be easily washed and kept fresh and clean. Usually girls find that white cotton slips are the best. Pale colors may be used, but as a rule they fade too easily and are therefore considered a poor buy. (To fade means the colors come out.)

The following materials are examples of those used most often to make a slip: muslin, long cloth, nainsook and sometimes cotton crepe and dimities. Ask your teacher to show you samples of each and decide which you would like best. Look on the back of your pattern and see if you do not find a list of materials that the pattern company has suggested that you use for your garment.

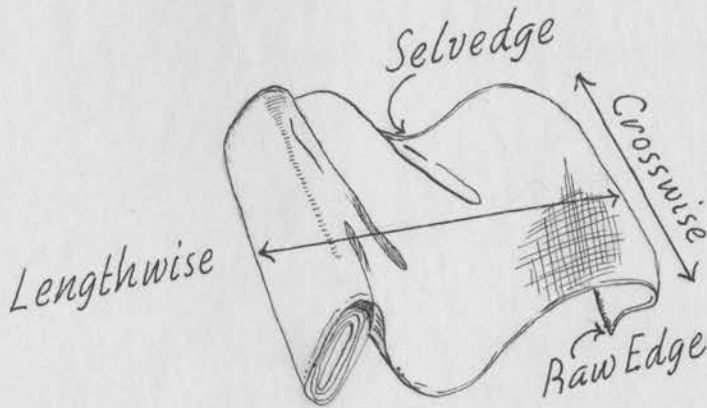
Before you buy your material rub it between your fingers. If a white powder that looks like starch is seen on your fingers, then you know the material is over-sized. When we say material is over-sized we mean the company that made the material put something like starch in it to make it look like better material. Material like this never looks very nice after it has been washed.

Ask your teacher to show you how to tell if material is good by pulling the material between your fingers or drawing it over the thumbnail. You will learn that if it is strong the threads will not pull apart, but if the material is weak the threads will pull apart.



Another way to tell if material is good or not is to hold it up to the light as shown in the picture above, so that you can see the weave. Ask your teacher to show you the difference between good material and poor material.

When selecting material for a slip ask yourself the following questions: Will the material last well and be easily laundered? Is the material soft to touch and light in weight? Is the material one which is easy to work with in sewing? Is the material free from starch or sizing? Is the material of good quality? (Cheap material looks old and worn much sooner than better ones.) Will the material absorb moisture easily? Is the price about what I can afford to pay? Is the material strong?



Bolt of material

Before we start working with our material, there are a few words you should learn so that you will be better able to understand the teacher.

When you bought your material, the clerk in the store cut it from a bolt of material like the one in the picture above.

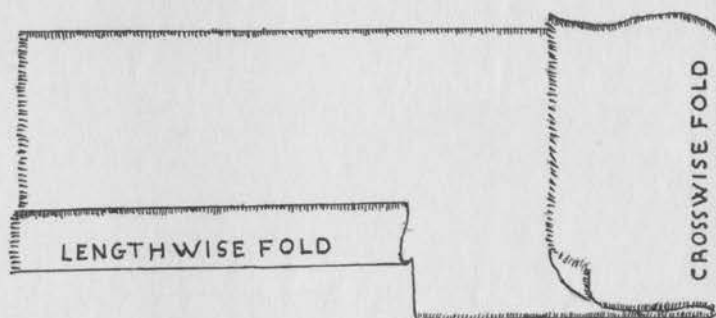
The place where she cut or tore the material is called the raw edge of the material.

The smooth edge of each side of the material going the long way is called the selvedge.

Threads running across the material from selvedge to selvedge are called crosswise threads.

The threads running the long way of the material are lengthwise threads.

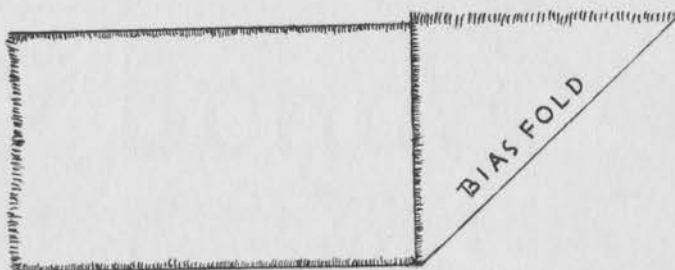
It is wise to remember that the lengthwise threads are stronger and straighter than the crosswise threads.



A fold is made by putting one part of the material over another part as shown in the picture above.

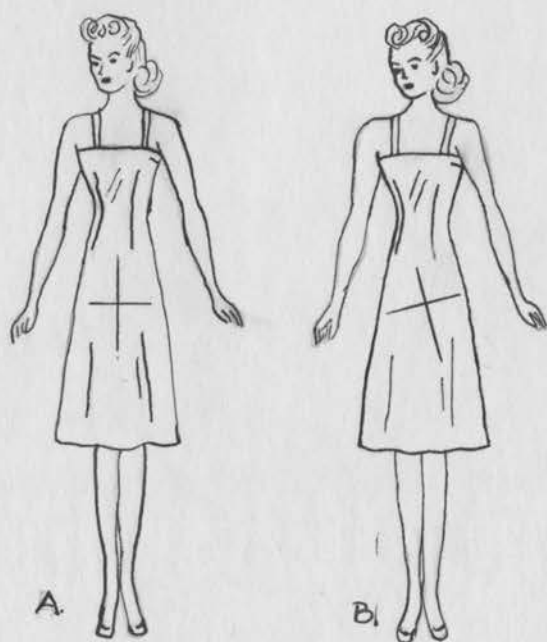
A crosswise fold is a fold made on the crosswise threads.

A lengthwise fold is a fold made on the lengthwise threads.



In this picture we have made a bias fold. If you pull material on the bias, it will stretch like a rubber band.

We are going to cut our slip on the lengthwise fold. Why? Remember we said the lengthwise threads are stronger than the crosswise threads. A slip cut crosswise of the material takes less material but does not wear so well. Therefore, it pays to cut a slip on the lengthwise fold.



In the picture above, slip "A" shows you how the lengthwise threads should run up and down the slip and the crosswise threads should be parallel to the floor.

Notice how the lengthwise threads go straight up and down slip "A." When the threads run like this we say the slip was cut on the straight of the material. Slip "B" was not cut on the straight of the material, because the threads do not run straight up and down. Why?

The material was not folded straight when slip "B" in the picture above was cut. Notice how the lengthwise and crosswise threads run. This slip will not fit as well as slip "A"; neither will the hem stay even.



Eight things are wrong in this picture here,
 I wonder, can you name them all, my dear?
I think this girl is a dreadful sight,
 I haven't found anything here that's right.

Cutting

Cutting is one of the most important steps in making anything. Unless a garment is cut correctly you will have a hard time making it fit. You will find it much easier to cut out a garment correctly if you use a large table like we have here at school. Many people use the dining room table or the kitchen table for cutting. (If you use the kitchen table be sure it is clean before you start cutting.) Another important thing to remember in cutting is to have everything ready before you start.

Cutting a slip

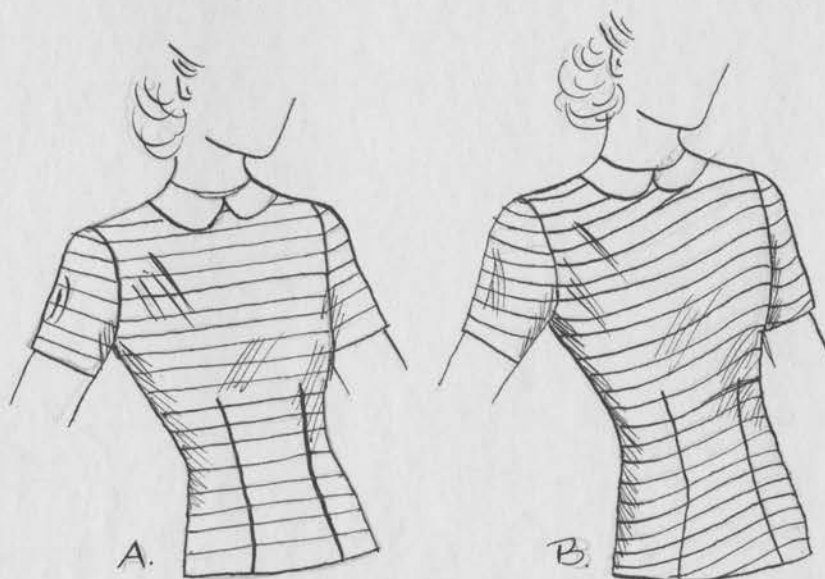
Step I

Straighten material.

When material is bought it is not always ready for cutting. Most materials need to be straightened first.

You are no doubt wondering why your material should be straightened. Have you ever had a dress that had an even hem the first time you wore it, then after it was washed and ironed the hem was not even any more? Do you know why this happened? The reason is very simple -- the material was not straight when the skirt was cut out.

Have you ever had a long-sleeved dress that had the sleeves always turning? The reason for this is the same -- the material was not straight when the sleeves were cut out.

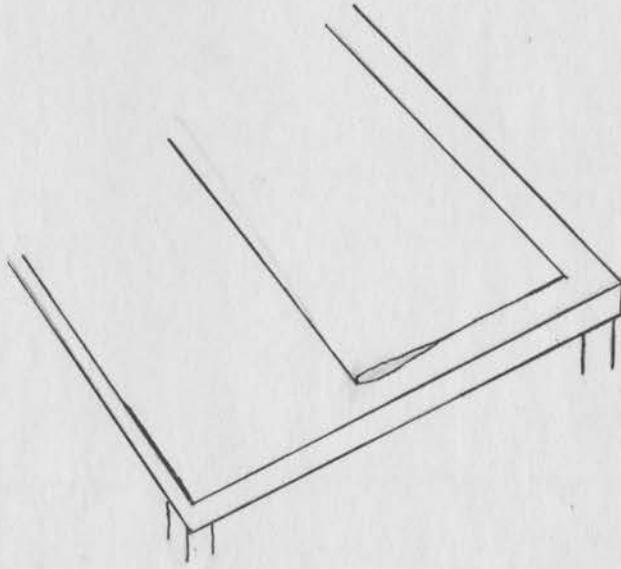


Look at the two blouses above. Notice how much straighter the stripes are in blouse "A" than they are in blouse "B." The material had been straightened when blouse "A" was cut out. The material had not been straightened when blouse "B" was cut out.

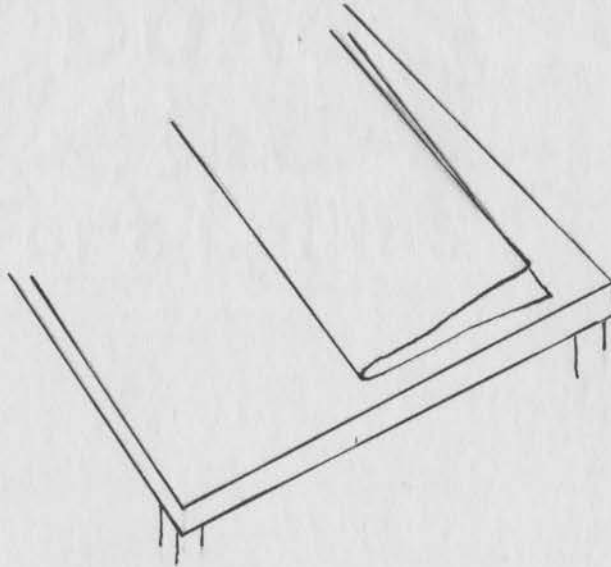
Can you give me three reasons why material should be straightened before it is cut? First, your garment will fit better. Second, it will feel better. Third, it will keep its appearance longer.

Now do we all agree that our material should be straightened before we start cutting?

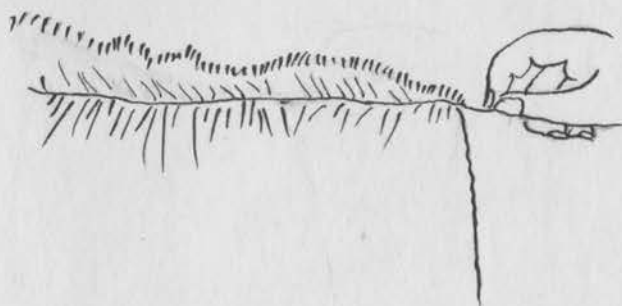
Do you know how to tell if material needs to be straightened or not? First, place the material on a large table. Then fold the material in the center on a lengthwise fold, so that the two selvages come together. Carefully smooth out all wrinkles.



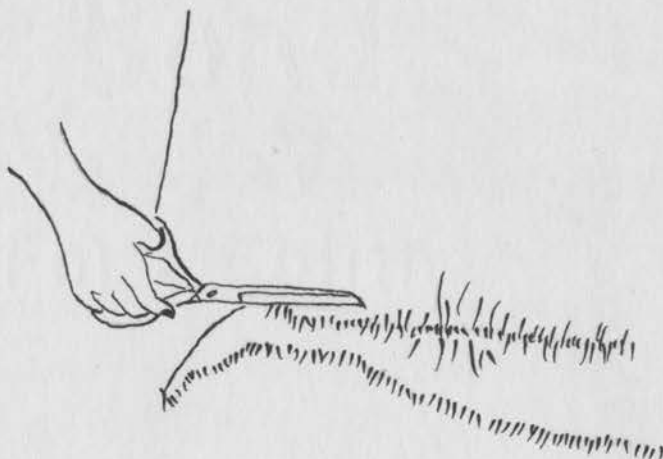
If the two selvages and the two ends of the material come together and are even with the corners of the table as in the picture above, your material is straight and you do not need to straighten it.



If the two ends of the material do not come together and are not even with the corners of the table as in the picture above, you need to straighten your material.



If the clerk in the store cut your material with the scissors when she sold it to you then you will have to straighten your material by first pulling a thread crosswise the material as shown in the picture above. To do this cut the selvedge, then pick up a loose crosswise thread and pull it out slowly.



After you have pulled the thread the next thing to do is to cut where you pulled the thread as shown in the picture above. (If the thread breaks when pulling it - cut as far as the pulled thread can be followed, then pick up the broken thread and pull the thread again.)



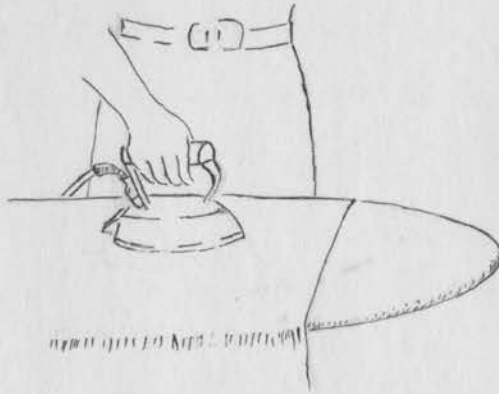
If the clerk tore your material when she sold it to you, then you will have to straighten your material by pulling it. To do this pull the material at the opposite corners and along the edges as shown in the picture above. Remember always to pull the corner of the shortest edge. Check from time to time to see if you have straightened your material.



If you are unable to straighten your material by yourself, it may be necessary for you to ask your partner to help you. To do this each girl should take hold of two corners of the material as shown in the picture above. The two girls should then pull with their right hands and then pull with their left hands, until the material is straightened. You may have to check several times to see if your material is straightened or not. Read page to learn how to check to see if the material is straight.

If your material is not straight the first time you try, do not give up and say, "I can't." Try again and again until the corners of your material fit evenly with the corners of the table.

Some girls try to make a game of straightening their material by pulling the material out of each other's hands just for fun. Straightening material is not a game and should be done in as orderly a manner as all other work is done in a clothing class.



Step II

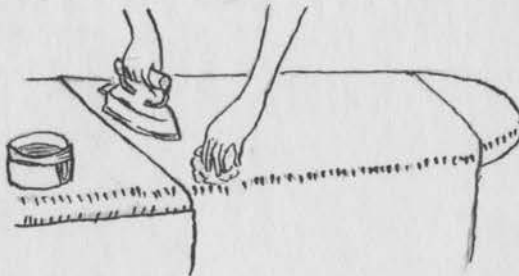
Press material.

After you have straightened your material you are ready to press it. (See picture above.)

Before pressing, be sure that the iron and ironing board cover are clean. As you press, press straight across the material. Do not press in circles.

Since you are working on cotton material, you may press it on either the right side or the wrong side.

In pressing your material, care should be taken that your material does not get on the floor.



If the material is badly wrinkled, dampen it with a wet cloth as you press. (See picture above.) Do not have the cloth too wet.

Step III

Check to see if you bought the correct size pattern.

Write your name on every piece of your pattern.

Step IV

Study your pattern.

Read carefully all directions and information on the pattern envelope.



Look at the pictures on the pattern envelope. Draw a circle around the picture like which you are going to make your slip. You will notice one picture is called "Style I," and the other picture, "Style II." What is the difference between "Style I" and "Style II"?

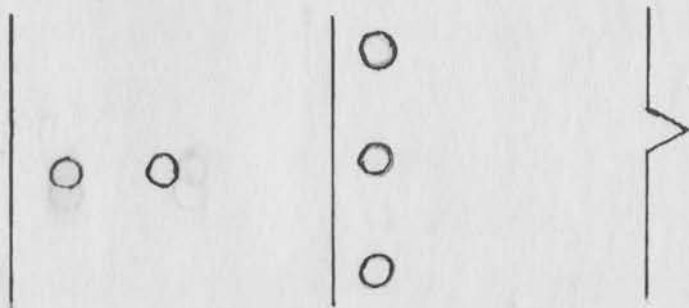
Open the pattern envelope. Besides the pattern you will find a printed sheet of paper called a direction sheet.



The girl in the picture above is studying the direction sheet to her pattern. Your direction sheet will help you in many ways. First, it will tell you what each piece of your pattern is. Second, it will show you how to place the pattern on the material. Third, it will tell you how to make your slip step by step.

Study your pattern as you would a puzzle until you are able to tell what each piece is. Remember, patterns are easy to use if you take time to learn how to use them.

Your pattern will have many markings on it which should help you. For example, your pattern will have little round holes in it, called perforations. On different patterns these perforations mean different things.



When you find two small perforations together on your pattern, it means that place is the waistline of your pattern. (See "A" in the picture above.) When you find three large perforations together, it means to put that edge of your pattern on the fold of the material. (See "B" in the picture above.) Later on we will explain more about perforations.

Have you noticed the little V cut on the side of your pattern? This little V is called a notch. (See "C" in the picture above.) Notches are used to help you put your slip together.

As you work with your pattern, study your direction sheet if you do not know what all the markings mean.

Step V

Alter pattern.

After you have studied and marked your pattern you are ready to check your measurements and make necessary alterations on your pattern. (To make alterations means

to make your pattern fit you.) Altering the pattern before you start cutting will help you to have a better-fitting slip. Do you know how to alter a pattern?

To alter a pattern:

Compare your measurements with those of the pattern like this:

Length of my slip front should be ____

(See page on measurements.)

Length of pattern slip front ____.

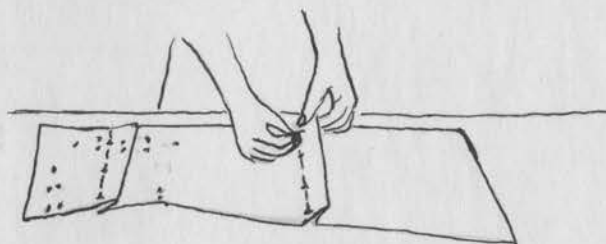
If your measurements and the measurements of the pattern are the same, you do not need to alter your pattern.

If your measurements are more than those of the pattern, then you will have to shorten your pattern. For example, if the length of your slip front should be 34 inches and the length of your pattern is 38 inches, you should shorten your pattern four inches.

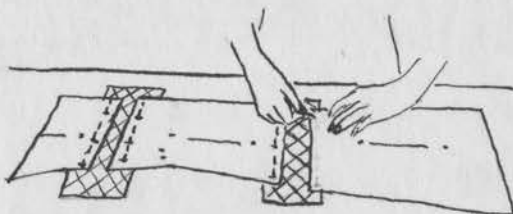
To shorten a pattern, make a fold in the pattern above the waist line and below the hip line. Remember to make the fold only half as wide as the amount you want taken up. For example, if you want to take up two inches then your fold should be one inch wide.

Do not fold up the lower edge of the pattern to shorten it. If you do this your slip will not fit as well, and your hemline will not be even.

Shorten the pattern the same amount in the back as you do in the front.



The picture above shows you how to shorten a pattern. Notice the two little holes in the pattern at the waist line. Remember we said these little holes in your pattern are called perforations. What do they mean? They mean that where they are is the waistline of your pattern.



If your measurements are less than those of the pattern, then you will have to lengthen your pattern. For example, if the length of your slip should be 36 inches and the length of your pattern is 34 inches, you should lengthen your pattern two inches.

To lengthen a pattern, cut the pattern above the waistline and below the hip line and pin a piece of paper in as wide as you want the pattern lengthened. The picture above shows you how to lengthen a pattern.

If you do not want to cut your pattern, you can cut one from a newspaper and make your alterations on it.



After you have made the alterations on your slip pattern, pin it together and try it on to see if it fits. Have your partner hold your pattern up to you. (Before you try on your pattern be sure to remove your dress.)

Do you think the pattern fits the girl in the picture above? No, the pattern is too long for her. Should she fold the pattern up at the hem line, or should she make the folds larger? Think about how you were told how to alter a pattern.

If you find that your pattern fits perfectly in every way, you may lay it on your material. However, if there is the smallest difference between your measurements and those of the pattern, it should be corrected now. This will make your slip fit better and save you time in the long run.

Step VI

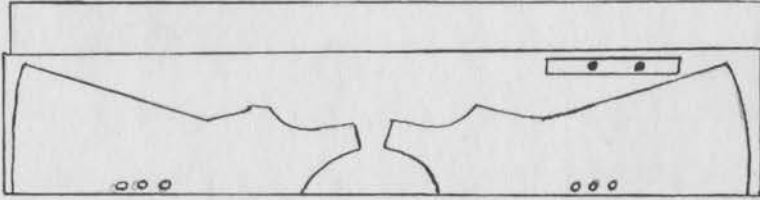
Pin pattern on material.

Study your direction sheet to see how to place the pattern on the material.

☆ CUTTING DIAGRAMS

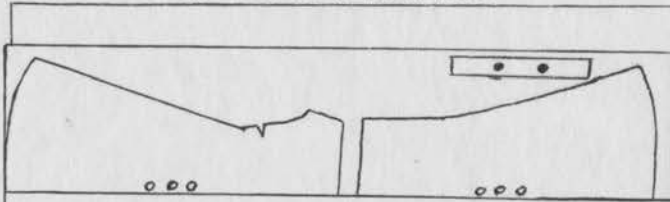
Style I

ALL SIZES ON 35 OR 39 INCH MATERIAL



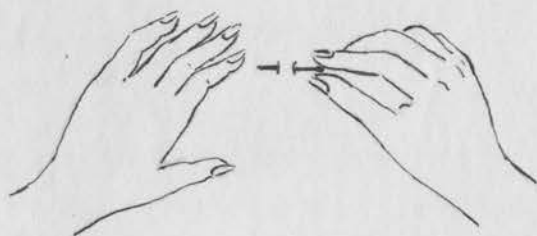
Style II

ALL SIZES ON 35 OR 39 INCH MATERIAL

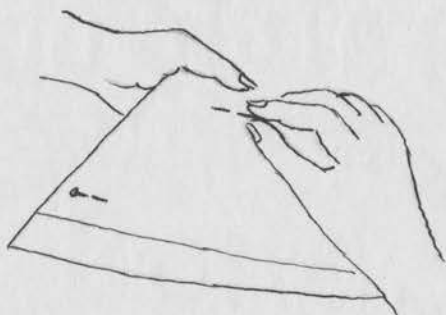


On your direction sheet you will always find two or more different ways to place the pattern on the material. After you decide which one is best for the style of your slip and the width of your material draw a circle around it. (By width of material we mean how wide your material is.) Which style did we say we were going to use? Yes, "Style II is correct.

You are now ready to start pinning the pattern to the material.



When pinning a pattern to the material hold your left first finger on the material just in front of the place where you want the pin to catch up the material. (See picture above.) This keeps the work flat on the table and both hands of the worker above the material.

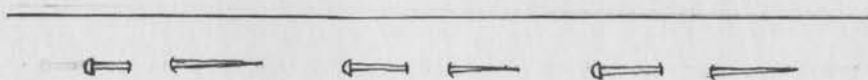


Do not pick the material up off the table or put your left hand between the material and the table when you are pinning the pattern onto the material as shown in the picture above. If you do, you will pull your work out of shape.

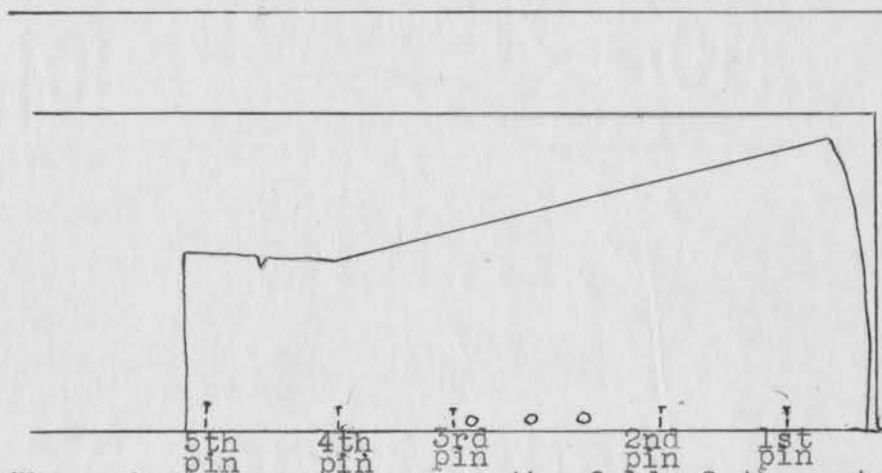


Pins should be perpendicular to the edge of the

pattern. Do you know what perpendicular means? In the picture the pins are perpendicular to the line.



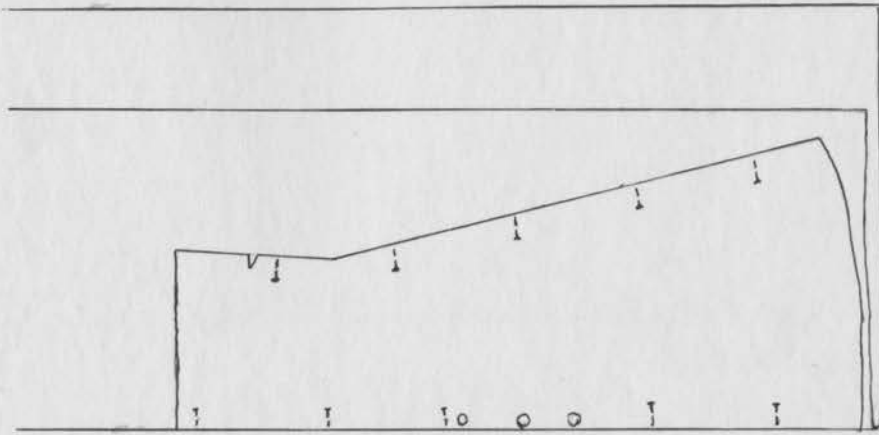
It is better not to put pins parallel to the edge of the pattern. Do you know what parallel means? In the picture above the pins are parallel to the line.



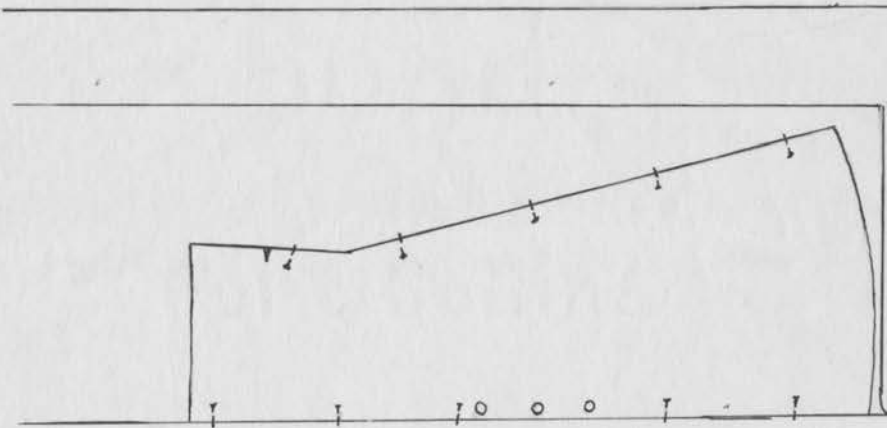
When pinning a pattern on the fold of the material, always pin the folded side first. Be sure to place the side of the pattern with three perforations on the fold of the material.

Notice the order in which the pins are placed. Do not jump from one corner to the other. Pins should be about five inches apart.

Smooth the pattern into place by patting, not by pulling.

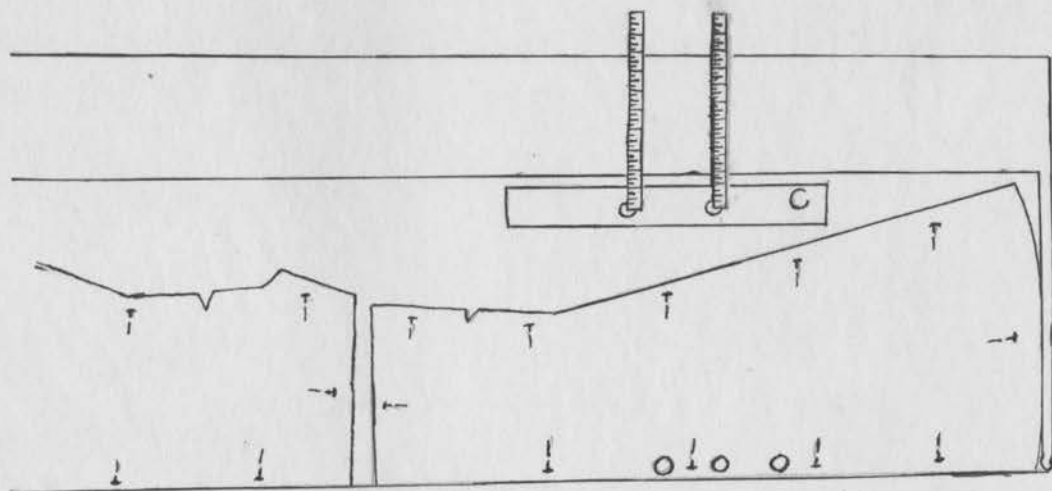


Place the pins so they will not get in the way of the shears as shown in the picture above.

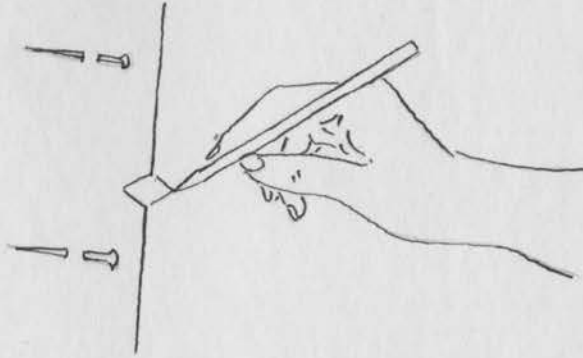


The pins in this picture are incorrect, because they would be in the way of the shears. Nothing will ruin a pair of shears quicker than to cut a pin accidentally.

It is best to pin your pattern to material about one inch inside the cutting line. In this way you are sure the pins will not be in the way.



The picture above shows you how to pin the slip strap on the straight of the material. Both perforations should measure the same distance from the edge of the material. Be sure the strap is straight before you pin it onto the material. The first two pins should go by the side of the perforations. After you have the strap pinned check again to see that it is straight.



Step VII

Mark notches.

Now that you have finished pinning the pattern on the material, you are ready to mark the notches.

(Notches are used to help you put your slip together correctly.) It is very important that you mark and cut all the notches. In the picture above you will notice that the notches are marked out.

Step VIII

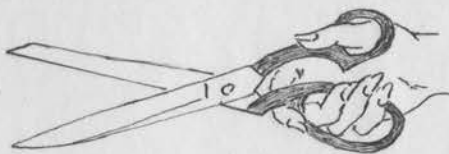
Have teacher check your work.

After you have marked all the notches, have the teacher check your work before you start cutting. This is one rule that should never be broken. Nothing is worse than to cut out something and then find out that you had it pinned wrong on the material.

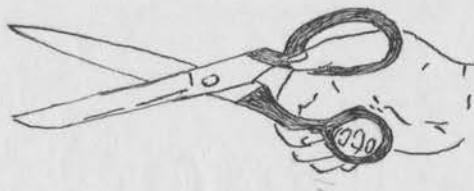
Step IX

Cut out slip.

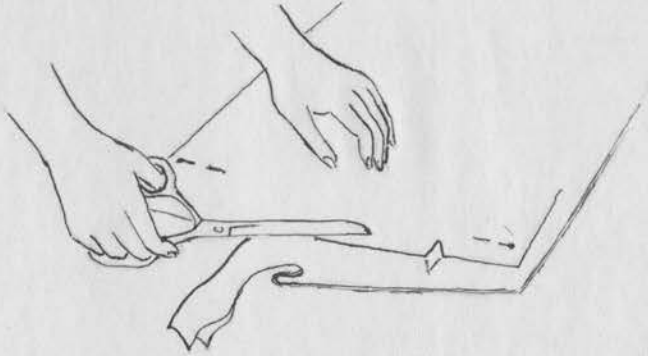
When the teacher approves your work, you are ready to start cutting. Before you do, there are several things you must remember.



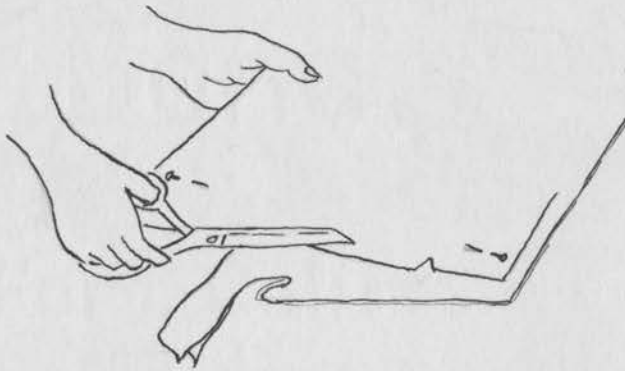
When cutting, the best way to hold a pair of shears is to put the thumb into the small hole in the handles of the shears as shown in the picture above, and the last three fingers in the large hole. This leaves the first finger with which to help you guide the scissors.



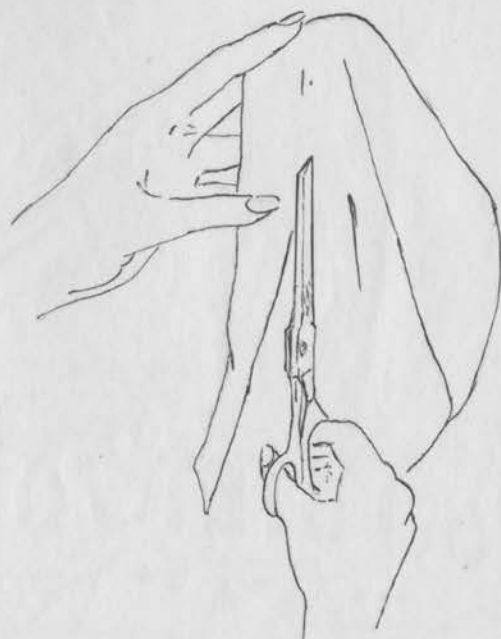
Many girls make the mistake of trying to cut with the thumb in the large hole of the handles of the shears. If you do very much cutting, holding the shears like this will cause you to become tired very easily.



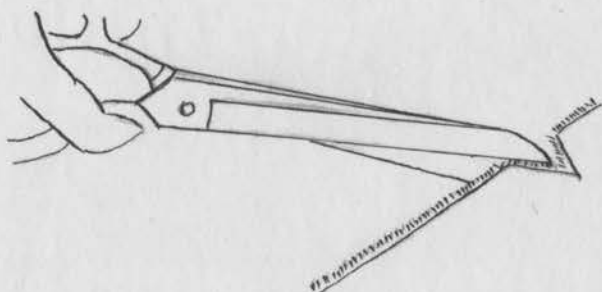
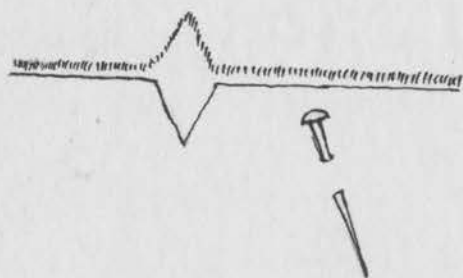
Cut carefully. To do this put your left hand near the place you are cutting to help hold the material in place. Open the shears wide to make each cut a long one. The longer the cut the smoother the edge will be. Cut as near the edge of the pattern as you can without cutting the pattern, until you come to the notches.



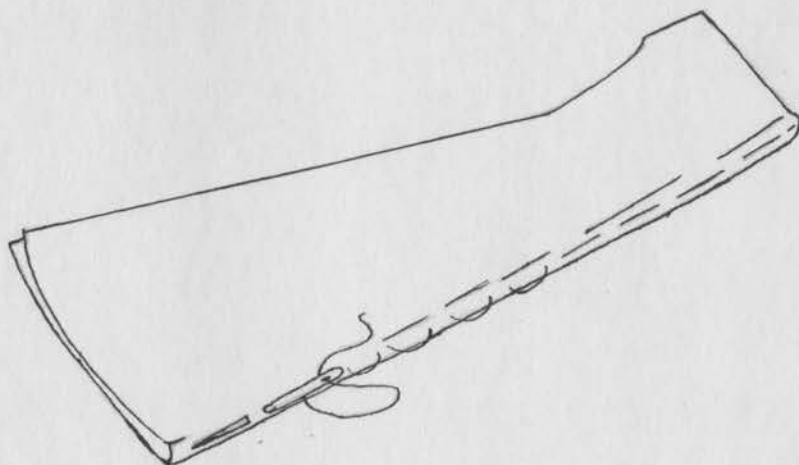
Do not put one hand under the material while you are cutting as shown in the picture above, because if you do, you will pull your slip out of shape.



Do not lift the material from the table while cutting as shown in the picture above. You should keep the scissors on the table while cutting; do not hold them up in the air.



Cut notches out as shown in picture "A." Do not cut notches in as shown in picture "B." Some of your mothers may cut notches in but they have had years of experience and know how to cut small notches. It is much easier and better for beginners to cut the notches out. Why? If you cut notches in you might ruin your slip by cutting the notches too large.



Step X

Baste center front.

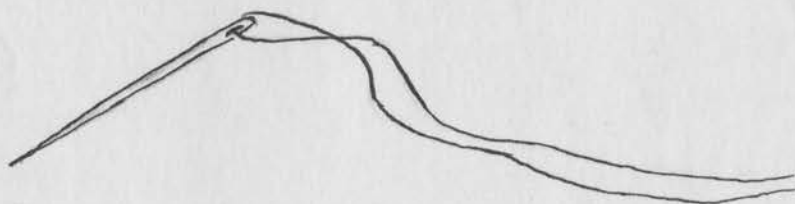
Baste a line down the center front of your slip as shown in the picture above. It is really best to baste down the center front before you remove the pattern. Ask your teacher to show you how to do this basting.

A basting down the center front will help you a lot when you fit your slip.

Tailor tacks

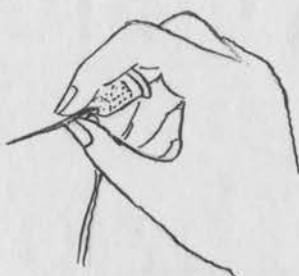
You are now ready to mark your perforations with tailor tacks. The following pages will tell you how to make tailor tacks step by step.

Making tailor tacks

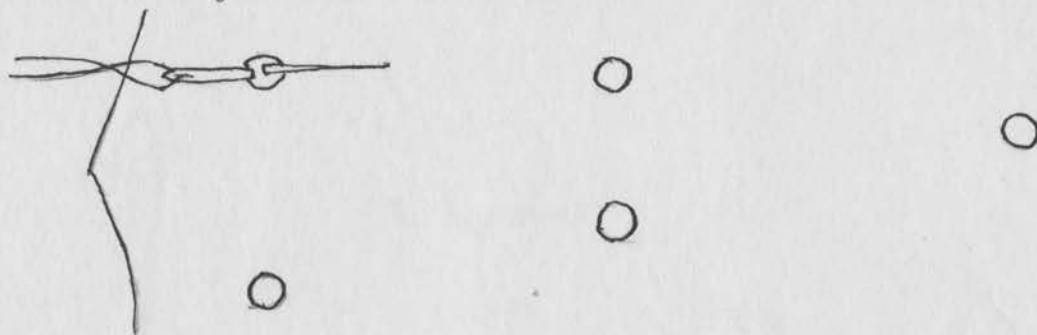


Step I

Thread the needle with a long double thread about 30 inches long. It is better for the thread to be a different color than is the material. (Do not tie a knot at the end of the thread.)



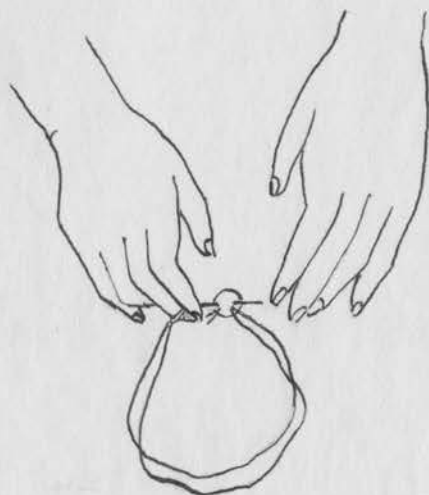
Before you start to make tailor tacks, think over the lesson we had on using the thimble. The above picture shows you how to hold your hand, your thimble, and your needle when you make tailor tacks.



Step II

Take a small stitch through both pieces of material,

putting the needle down and bringing it up in the perforations. (Be careful not to stitch through the pattern.)



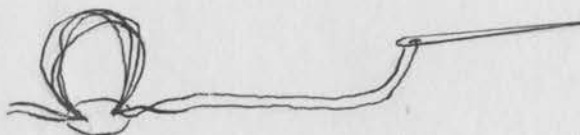
Step III

Take another stitch on top of the first one.



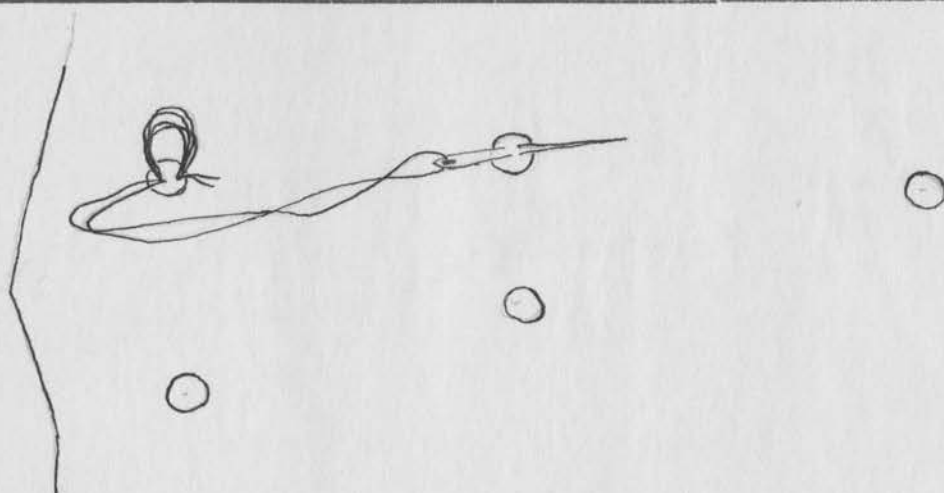
Step IV

Leave a loose loop large enough to place your finger through.



Step V

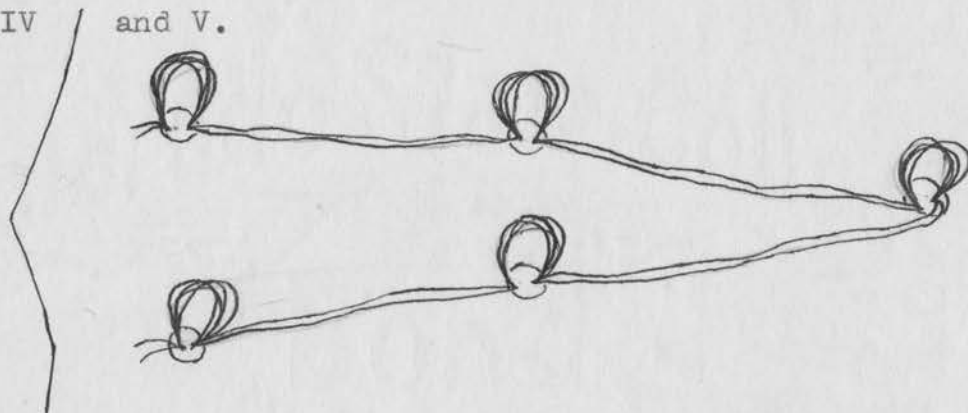
Repeat steps III and IV. (To repeat means to do something over again.)



Step VI

Go to the next perforation and repeat steps II, III,

IV and V.



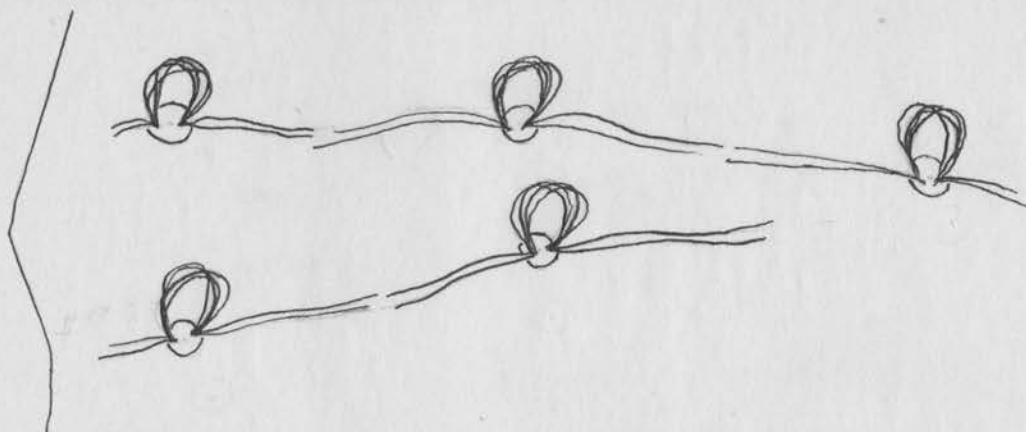
Step VII

Make tailor tacks in each perforation.



Step VIII

This is how the bottom side of the material should look.



Step IX

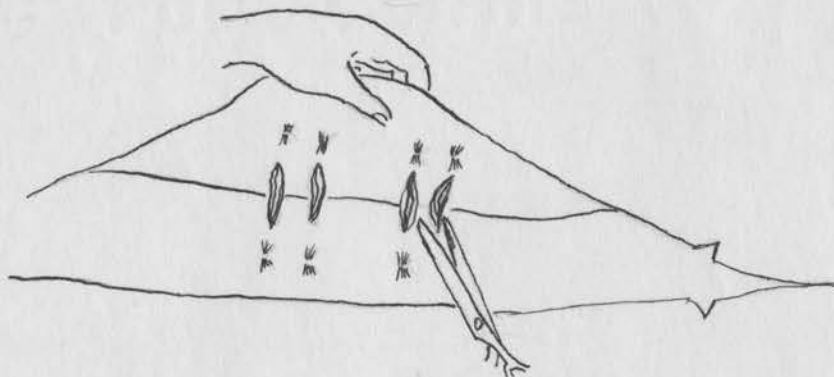
Cut threads between each perforation.

After all tailor tacks are made, remove pattern.



Step X

Slowly pull the two pieces of material apart, being careful not to pull out the tailor tacks.

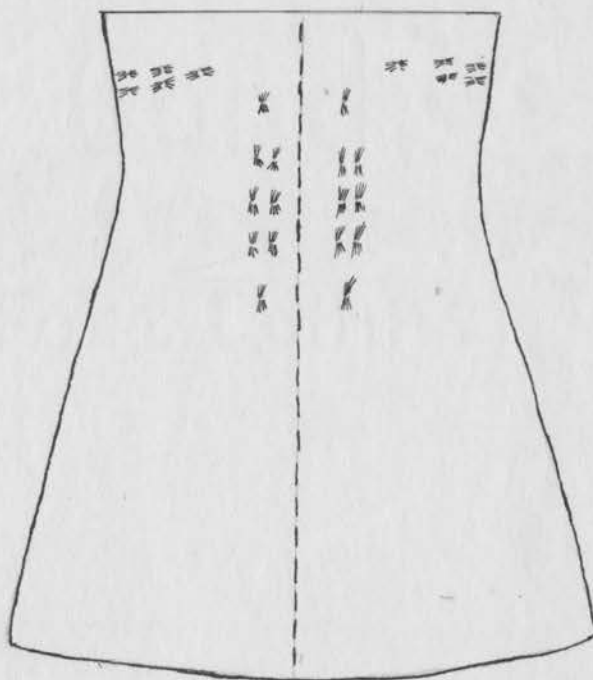


Step XI

Cut the threads in the center of each tailor tack as shown in the picture above. Some people prefer to cut



the tailor tacks another way. Hold the first finger of your left hand back of the threads while you cut them halfway between the two pieces of material.



Step XIII

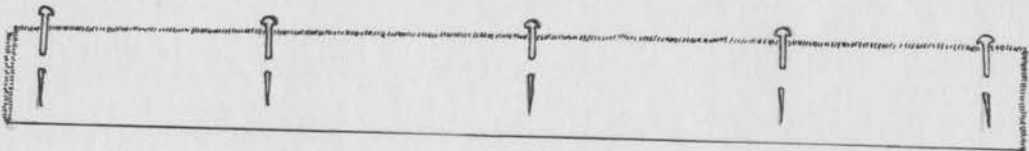
When you open your slip you now have tailor tacks on both sides of the fold of the material as shown in the picture above.

After you have made your tailor tacks you may take your work to the teacher for her to check the cutting, tailor tacks, and basting down the center front and center back.

As soon as the teacher has finished checking your work you may remove the pattern and put it away. To put a pattern away means to fold each piece of the pattern neatly and put it in the pattern envelope. You may then pin the envelope at the top so that the pattern will not fall out. Do not put the direction sheet away, because you will need it while you are making your slip.

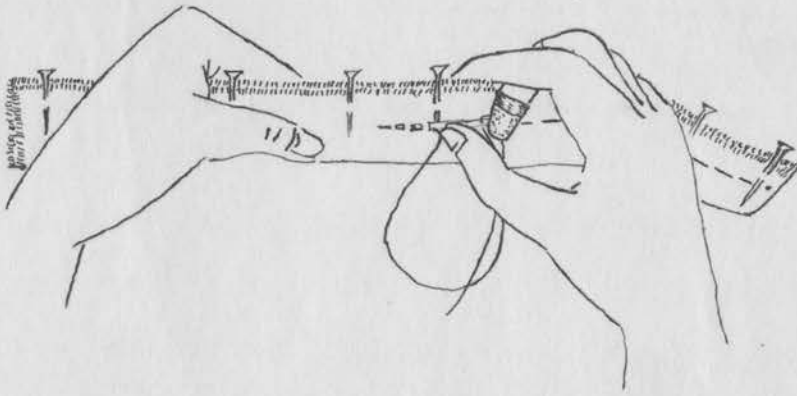
Are there any questions you would like to ask about cutting, basting down the center front and center back, and making the tailor tacks? If not we are ready to start sewing on our slips. The first thing we will make is the straps for our slip.

Making straps



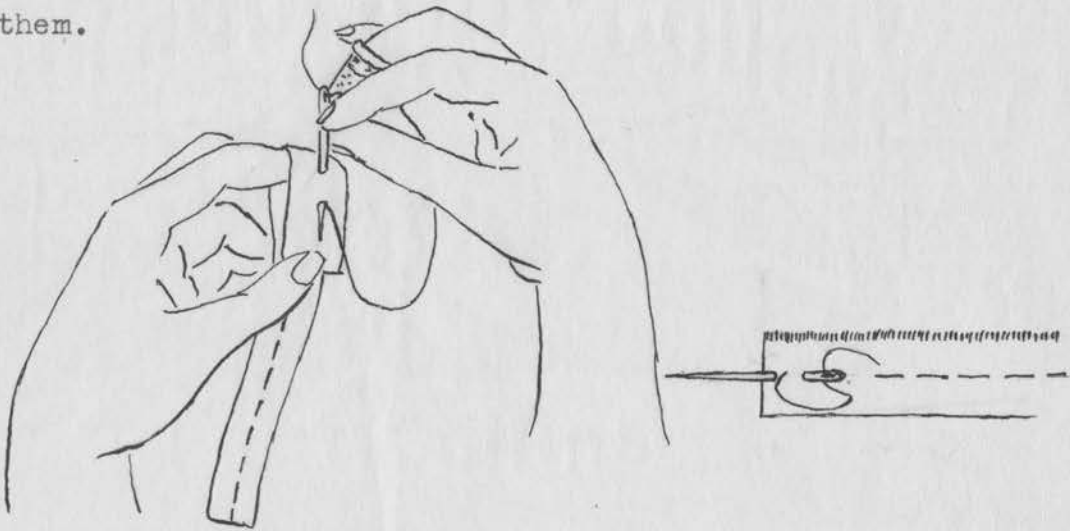
Step I

Fold the strap lengthwise with the wrong side out, as shown in the picture above. Notice that the pins are perpendicular to the strap. To put pins in this way makes basting easier.

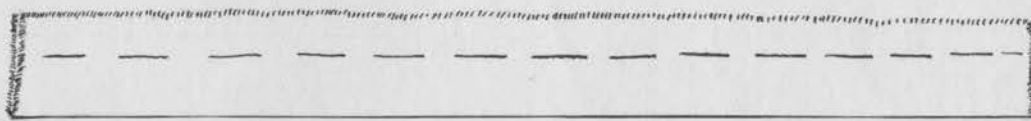


Step II

Baste about one-fourth inch from the edge. Be sure you use your thimble when you baste. The picture above shows you how to hold your straps while you are basting them.

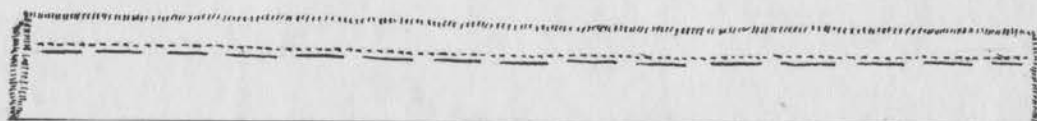


Make a knot in the thread when you start basting and make a back stitch at the end of your basting. To make a back stitch means to make one stitch on top of another. Picture "A" shows you how to use your thimble when you make a back stitch. Picture "B" shows you how your needle should look when you make a back stitch.



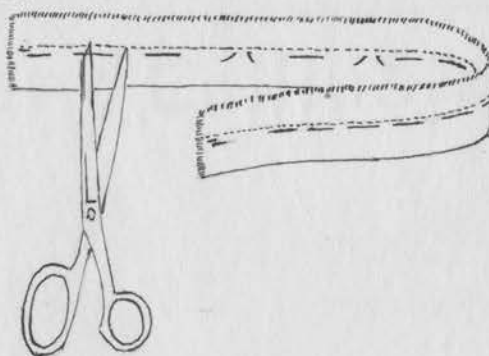
Step III

Remove pins. As you take out your pins, put them in the pin box. This will keep you from losing your pins. (Notice the back stitch at the end of the basting.)



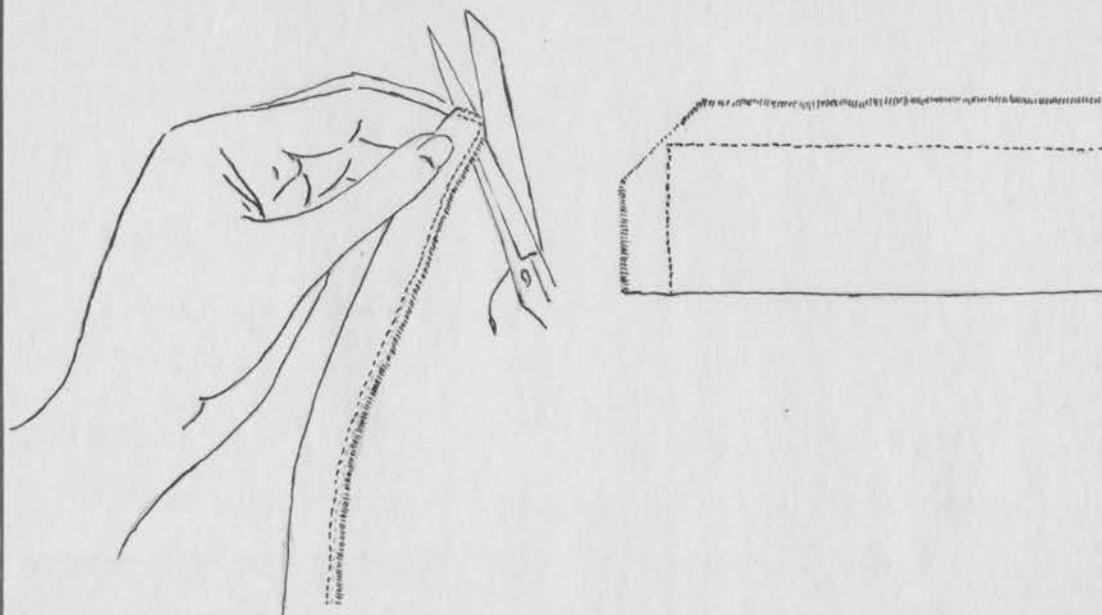
Step IV

Stitch by the side of the basting. Be sure you leave your machine needle in when you turn the corner. Leave one end of the strap open. (See picture above.) Later if you find the straps are too long, cut them off at the open end.



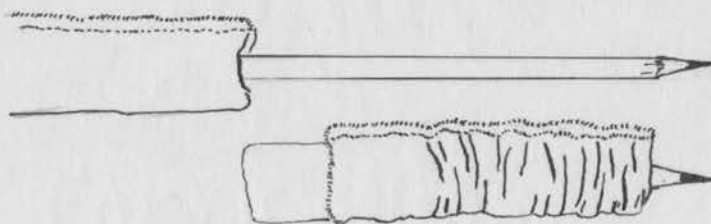
Step V

Remove bastings. To do this, cut the threads every two or three inches and then pull them out. (See picture above.)



Step VI

Cut corner as shown in picture "A" above. Be careful not to cut the stitching. After the corner is cut, your strap should look like picture "B" above.



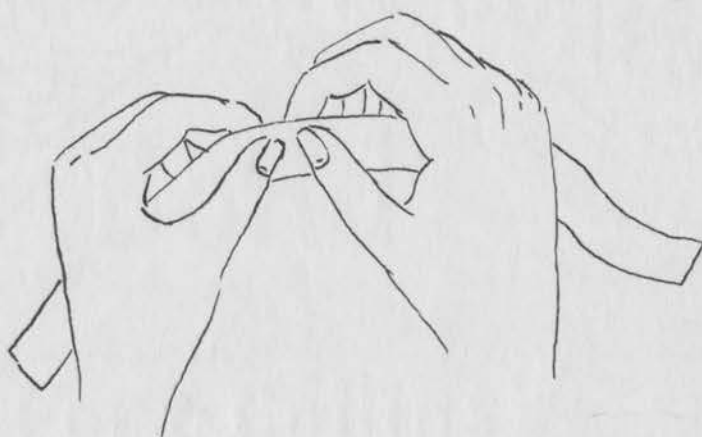
Step VII

Turn strap to the right side by using a bobby pin, safety pin, or pencil, as shown in the picture above.



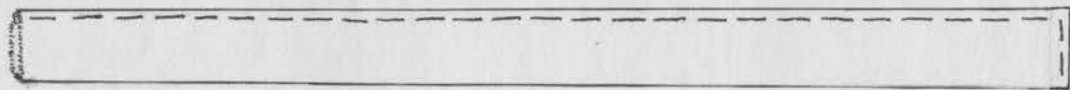
Step VIII

Take a pin and pick the corner until you have a square corner, as shown in picture "A" above. Do not leave a round corner as shown in picture "B" above. Picture "C" shows you how to hold the strap and pin to pick a corner.



Step IX

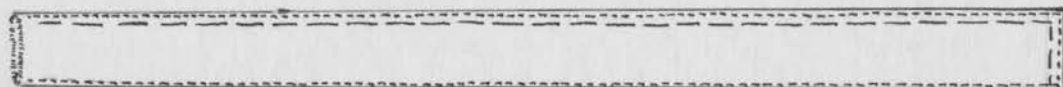
Crease strap. To crease, you roll the edge of the stitched side of the strap between your thumb and first finger until you can see the stitching. The picture above shows you how to hold the strap. Not make a small fold with the fingers holding the material tight. Keep doing this over and over until you have creased all the seam in your strap.



Step X

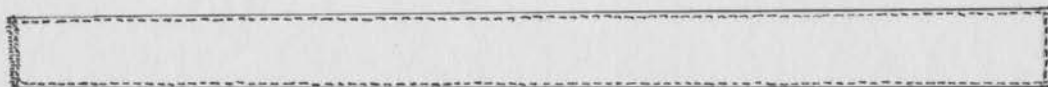
Baste close to the edge, as shown in the picture above.

Notice the knot at the beginning of the basting and the back stitch at end of the basting.



Step XI

Stitch as straight as you can close to the edge. Try hard to make nice turns at the corners. (See picture above.)



Step XII

Remove bastings.

Step XIII

Tie threads. (See page on how to tie threads.)

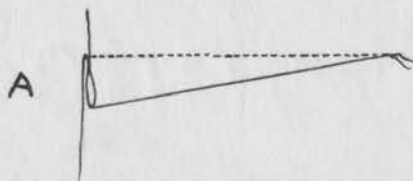
Step XIV

Press straps.

Making darts

We are now ready to start making the darts in the slip. What are darts? Where do you find them? What are they used for?

Darts are used to make a garment fit better. They are found under the arm, at the back of the neck, and at the hip or shoulder of a garment. Most of the time they are made on the wrong side of the garment, but they may be found on the right side. Look at the dress of the girl sitting next to you and see how many darts you can find on her dress.



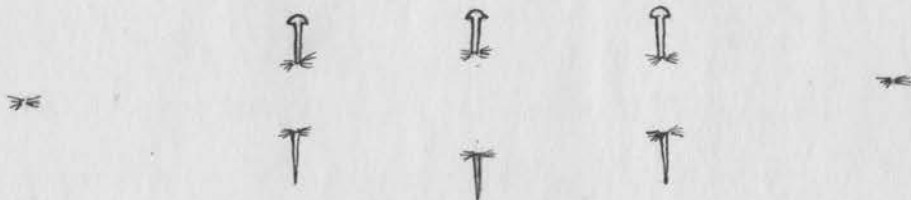
Did you know that there are two kinds of darts?

Some darts are wide at one end and come to a point at the other end, as in picture "A" above. Other darts are wide on the middle and come to a point at both ends, as in picture "B" above.

We are going to make both kinds on our slips. The dart under the arm will be like "A." The darts at the waist will be like "B."

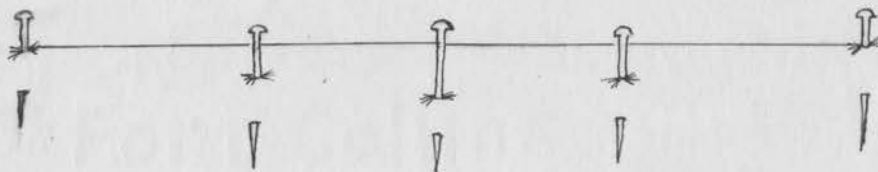
Are you ready to start making your darts? Suppose we make the darts at the waist line first.

Making darts



Step I

Put pins from one tailor tack to the other. (Be sure the pins go straight across as shown in the picture above.)



Step II

Fold down the center of the dart so that the tailor tacks fall one on top of the other as shown in the picture above. Notice that the tailor tacks at the top and bottom of the dart are on the fold.



Step III

Baste from one tailor tack to the other. Start

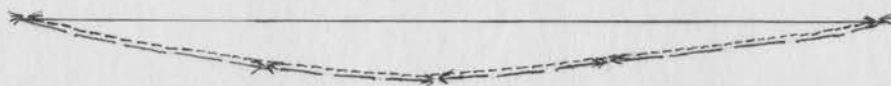
basting with a knot at the end of the thread and stop basting with a back stitch. Be sure your basting goes through the middle of the tailor tacks and comes to a point at the ends as shown in the picture above.



This dart is not basted correctly, because the basting does not go through the middle of the tailor tacks.



This dart is not basted correctly, because the basting does not come to a point at the ends.



Step IV

Stitch by the side of the basting. Do not forget to leave your threads about two inches long at the beginning and end of the stitching. Notice how straight the stitching is in the picture above.



Step V

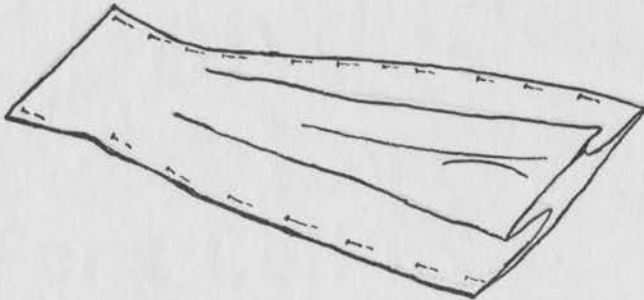
Remove bastings and tailor tacks.

Tie threads at the end of the stitching and cut them about one-half inch long.

Press darts. This does not mean to press all of the slip. Press only the darts.

Fitting slip and making side seam

As soon as the darts are made you are ready to start putting the slip together.



The picture above shows you how much larger the front of the slip is than the back. Many girls become worried when they discover that one piece of their slip is larger than the other. They are surprised when told that the front is supposed to be larger than the back. Did you ever notice that most of the clothes you wear are larger in the front than they are in the back?

Do you know what a side seam is?

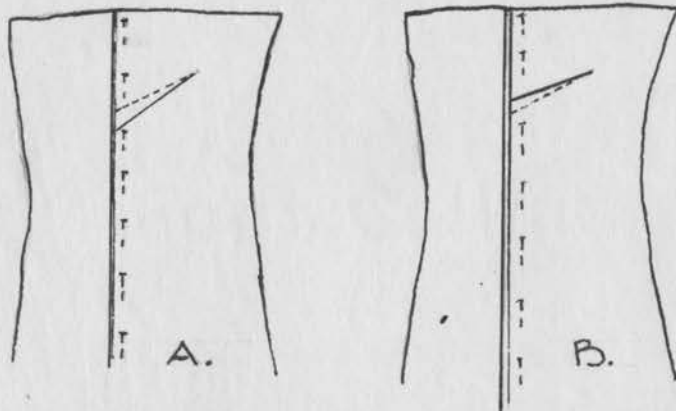
The girl in the picture at the right is holding her arms back so that you can see the side seam of her dress. Notice how straight the side seam is. The side seam of your slip should be just as straight as the side seam in this picture. Are you ready to start making the side seams of the slips?



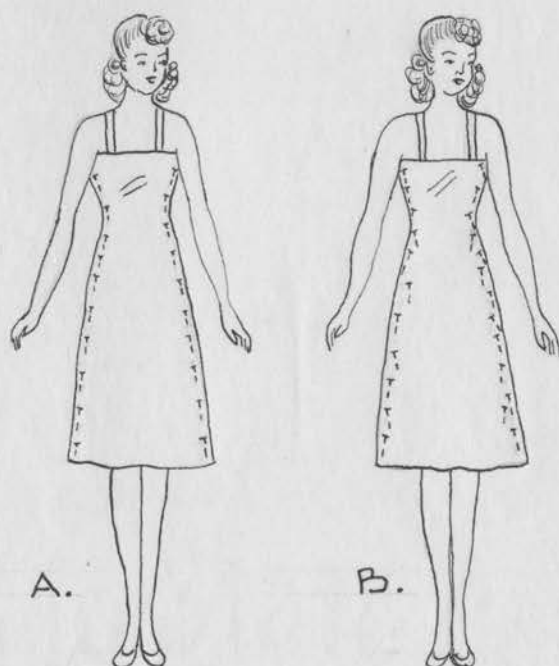
Fitting a slip and making the side seam

Step I

Pin the side seam one-half inch from the edge. (Be sure the two edges are together.)



When pinning the side seams turn the darts down as shown in picture "A" above. Do not turn darts up as shown in picture "B." It is wise to put a pin right in the middle of the dart so that the dart will stay down.



Step II

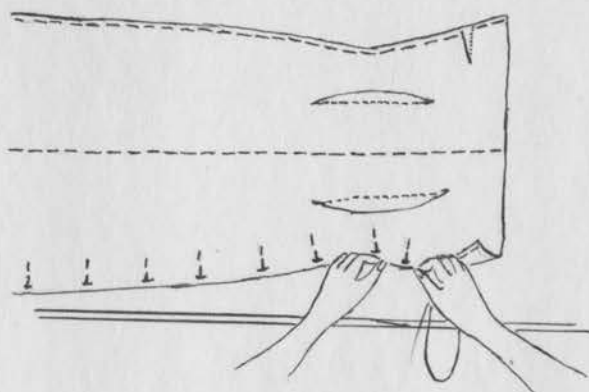
Try slip on, wrong side out, without your dress as shown in the picture above. Have your partner adjust the pins until your slip fits you. (To adjust pins means to change the pins until the slip fits you.) Be sure you have the pins even as shown in picture "A" above. Do not have the pins uneven as shown in picture "B" above.

Step III

Have the teacher check the work. Both you and your partner should be present when the teacher checks the work.

Step IV

Remove slip. Be very careful that the pins do not stick you or fall out.



Step V

Baste the side seams as shown in the picture above. You may baste by the side of your pins just as they are when you remove your slip or you may turn the pins so that they are perpendicular to the edge of the material as shown in the picture above.

Be sure you keep the slip on the table while you baste as shown in the picture above.

Step VI

Remove pins as soon as you have finished basting and try your slip on, wrong side out.

Have the teacher check the work.

Step VII

If there are no changes to be made, stitch by the side of the bastings.

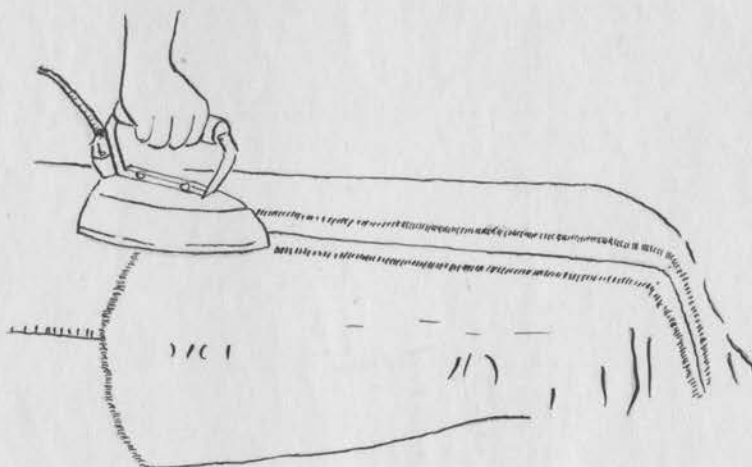
After you have finished stitching, remove the bastings and tie the threads.



Step VIII

You are now ready to try the slip on, right side out. As you do, stand in front of a mirror as shown in the picture above. Be sure you remove your dress before you try on the slip. Try sitting while you have it on. Sometimes a slip will look as if it fits fine while you are standing, but as soon as you try to sit in it, you will find it too tight.

If there are any changes to be made in the fit of your slip, make them before you take the next step.



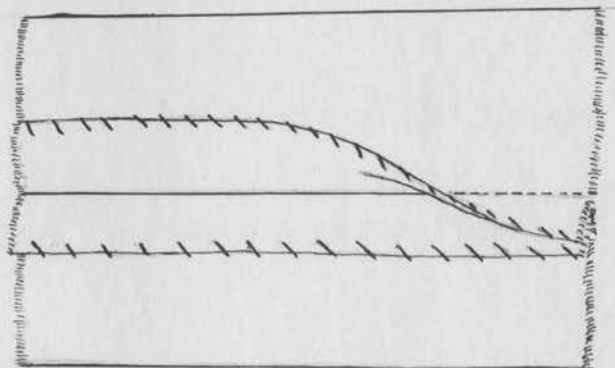
Step IX

Finish edge of side seam.

To do this, cut the edges of the seams off so they will be nice and smooth. Next press the seam open as shown in the picture above. Notice how the slip is placed over the ironing board. To keep the raw edge from raveling, overcast it.

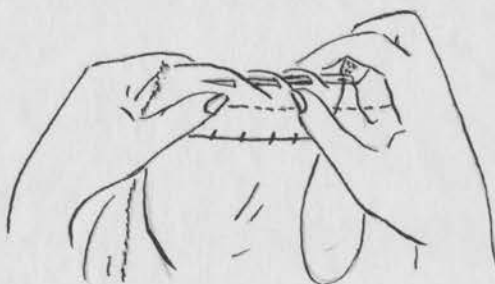


To overcast, hold the edge of the seam between the first finger and thumb as shown in the picture above.



Make slanting stitches over the edge of the seam like those in the picture above. These stitches should be about one-fourth inch apart and one-fourth inch deep. Begin at the right and sew toward the left.

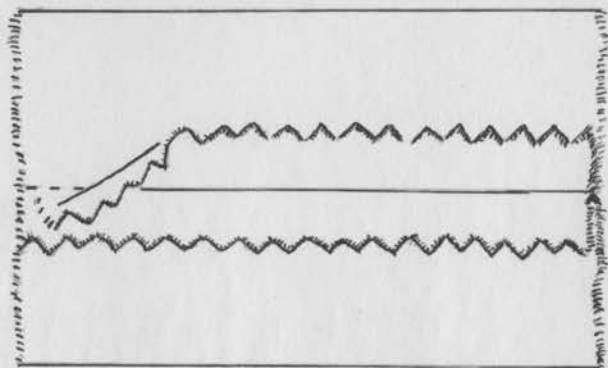
After you have learned how to overcast, you may speed up your work by overcasting the quick way.



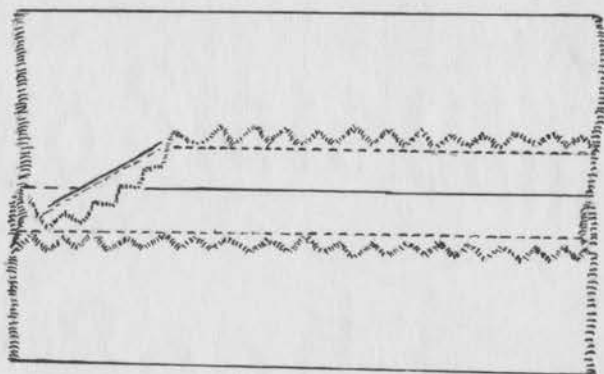
The quick way to overcast is to take up several stitches on the needle each time before pulling the threads through, as shown in the picture above.

After you have overcast both side seams, you are ready to start making a one-inch hem at the top of your slip.

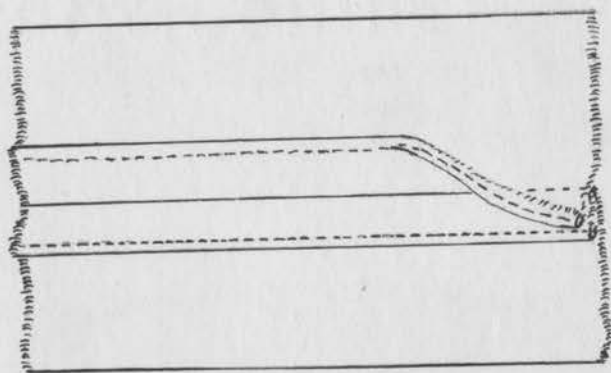
There are other ways you could have finished the edge of the seam.



First, you may have used pinking shears and had a pinked seam as shown in the picture above.

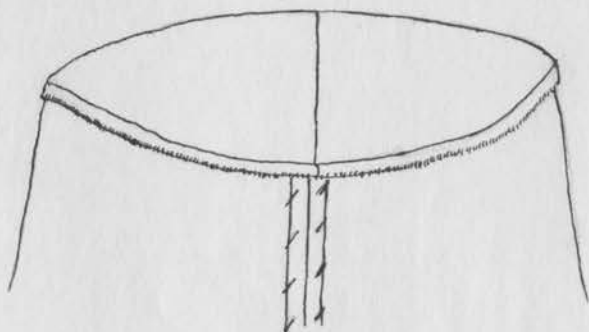


Second, you may have pinked the seam and then stitched near the edge as shown in the picture above.



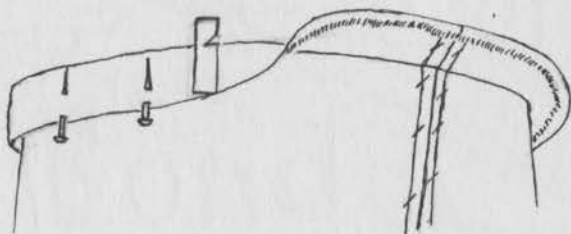
Third, you may have turned under the edge and stitched as shown in the picture above.

Making a one-inch hem



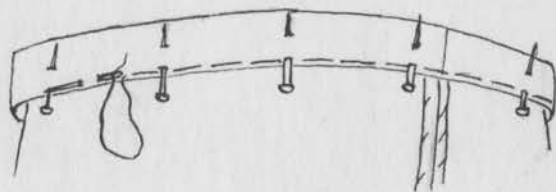
Step I

Make a one-fourth inch fold on the top edge of the slip. (This fold should be made on the wrong side of the slip.) Crease fold. (See picture above.)



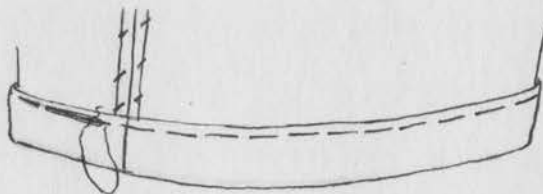
Step II

Straighten the slip out on table with hem toward you. Use a hem guide and make a second fold one inch wide. Pin hem in place. Notice in the picture above that the pins are perpendicular. Why? Remember, we said it is easier to baste when the pins are perpendicular.



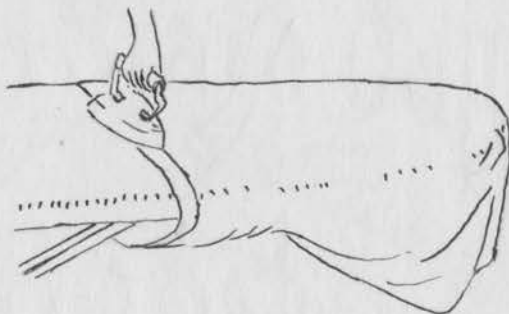
Step III

Baste hem in place. (Do not forget to use thimble.)



Step IV

Remove pins and slip stitch. (The following page will tell you how to slip stitch.)

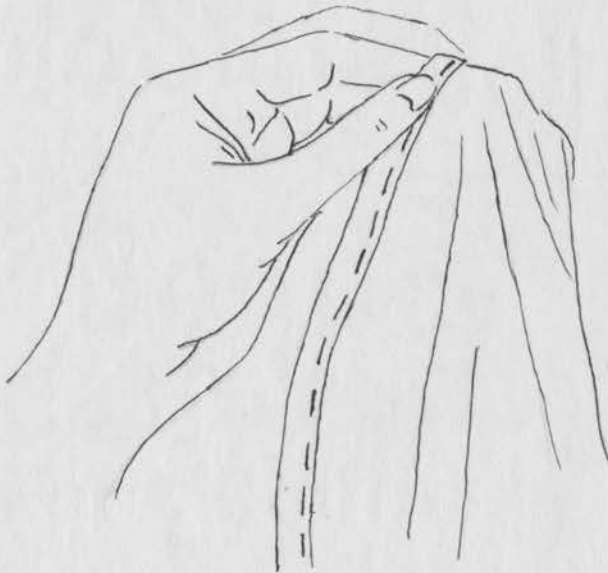


Step V

Remove bastings and press.

Slip stitching

The hem is now ready to be slip stitched. To slip stitch means to make a small stitch by hand that can hardly be seen on the right side of the slip. It looks much nicer to slip stitch your hem in than to stitch it in on the machine. It might be wise to practice slip stitching on a small piece of material before you start working on the slip.

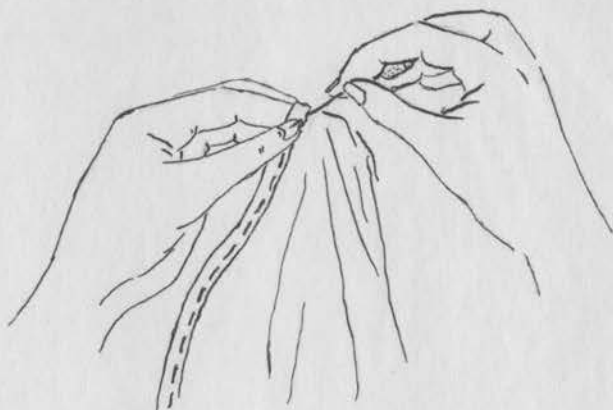


Step I

The edge of the hem to be slip stitched is placed over the first finger of the left hand, one-half inch from the end of the finger. The work is held in place with the thumb and second finger. (See picture above.)

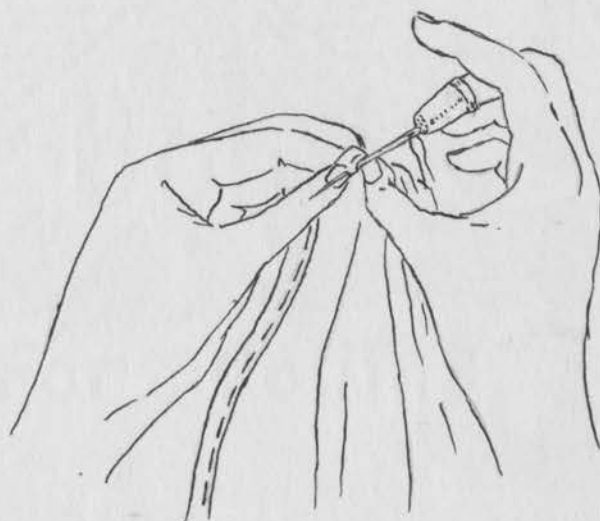
Step II

Hide the knot of the thread under the fold of the hem. The thread should come out on the fold of the hem.



Step III

Take a very small stitch in the slip and then put the needle back in the fold of the hem for about one-fourth inch. (See picture above.)



Step IV

Bring the needle out at the middle of the thumb-nail. (See picture above.)

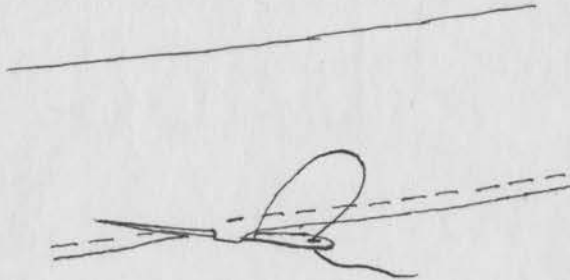
Step V

Be sure to push the needle with your thimble. (See picture above.) At the same time rest the right thumb on the first finger of the left hand.



Step VI

When the needle is pushed nearly through, take hold of the point of the needle with the right thumb and first finger and pull the needle through. Do not pull the thread too tightly.



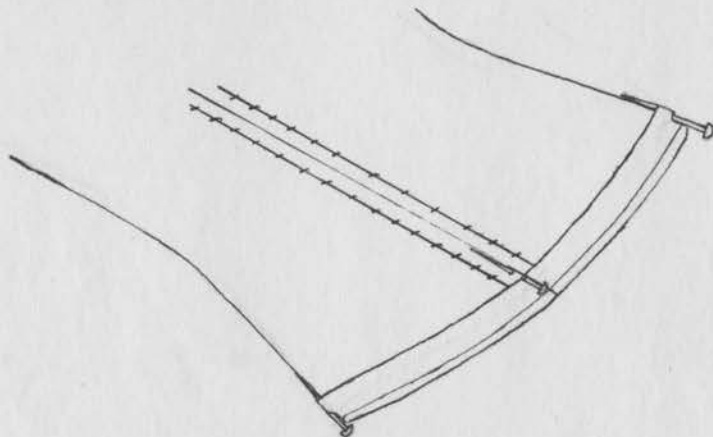
Step VII

Take another small stitch in the slip and repeat the above steps. The picture above shows the size of the hem and how the needle should look as you take the small stitch. To take a small stitch means to take up only one or two threads of the slip. You may find this is a little hard to do at first, but keep practicing and practicing. Soon it will be easy for you to make the slip stitches small and even and to make them all slant in the same direction.

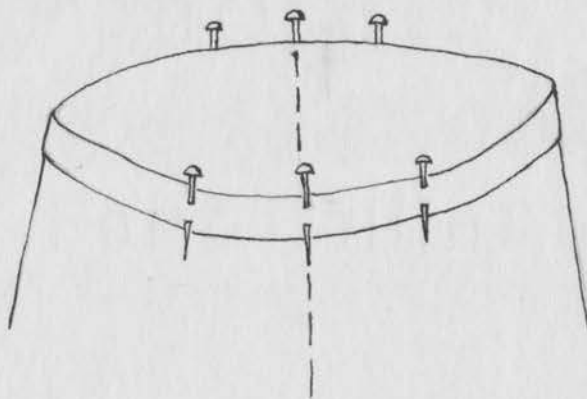
Putting straps on slip

Step I

Place pins in center front and center back.

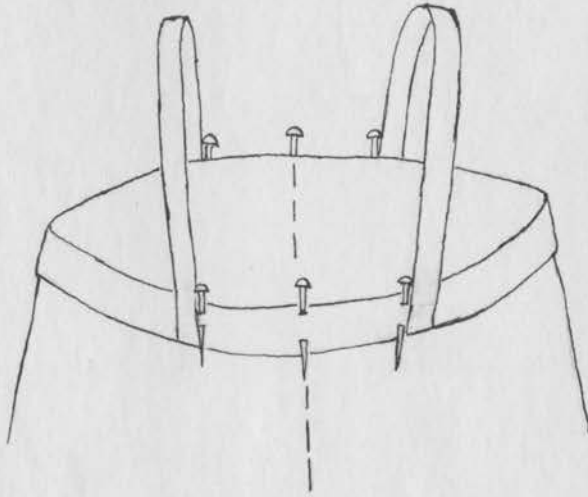


Find center front and center back by pinning side seams together as shown in the picture above. If the side seams have been made correctly, the pin in the center front and center back should come on the line of basting.



Step II

Measure and place pins three inches from center front, and two and one-half inches from center back as shown in the picture above.



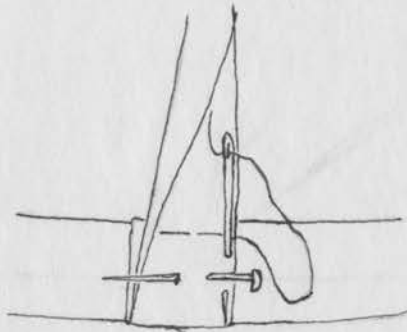
Step III

Fold ends of straps under one-fourth inch. Pin straps into place beside the pins mentioned in step II.

Step IV

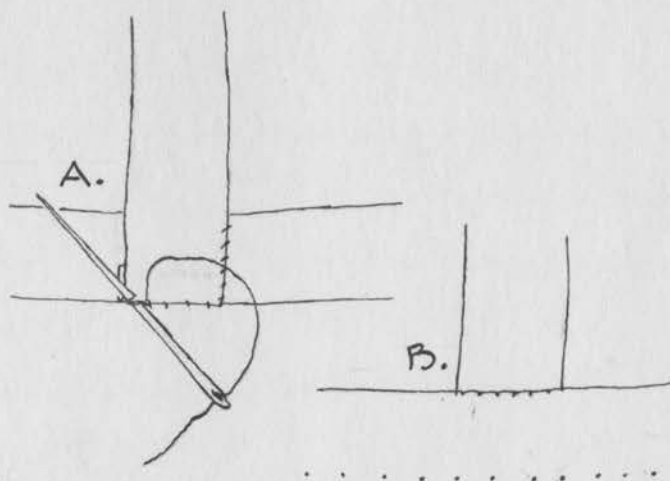
Try slip on to see if the straps are the right length. If straps are not the right length, correct them.

Ask the teacher to check your work.



Step V

Baste straps on to slip.



Step VI

Slip stitch all the way around the edge of the strap.

In the picture above, "A" shows how the wrong side of the strap should look. "B" shows how the right side of the strap should look. Some girls forget to slip stitch the right side. Be careful that you do not make this mistake.

Notice that you cannot see a knot in the picture above. Why? The knot is hidden between the strap and the slip.

The hem

You are now ready to make the hem in the bottom of your slip. A slip, dress, or anything you wear will never look right if you have an uneven hem or one that is poorly made. Do you know what a good hem should look like?

A good hem should be:

1. The same distance from the floor all the way around.
2. The same width all the way around.
3. Well made so that it shows very little on the right side and the stitch does not come out easily.

When you have the hem measured, there are several things to do:

1. Wear shoes with the same height heel will wear when your garment is finished.
2. Get everything ready before you ask your partner to stop her work to measure the hem.
3. The girl having her hem measured should stand on the table. (To protect the table stand on a piece of paper.) Remember that if you become too tired from standing, say so, and your partner will let you sit down and rest for a few minutes.

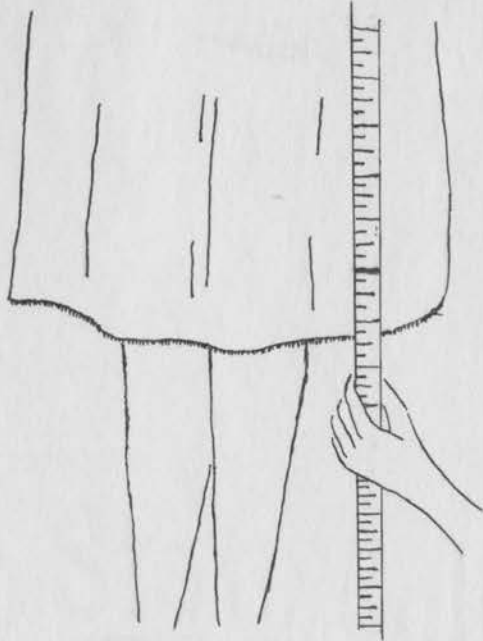


Step I

Press slip well before having the hem measured. Many girls make the mistake of not pressing and then they wonder why their hem is not even.

After you have put the slip on, straighten it so that it looks as it will when you wear it. (Be sure to straighten the straps of the slip.)

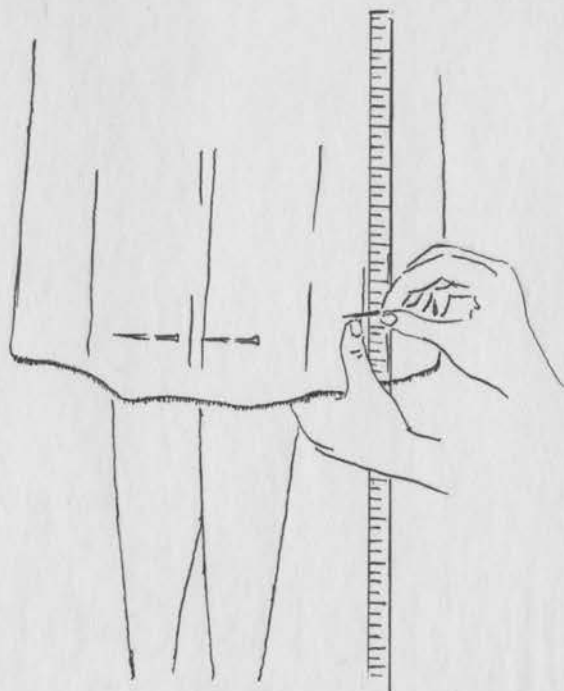
While the hem is being measured, stand straight on both feet with your arms at your side. Do not look down or move in any way. The girl who is measuring the hem should sit or stand in a comfortable position so that her eyes are even with the line being measured. (See picture above.)



Step II

Decide how many inches from the floor the slip should be. Most girls make their slips one-half to one inch shorter than their dress. How long do you wear your dresses? Is the dress you wore to school today the correct length? Do not try to go by the dress you are wearing, because some of our dresses are shorter than others. A good way to find the correct length is to turn up part of the slip and then look in the mirror. Try this over and over until you have found the correct length.

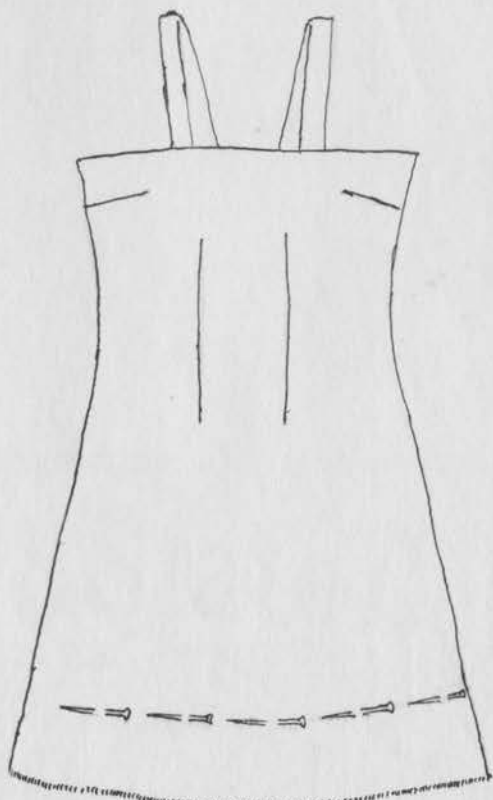
A rubber band may be put around the yardstick at the place where you want the hem to be marked. If you do not have a rubber band, mark the yardstick with chalk. (See picture above.)



Step III

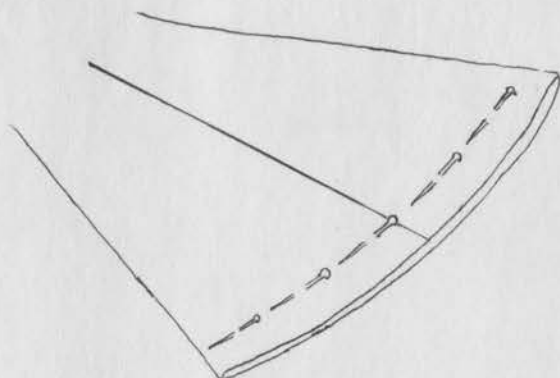
Put pins in the slip even with the rubber band on the yardstick and parallel to the floor. To do this, place the left hand back of the slip and press against the yardstick, being careful not to pull the slip. (See picture above.) Be sure to put the pins in so that they will stay in and not fall out. Pins should be placed about three or four inches apart at the hem line all the way around the bottom of the slip.

Before taking the slip off, stand in front of the mirror and ask your teacher if your pins are even. If she tells you they are not even, you and your partner should be quick to correct the mistake.

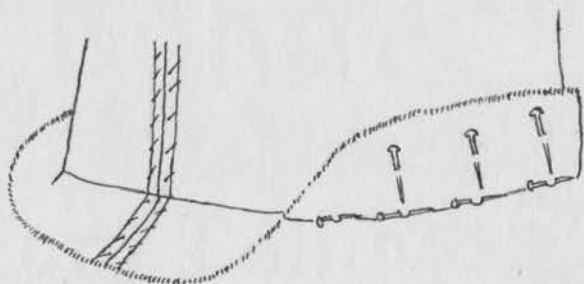


Step IV

After the teacher checks the work, take the slip off and again check to see if your pins are straight. To do this, lay the slip flat on the table and ask yourself this question, "Does the line of pins in my slip make an even curve as they do in the picture above?" If your pins are not an even curve the first time you make a hem, ask your teacher to change the pins that are out of line. After you have satched her change them one time, you should be able to do it yourself without trouble. It is very important that these pins are straight before you go to the next step.

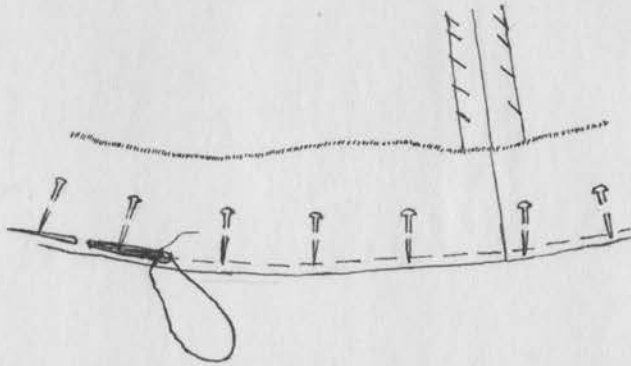


Now fold the slip in the center front and back with the side seams together. Again ask yourself the question, "Does the line of pins in my slip make an even curve as shown in the picture above?" If the pins are not an even curve, move them so that they will be.



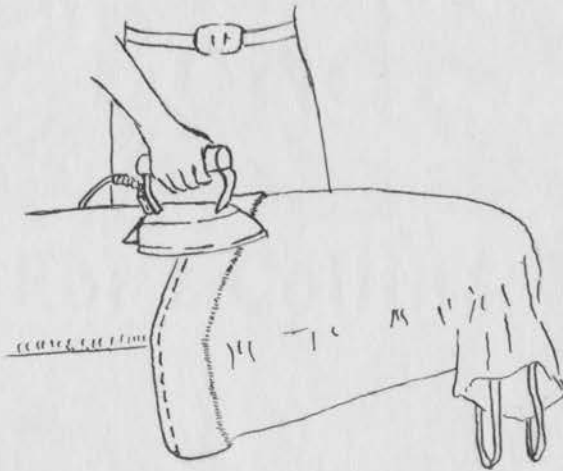
Step V

Fold the hem on the line of pins to the wrong side. At each pin put in another pin that is perpendicular to the fold. (See picture above.) It is best to put the first four pins at the center front, center back, and two side seams. The side seams should be open like the one in the picture above.



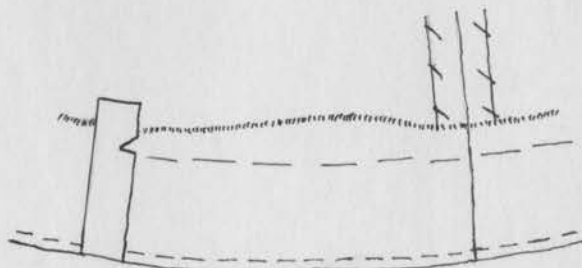
Step VI

Baste one-fourth inch from the folded edge. (See picture above.) Remove pins. If you are in doubt about your hem, it might be wise to pin the top of the hem in place and try the slip on again to check the evenness of the hem.



Step VII

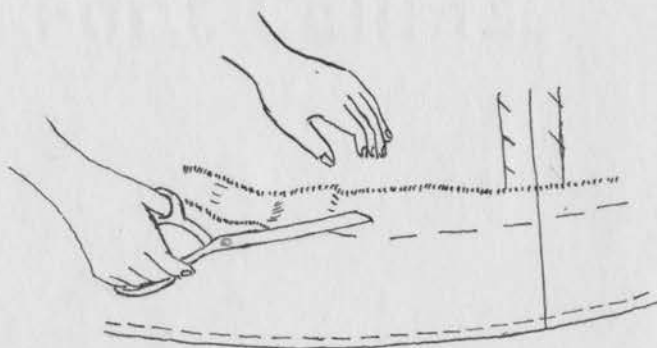
Remove pins and press the folded edge of the hem. Do not make any pleats as you press. You are again reminded to get into the habit of pressing always after you baste or stitch. This is very important if you want to become a good dressmaker.



Step VIII

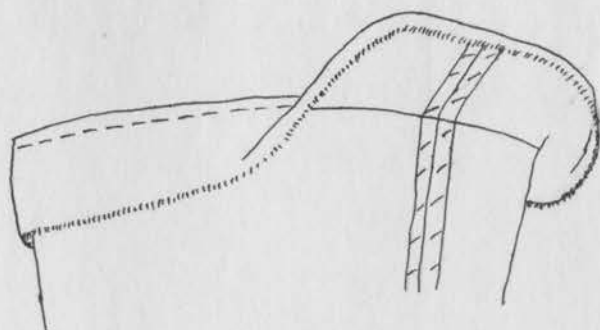
Make a hem guide the desired width of the hem plus one-fourth inch to turn under at the top of the hem. (See page 204 on how to make a hem guide.) Many girls make their hems about three inches wide when finished. This is about an inch wider than most hems. You must remember that you are growing girls and may want to let your hems out in a few months.

Place the end of the hem guide on the folded edge of the slip and mark the width of the hem with a pencil or pins all the way around. (See picture above.)



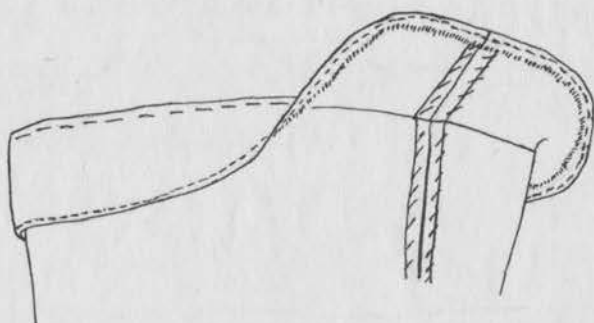
Step IX

Cut along the line of marks. Be very careful not to cut the slip.



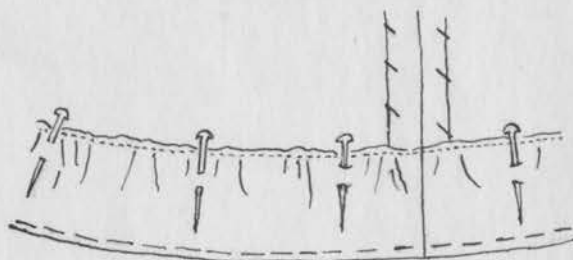
Step X

Turn the top of the hem under one-fourth inch and crease.



Step XI

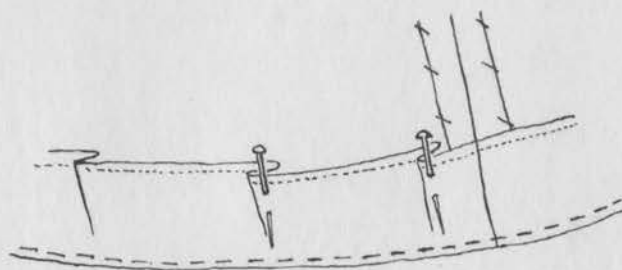
Baste with small stitches or machine stitch near the edge.



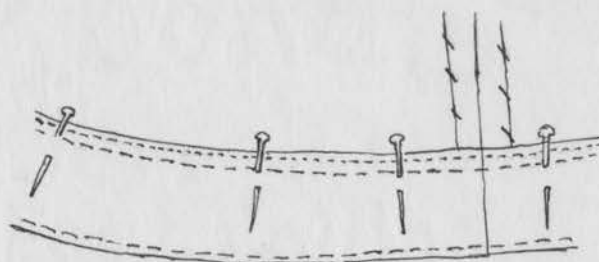
Step XII

Straighten your slip and pin hem to the slip. (See picture above.) It is better to start by first pinning

the hem into place at the center front, center back, and both side seams. If there is fullness at the top of the hem, make gathers by pulling the machine stitching made in step XI, so that the hem will fit the skirt.



It is better to use gathers at the top of the hem, not pleats as in the picture above. The reason for this is that the pleats show on the right side after the garment is washed and ironed.



Step XIII

Baste about one-fourth inch from the edge.

Step XIV

Remove pins and slip stitch. (See page 284 for directions on how to slip stitch.) Usually it is best not to stitch the hem on the machine.

Step XV

Press the hem on the wrong side.

Finishing up slip

Step I

Check to see that all bastings have been removed and that all threads have been tied.

Step II

Press slip.

1. Put slip over ironing board, wrong side out.
2. Test temperature of iron.
3. Press thoroughly.
 - a. When the iron is hot, start pressing.
 - b. Press the straps.
 - c. Press the slip all over, being very careful at the hems and seams. Move the iron up and down the slip with the threads of the material.
 - d. Turn slip right side out. Re-press if necessary.

Step III

Fold slip. To do this place slip on table with the front down. Turn each side over the back. Start making a 16-inch fold from the bottom of the slip and continue folding up over the back until the front top of the slip is up and the straps are folded under.

Step IV

Mark slip. To do this put your name, period, and cost of slip on a piece of paper and pin it to the slip.



I think one of the worst of sins

Is to fasten your dress up and down
with pins!

They tear your clothes, and they stick
you, too,

Oh no, that isn't the way to do!

CARE AND REPAIR OF CLOTHING

Remember when the class studied grooming we found that for a girl to be well-groomed the clothes she wears must be in good repair. Now is your chance to put some of your old clothes in good repair.

As a matter of review suppose we talk about what should be done to clothes in order to keep them in good repair.

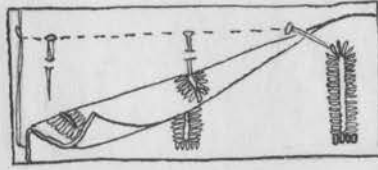
1. Sew on all buttons, snaps, and hooks and eyes.
2. Darn holes in garments before the garments are washed.
3. Check plackets to see that they close well and do not come open.
4. Press clothes. Do not wear them in a wrinkled condition.
5. Brush wool clothes after each wearing.
6. Air clothes often.
7. Wash socks and panties often.

Which of these would you like to talk about first? Did I hear someone say buttons? All right, buttons it will be. Tomorrow you may bring something to class that needs some buttons sewed on it.

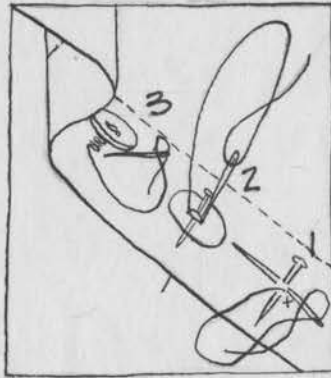


Off comes a button while she's at play!
Will she sew it on now, or go all day,
And maybe, who knows, just how long,
Before she sews it on good and strong?

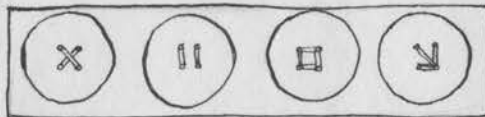
Sewing on buttons



Before you start to sew on buttons, use a pin to mark the place you want the button to go as shown in the picture above.



To sew on buttons, use a single or double thread. Most people prefer a double thread. Make a back stitch in the material before you start sewing on the button. Place a pin under the thread, then sew on the button.



The above picture shows attractive ways to sew on buttons.



Oh dear, what an ugly scene!
Don't read the fashions or magazine
Till you mend your sox and comb
your hair,
And never sprawl or slouch in a chair!

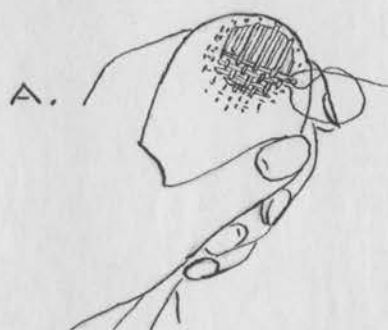
Learning to darn

Have you ever watched your mother darn a sock and noticed that as she darned the threads passed under and over each other in just the same way they do in a piece of material? On darned socks you can see the threads more clearly because they are so big.

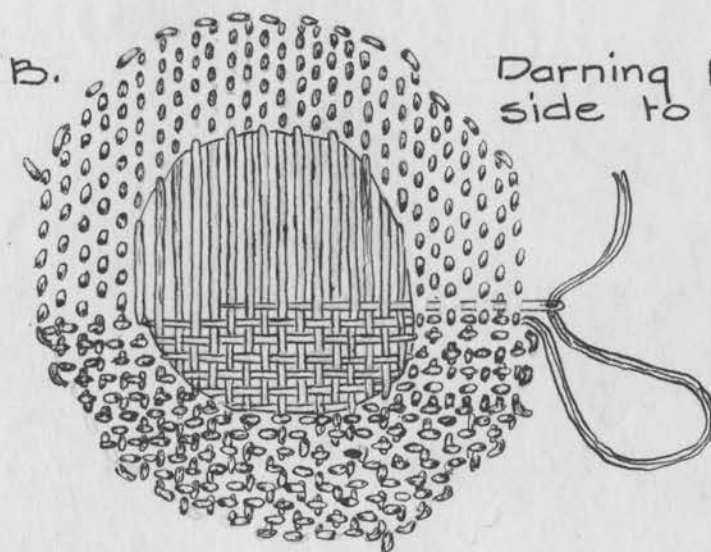
Would you like to learn to darn socks? As the teacher explains to you how to darn a sock the pictures on the following page will help you. Study these pictures carefully.

To darn a sock: place a small light bulb in the sock and hold it as shown in picture "A" on the following page. Start to darn far enough from the edge of the hole to take in all weak threads. (For darning use a soft thread as nearly the color of your socks as possible.)

Study picture "B" on the following page. Notice that the first threads are all put in going straight up and down. Would you like to try this on your sock? (Do not pull the threads too tightly.) After all the threads are put in going straight up and down you are ready to start darning from side to side. Look at the picture on the following page again. As you darn from side to side you will go over and under the threads you put in going up and down. To fill up our hole with nice even darning stitches we simply keep on sewing in and out of the threads, being sure each row is opposite the last row.



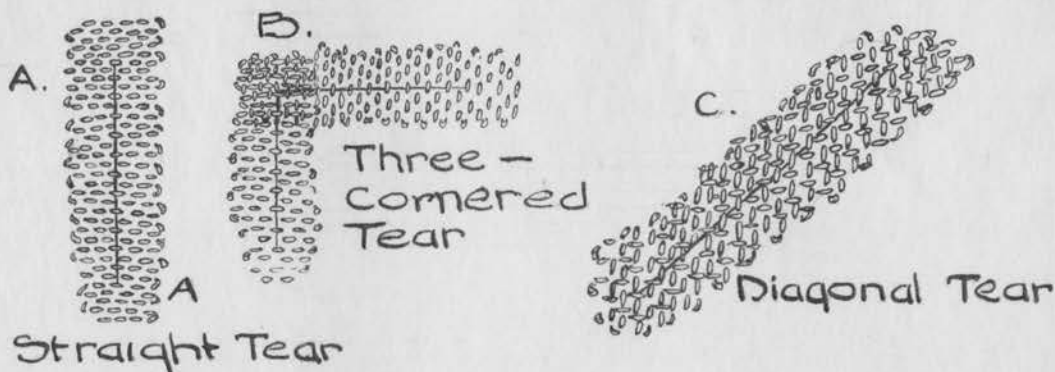
Holding the
light bulb in
the sock



Darning from
side to side



This little girl has torn her clothes,
And now I wonder if she knows
It's better far you should repair
A rent, or run, or hole, or tear,
Before your clothes are washed and pressed,
And then you will look nicely dressed.



In the picture above you see the three kinds of tears. Picture "A" is called a straight tear; picture "B" is called a three-cornered tear, and picture "C" is called a diagonal tear.

To repair a tear by hand is done in almost the same way you darn a sock, only it is a little harder. Do you want to try? Ask your teacher to show you how to darn each of the three kinds of tears. As she shows you how to darn the three kinds of tears study the picture above.

There are a few things she will ask you to keep in mind as you work, such as,

1. Do not expect your first tear you darn to be as good as one done by someone who has been darning for years. Darning is something that takes practice and more practice.
2. Repair the tear as soon as possible; never leave it until after the garment is washed.
3. If possible darn with a thread from the material upon which you are working.

4. Take short stitches, making them show as little as possible on the right side.

5. Keep lines of stitches parallel to the lines of threads in the material.

6. With your stitches try to hold down both sides of the tear.

7. Darn far enough from the edge of the cloth to take in all weak threads.

8. Pull each row of stitches tight enough to close the tear but not too tight.

9. When the darning is finished, cut off the thread close to the material.

10. With a damp cloth press the tear from the right side.

11. The darned place is made stronger if another piece of material is put under the darned place.



Laundering

What would you say the girl in the picture above is doing? Could she be getting ready to wash? When the class studied grooming, we found that for a girl to be well-groomed the clothes she wears must be well cared for.

One way to take care of clothes is to wash them as they should be washed. Do you know how to wash clothes?

When a garment becomes dirty, put it in a certain place with the other dirty clothes; do not throw it on the floor. However, underwear, socks, and hose should be washed daily if possible.

Step I

Before beginning to wash, divide the clothes so that you can wash the cleanest things first. White clothes should always be washed before colored clothes; never mix them. If the water becomes too dirty as you wash, change it, but do not try to wash in dirty water.



The amount of soap you use depends upon the kind of water you have. It is a wise plan to use just enough soap to have a good suds. Most of us do not have a washing machine; therefore, it is easier to boil the white clothes. To do this, put them in cold water with some soap and let them come slowly to the boiling point and boil. They should be clean after boiling for 10 minutes.

Step II

Rinse the clothes in two or three waters. The oftener you rinse, the whiter and cleaner the clothes.

Step III

Rinse clothes in bluing water. Be careful that you do not use too much bluing. You should also be careful that you shake out each piece before you put it in the bluing water.

Step IV

Starch whatever needs starch. Care should be taken

to use the right amount of starch. It is a wise plan to read the directions on the box of starch several times before making the starch.

Step V

Hang the clothes out to dry. Put pieces of a kind together. Shake clothes out before you hang them out. Hang colored clothes in the shade. In class it might be a wise plan to discuss the way various pieces should be hung on the line.

Step VI

Remove the clothes from the line after they are dry. Shake out and fold until time to be sprinkled.

Step VII

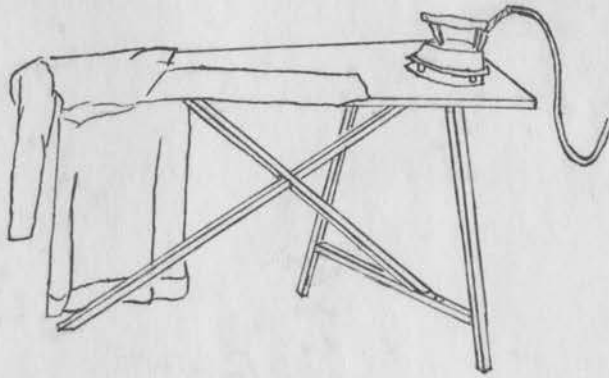
Sprinkle the clothes lightly with clear water. Fold the sides and ends of each piece toward the middle and roll tightly. Let them stand several hours or overnight before ironing.

Step VIII

To iron clothes, take out each piece of clothing and shake it before starting to iron it.



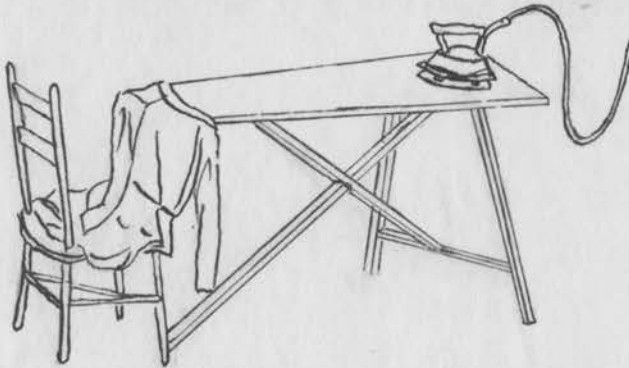
To keep things nice, you should
 clean and press,
 But don't start mooning
 When Frankie's crooning,
 Or you'll burn a hole in your dress.



Ironing or pressing a dress

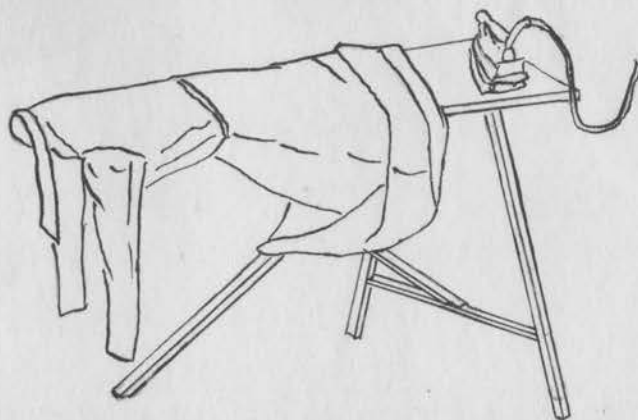
Step I

Lay the sleeve on the board with its seam toward the center of the board and its fold just off the edge of the board nearest you as shown in the picture above. Press up and down. Re-fold the sleeve to press the other part.



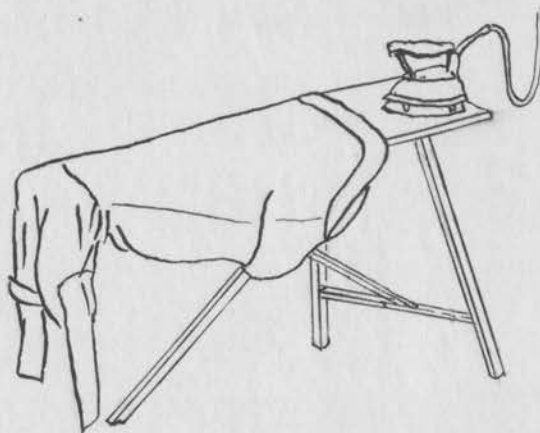
Step II

To press the shoulders put the dress on the ironing board as shown in the picture above. Move the dress around as you finish pressing each part.



Step III

Press the waist by putting the dress over the ironing board as shown in the picture above. Notice the fold in the skirt. Start pressing the back of the waist, turning the dress around as needed.



Step IV

Press the skirt by putting the skirt over the ironing board as shown in the picture above. Press in the same direction the threads in the skirt go. Move the skirt around the board as needed. Carefully press the hem.

CLOTHING WORDS USED IN THE SEVENTH GRADE

We learn many new words in clothing. Here is a list of some of the words the girls last term did not know. The words placed after each new word tell you its meaning. For some words several meanings are given. These meanings are divided by a mark like this ; .

Back stitch -- sewing in the same place at the end of basting; basting made on top of another to stop thread.

Baste -- to sew by hand; to make large hand stitches easily taken out; to make temporary stitches; to sew with the fingers.

Bobbin -- a metal spool on which thread is wound for the sewing machine; a spool for winding thread for the sewing machine.

Bust -- breast of the body.

Center front -- straight basting line down middle of front; the middle front.

Clip -- to cut a short distance.

Cloth -- material; fabric; what a garment is made of.

Commercial pattern -- a pattern you buy in a store; a ready-made pattern; a pattern made by a pattern company.

Crosswise (material) -- width of material; threads running across the material; threads going from one selvedge to the other.

Curved edge -- a round edge, not straight.

Design -- the way a dress is made; the figures or pictures on the material.

Direction sheet -- a sheet of paper in the pattern that tells how to make a garment.

Double thread -- thread with ends even so that stitch will be composed of two threads (as used in tailor tacks).

Durable -- lasting; wears well; does not wear out very easily; strong.

Equipment -- things with which you sew; tools used in sewing; supplies used in making clothes.

Fabric -- material; cloth.

To fit -- to make the size of dress suitable to a certain person; to make garments suitable to one size; to adjust the size of the dress to a person.

Fullness -- extraamount of material put in a given place; amount of material to be eased in a certain place.

Garment -- any kind of clothing; anything you wear; any article of clothing.

Grooming -- the care of the person and the care of the clothing.

Habit -- thing done so many times you can do it without thinking; something you do all the time; something done over and over.

Hand-made -- made by hand instead of by machine.

Head of machine -- top of the machine that you pull up with both hands when opening the machine; the threading part of the machine.

Hem allowance -- material allowed for hem; the material that is to be turned up into a hem.

Identify -- to tell what something is or to whom it belongs; to find out what something is.

Join -- to put two things together, as to put two seams together; to bring seams together.

Knot -- result of tying of thread; ends of tied threads.

Label -- to mark; to tell who made something or to whom it belongs; slip of paper or cloth that tells who made the garment.

Lengthen -- to make longer.

Lengthwise -- up and down of the material; the long way of the material.

Material -- what a dress is made of; cloth; fabric.

Notches -- a V cut out of the sides of the pattern to show how two pieces of the pattern should be put together.

Observe -- To pay attention to something; to notice.

Parallel -- two lines or two things going the same way the same distance apart.

Pattern alteration -- change to make the pattern fit a person.

Pattern envelope -- paper bag the pattern comes in; paper bag in which direction sheet and pattern come.

Perforation -- little holes in the pattern that mark center front, darts, etc.; little holes in the pattern that help you in making your garment.

Perpendicular -- straight up and down.

Pre-shrunk -- material that will not draw up when washed.

Ravel -- to come out, such as a thread coming out of material; to come loose.

Ruler -- a measuring stick 12 inches long (12 inches = one foot.)

Scraps -- pieces of material that are left after garment is cut out.

Seam allowance -- amount of material allowed for seam.

Selvedge -- the edge of the cloth so woven that it will not ravel; the smooth edges of each side of the material.

Shopping courtesy -- to be polite when buying in a store; to be polite, kind, considerate, and nice to other people when shopping; to be nice to the clerk who waits on you.

Shrink -- to get smaller.

Sizing -- a starch; a white powder that has stiffening qualities.

Stitch - to sew on the machine.

Straps -- long narrow pieces of cloth used to hold up a slip.

Single thread -- one thread with uneven ends (as used in basting).

Tailor tacks -- loops of thread through the material to mark darts; three loops made in a perforation.

Tape measure -- a long narrow piece of cloth with inch markings, used for measuring.

To tie -- to make a knot in threads; to fasten threads together.

Thimble -- a hard cover for the middle finger, used to protect the finger while sewing and to help push the needle through the material.

Treadle machine -- a sewing machine run with the feet and not electricity.

To treadle the machine -- to run the machine with your feet.

Waistline -- smallest part of the waist; the natural waistline.

Weave -- method by which material is made.

Yardstick -- measuring stick three feet long; (three feet = 36 inches).

Chapter VII

SUMMARY

In order to find information needed to revise the clothing construction course for seventh-grade girls of Latin-American extraction of Sidney Lanier High School the Stanford Achievement Tests were used. The clothing vocabulary of the girls was analyzed by means of a vocabulary test given to 100 Latin-American girls and 100 Anglo-American girls. The sewing equipment available in the homes was determined by check sheets given to the girls. Various topics of the course were examined for interest appeal and importance by analyzing the results of an interview with 100 Latin-American girls in the ninth grade and 50 in the twelfth grade.

The girls of Sidney Lanier School were found to be between one and two grades lower in "Paragraph Meaning," "Word Meaning," "Language Usage," "Arithmetic Reasoning," "Arithmetic Computation," and "Spelling" than grade standard. The Latin-American girls were also deficient in clothing vocabulary. In general the sewing equipment in the homes of the Latin-Americans was decidedly inferior to that of the Anglo-American homes. Ninth-grade and senior girls thought that teacher-made

instruction sheets were easier to understand than were books, and that illustrations made the comprehension of instruction sheets easier. When interviewed concerning the value of and their interest in the clothing construction course, the girls who had had the course stated that they preferred grooming and selection of colors to the other topics taught in junior high school.

A P P E N D I X

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Appendix A

Clothing Vocabulary Test

Name _____ Age _____ Grade _____

Teacher _____ School _____

Directions: This is a test to find out if you understand the words which will be used in this clothing class. It will not affect your grade in any way, but will help you and the teacher decide how to teach you.

In each exercise one of the four lettered groups of words will best complete the sentence. Write the letter of the correct answer on the line at the left.

Samples:

- A 1. Aprons are
 A. worn over house dresses.
 B. worn on the head.
 C. used on the machine.
 D. small scissors.
- C 2. A coat hanger is
 A. a machine.
 B. a ready-made dress.
 C. something to hang clothes on.
 D. a box for storage of clothes.

- _____ 1. To fit a dress means to
 A. make a dress the right size for a certain person.
 B. pin the dress together.
 C. make the dress wear longer.
 D. stitch on the machine.
- _____ 2. A pattern for sewing is a
 A. guide for cutting and sewing garments.
 B. cotton material.
 C. dress without sleeves.
 D. rayon material.
- _____ 3. A scarf is a
 A. pair of earrings.
 B. something worn about the neck or head.
 C. short coat.
 D. bright comb.

- _____ 4. a buttonhole is
A. a hole in a button.
B. becoming to most people.
C. a finished opening for a button to go through.
D. a square button.
- _____ 5. A patch is a
A. piece of cloth used to cover a torn place.
B. narrow collar.
C. good decoration.
D. padded shoulder.
- _____ 6. A bobbin is
A. a dress to be worn to school.
B. a metal spool on which thread is wound for the sewing machine.
C. a kind of machine.
D. worn chiefly by babies.
- _____ 7. Machine stitching is
A. to stitch with a needle and thread.
B. a way of ironing.
C. to sew by hand.
D. to stitch on the sewing machine.
- _____ 8. Elastic tape is a
A. tape containing some rubber.
B. tape made of silk.
C. saving in buying clothes.
D. beautiful tape.
- _____ 9. Hand-made means
A. to wash a dress by hand.
B. made by hand instead of by machine.
C. a lazy hand.
D. a lovely hand.
- _____ 10. An armhole is
A. an opening at the elbow.
B. an opening for the arm to go through at the shoulder of the dress.
C. a sleeve too large for the arm.
D. a band around the arm.
- _____ 11. Brassiers are
A. worn by babies.
B. a good decoration.
C. a support for the bust.
D. wide belts.

- ___ 12. To fasten means to
A. press a dress.
B. follow the fashion of the day.
C. to remove a stain from a dress.
D. join something together.
- ___ 13. Ready-made dresses are
A. dresses made at home and pressed ready to wear.
B. dark dresses.
C. dresses made of loud colors.
D. dresses bought ready to wear.
- ___ 14. A tape measure
A. is a narrow piece of material with inch markings.
B. will remove nail polish from material.
C. does not soil easily.
D. is a necklace.
- ___ 15. Appearance is
A. a person's wish.
B. making healthy clothes.
C. how a person looks.
D. the amount added or subtracted from a dress.
- ___ 16. The center front of a dress is the
A. upper part of the front.
B. middle of the front.
C. side front.
D. lower part of the front.
- ___ 17. Fullness is
A. a rolled collar.
B. the fold of the material.
C. a fine thread.
D. having so much material it hangs in folds.
- ___ 18. A crease is a
A. mark made by folding material.
B. seam.
C. kind of sewing table.
D. reduced price.
- ___ 19. A graceful person is one who
A. is awkward.
B. moves in a clumsy way.
C. moves in a pleasing way.
D. moves quickly.

- ____ 20. To shrink means to
A. dry quickly.
B. last longer.
C. save laundry.
D. get smaller.
- ____ 21. Snaps are
A. long hooked fasteners.
B. pearl buttons.
C. a kind of rayon.
D. round metal fasteners.
- ____ 22. Style
A. is the fashion of the time.
B. makes the material last longer.
C. weakens the material.
D. is a color.
- ____ 23. Gathering is
A. drawing up material on a thread to fit a smaller space.
B. washing a dress in warm water.
C. a way of making starch.
D. a step in knitting a sweater.
- ____ 24. Puffed sleeves are
A. sleeves made with less material.
B. only for grown-ups.
C. sleeves with many gathers at the shoulders.
D. tight sleeves.
- ____ 25. Ruffles are
A. straight bands on garments.
B. gathered trimming used on dresses.
C. long wide sleeves.
D. openings on dresses.
- ____ 26. A seam is
A. a line of stitching joining two or more pieces of material together.
B. a trimming.
C. a plan for work.
D. the thread used for sewing.
- ____ 27. A wrinkle is
A. a dress that feels comfortable.
B. the style of a dress.
C. an unwanted crease in a garment.
D. a washing powder.

- ____ 28. Basting means to
A. save machine stitching.
B. save time in sewing.
C. wear clean underwear.
D. make long stitches by hand easily taken out.
- ____ 29. Odor is a
A. bath.
B. kind of material.
C. smell.
D. soap.
- ____ 30. A pleat is
A. worn around the waist.
B. getting clothes ready to be ironed.
C. a small collar.
D. a fold of cloth doubled back on itself.
- ____ 31. A buckle is a
A. tight sleeve.
B. kind of fastening for a belt.
C. simple dress.
D. belt made of metal.
- ____ 32. A knot is a
A. part of the sewing machine.
B. kind of belt.
C. tied thread.
D. skirt and sweater that match.
- ____ 33. Bleaching means to
A. make material brighter.
B. hold the dress in place.
C. clean dark shoes.
D. remove color.
- ____ 34. A placket is
A. a torn place in a dress.
B. an opening in a garment.
C. used to hold the work in place.
D. the directions for making a dress.
- ____ 35. To rip means to
A. take out stitches.
B. break a needle.
C. cut a dress.
D. sew on buttons.

- ____ 36. A garment is
A. a bracelet.
B. an article of clothing.
C. a way of removing ink.
D. a precious stone.
- ____ 37. To ravel means
A. that the threads come out.
B. to prolong the life of a garment.
C. to tie threads.
D. to wear stripes.
- ____ 38. Broad shoulders are
A. wide shoulders.
B. round shoulders.
C. hollow shoulders.
D. narrow shoulders.
- ____ 39. A sagging skirt is
A. a skirt worn mostly by large girls.
B. known for its brilliance.
C. an uneven skirt.
D. a narrow skirt.
- ____ 40. To remodel is
A. to remove greast stain.
B. to be a model student.
C. making a dress out of new material.
D. making a dress over.
- ____ 41. A decoration is
A. used only by better dressed women.
B. a kind of trimming.
C. a patch put over a hole.
D. a game in sewing.
- ____ 42. Weaving is
A. one way cloth is made.
B. the up and down of material.
C. to get a dress out of shape.
D. knitting.
- ____ 43. A yard stick is a
A. stick four feet long.
B. measuring stick 36 inches long.
C. heavy stick.
D. window stick.
- ____ 44. A full skirt is a
A. narrow skirt.
B. wide skirt.
C. short skirt.
D. long skirt.

- ____ 45. Remnants are
A. always a good buy.
B. collars and cuffs.
C. used in the hair.
D. short lengths of material.
- ____ 46. A thimble is
A. a way of measuring.
B. worn on the thumb.
C. becoming to most people.
D. used to protect the finger while sewing.
- ____ 47. To lengthen is to
A. make longer.
B. make wider.
C. make shorter.
D. add width.
- ____ 48. Scalloped means to
A. measure the waist.
B. break the scissors.
C. cut an edge in curves.
D. make long stitches.
- ____ 49. A hem is
A. a binding on a dress.
B. a stitched band on the lower part of the dress.
C. a rolled collar.
D. the finish of any material made by turning over a part of the cloth two times and sewing it down.
- ____ 50. The waistline is
A. the length between the shoulders and hips.
B. the smallest part of the waist.
C. to make the waist look longer.
D. between the waist and hips.

Appendix B.

CHECK SHEET ON
AVAILABLE SEWING EQUIPMENT IN THE HOME

On this check sheet you will find a list of sewing equipment. Please place a check (X) to indicate what sewing equipment you have in your home.

I. Sewing machine

A. Make _____

B. Age of machine _____

_____ 5 years or less

_____ 10 years

_____ 15 years

_____ 20 years

_____ 25 years or more

C. Condition of machine as compared to the school sewing machine.

_____ Good

_____ Fair

_____ Poor

D. Style of machine

Cabinet or upright

_____ Treadle

_____ Electric

Portable

_____ Electric

_____ Hand Power

E. Number of machines _____

II. Scissors

A. _____ Number of Scissors

B. Size of scissors

_____ Small

_____ Medium

_____ Large

III. Pinking attachments

_____ Machine pinker _____ Hand pinker _____ Pinking shears

IV. Iron

_____ Heavy electric _____ Light electric _____ Gasoline

_____ Flat iron _____ Others (Kind) _____

V. Ironing board

_____ Folding ironing board _____ Flat ironing board to be placed from chair to chair

VI. Pressing cloth

_____ Cloth _____ Paper

VII. Mirrors

_____ Full-length _____ Hand _____ Triple _____ Wall (Small)

VIII. Skirt marker

_____ Regulated skirt marker _____ Plain yard stick

_____ none

IX. Miscellaneous

_____ Sewing box or sewing center _____ Tape measure

_____ Embroidery hoops _____ Needles

_____ Thimble _____ Pins

X. Bobbins

 Number of bobbins

Appendix C.

INTERVIEW FORM FOR GIRLS IN SENIOR HIGH SCHOOL

1. What did you like best about the books used in clothing?

2. What was the worst thing about the books used in clothing?

3. Which were easier to understand, the printed books or the instruction sheets written by the teacher?

4. What of the things the teacher used, helped you most -- the illustrations, the pictures, or the samples? _____
5. Which of the following topics studied in clothing in junior high school have you used since you finished the eighth grade?

Please check the three most important items with a triple check (). Check each topic twice () if you have often used it. Check once () if you have seldom used it. Leave blank if you have never used it.

A. _____ How to use money wisely.

B. How to select:

_____ patterns

_____ colors to fit the person and occasion

_____ material

_____ ready to wear dresses

_____ undergarments

- ___ coats
- ___ shoes
- ___ hose and socks
- ___ hats
- ___ suitable accessories

C. How to do the following:

- ___ take measurements properly
- ___ alter patterns
- ___ mark and cut a garment properly
- ___ use the sewing machine
- ___ use a thimble
- ___ make a garment fit
- ___ do simple remodeling

D. ___ How to keep well groomed

- ___ How to hang up clothes properly
- ___ How to keep one's shoes clean and in proper order.

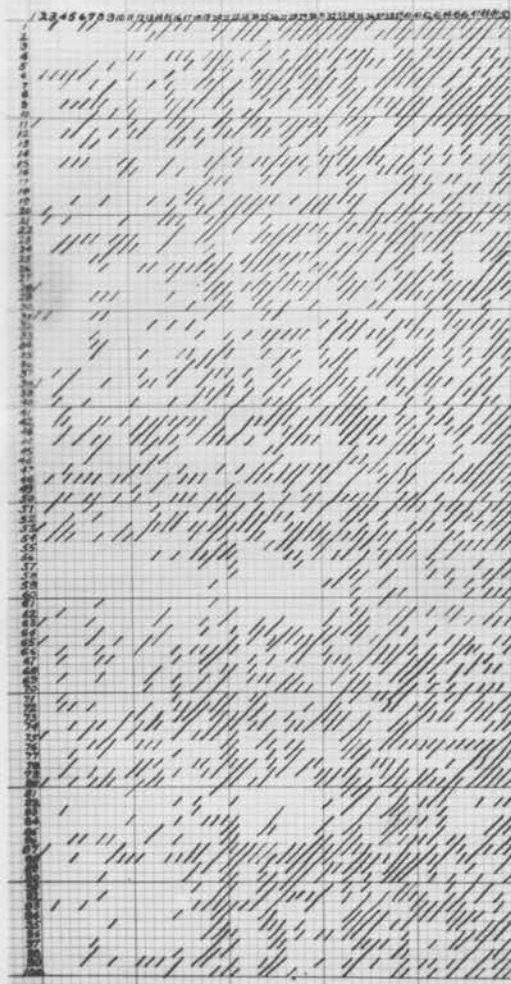
E. How to repair and care for clothes

- ___ How to patch
- ___ How to darn
- ___ How to dye material
- ___ How to remove stains
- ___ How to wash, starch and iron school dresses
- ___ How to wash a wool sweater
- ___ How to wash hose, socks, and underwear

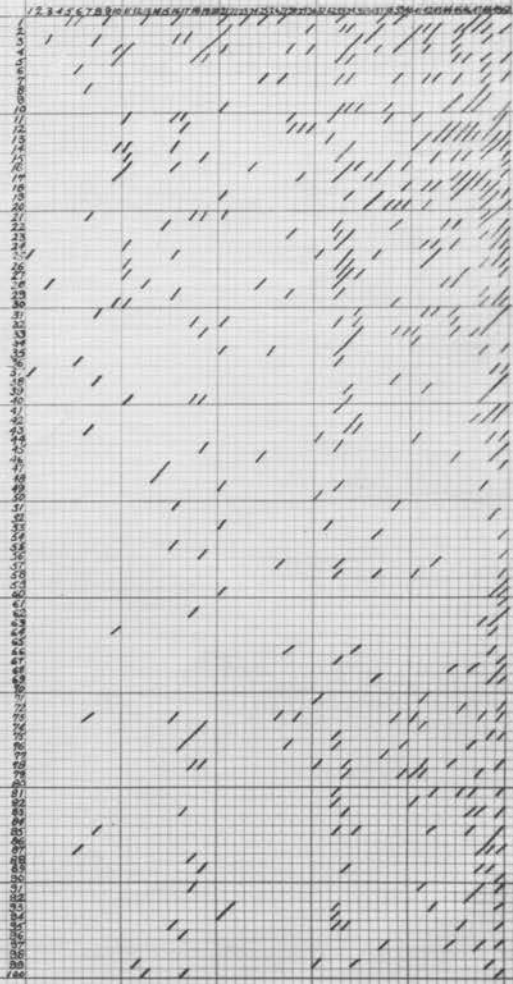
- | | | |
|-------------------------------|---|----------------------|
| 6. List other topics you wish | ! | 7. List garments you |
| you had had more informa- | ! | have made since you |
| tion on in clothing. | ! | had clothing in |
| | ! | junior high school. |
| | ! | |
| | ! | |
| | ! | |
| | ! | |

RESPONSES TO CLOTHING VOCABULARY TEST

LATIN AMERICANS



ANGLO AMERICANS



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BIBLIOGRAPHY

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