UNIVERSITY OF ILLINOIS
AGRICULTURAL COLLEGE AND EXPERIMENT STATION

THE ORGANIZATION AND DIRECTION OF CLOTHING CLUBS

By Harriet M. Phillips and Fairie Mallory

URBANA, ILLINOIS
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THE ORGANIZATION AND DIRECTION
OF CLOTHING CLUBS

BY HARRIET M. PHILLIPS, ASSISTANT STATE LEADER, JUNIOR EXTENSION SERVICE, AND
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This circular has been prepared for local leaders of clothing clubs. It contains the necessary detail information for organizing the club group and for directing the members in the actual work of the project, and is supplemented by the Clothing Club Manual which is for club members.

ESSENTIALS FOR SUCCESSFUL ORGANIZATION

Before a clothing club can be successfully organized in a community there must be—

1. A local leader or leaders. These women must have some knowledge of sewing and good taste in dress, and a knowledge of how to work and play with girls.

2. At least five girls of club age who wish to become club members.

3. Enough interest to secure cooperation between the parents and girls so that the members may do their club work successfully.

REQUIREMENTS FOR MEMBERS

Members enrolling must—

1. Be between the ages of 12 and 20 inclusive
2. Complete the minimum requirements of at least one project
3. Keep records
4. Attend meetings
5. Make an exhibit
6. File a final report with the local or county leader.

Each girl who enrolls as a club member should understand the requirements for members and also the purposes for which clothing clubs are organized.
PURPOSES OF CLOTHING CLUBS

Clothing clubs are organized to help girls and young women of the open country and small towns—

1. To cultivate the desire to be well dressed.
2. To learn how to be well dressed. This means the developing of powers of judgment and appreciation in the selection of clothing as well as the acquiring of a certain amount of technical skill in sewing.
3. To learn to work and play with other girls. Every club member should have a share in conducting the business of the club, should participate in the club programs, and should enter into its wholesome group recreation.
4. To develop rural leadership. The country does not lack leaders because its young people are not as capable as those in the city, but because they are not so well trained.

THE FIRST CLUB MEETING

When the initial membership is secured, a time and place should be set for the first club meeting. The local leader should take charge at this meeting. She should—

1. Explain the plans and details of the working of the club and the project. Even tho this has been explained previously it should be reviewed at this time.
2. Preside during the election of president, vice-president, and secretary-treasurer.
3. Explain the duties of the secretary. These include the sending of a copy of the enrollment to the county leader, the keeping of the record of attendance, and the writing of the minutes of each meeting in the Secretary’s Record Book (supplied by the Junior Extension Service).
4. Have the members choose a name for the club.
5. Have them decide on a time and place of meeting.
6. Recommend the appointment of a committee to draft a simple constitution and by-laws to be presented at the next meeting (see Secretary’s Record Book).
7. Recommed the appointment of a committee to make out a program of meetings for the year.
8. Distribute and explain: (a) the Clothing Club Manual, (b) the Home Making Record Book.
9. Discuss the list of equipment needed.
10. Make plans for the first garment.
11. Have the members play one or two games and sing some club songs.
CLUB PINS

Pins can be worn as the insignia of Illinois club members and leaders. A member who has enrolled and begun the work of her project is entitled to wear the silver membership pin. A member should be encouraged to look forward to earning the enameled achievement pin which may be worn by those who have completed the minimum requirements of the project, made an exhibit, and handed in a final report. A club leader is privileged to wear a leader's pin as soon as her club is organized. These pins are usually supplied by the Farm Bureau or Home Bureau under whose supervision the work is conducted. They may be obtained from the State Club Leader at the following prices: membership pins, 5 cents; achievement pins, 17 cents; leaders' pins, 20 cents.

PLANNING THE PROGRAM OF WORK

The committee which is to draft the program for the year should plan a program of meetings and all special activities which the club as a group will be likely to undertake, such as a picnic, a tour, a local exhibit, a demonstration or judging contest. This program should be so planned that the club will meet the requirements of a standard achievement club (see Secretary's Record Book).

A Standard Club

1. Has a membership of at least five working on the same project
2. Has an adult leader
3. Elects officers and forms an organization
4. Adopts a definite program of meetings for the year

When the above requirements have been met, and a copy of the club's program for the year has been approved by the State Club Leader, a standard club charter will be issued to the club.

Applications to be recognized as a standard club must be made each succeeding year in the same manner as the first year, together with the statement that the club already has a charter.

A Standard Achievement Club

1. Must be a standard club.
2. Must hold at least six regular club meetings during the club year. The secretary must keep detailed records of these meetings.
3. Must hold at least one exhibit during the club year.
4. Must have a demonstration or a judging team which gives at least one public demonstration in the home community.
5. Must have at least 60 percent of its members complete the work and file a final report.
6. Must hold an Achievement Day at the close of the club year.
When the above requirements have been met, the club is eligible for a gold achievement seal (see application blank in Secretary’s Record Book), which will be awarded by the State Club Leader.

The Program of Meetings

In planning the program of meetings, certain essentials must be considered in order to make the program well rounded. A clothing club to function properly should influence the whole community as well as the individual members of the club. Hence the clothing problems of the community should be considered carefully before planning the program and a discussion of these problems included in the topics for the meetings. The topics for discussion listed at the end of each year’s work (beginning on page 13) stress the problems of a well-dressed girl. In some localities the points in the discussions may meet the needs of only a few girls, in others they will apply to the whole community. For example, the problem of elaborate dressing and the use of extreme styles may be an individual or a community problem. If it is a community problem, the program should give special attention to suitability and simplicity of dress, and should include a public demonstration or exhibit designed to especially emphasize styles of dress which are more appropriate and which show better taste than those commonly worn in the community.

In most clubs the date for finishing the year’s work should be set when the club is organized. The length of time to be devoted to the making of each garment or article should be considered in relation to the time for completing all the work of the project. The dates on which each garment is to be planned and started and the approximate date for finishing it should be determined. The topics related to the problems which the girls will meet in making the garments should be listed, and then fitted into the schedule of meetings. The topics may be assigned to members either at the beginning of the project or as the program progresses.

Local activities and events such as picnics, tours, demonstrations, exhibits, and Achievement Day should be given their place in the program of meetings. If possible, it is a good plan to have the program of county events in the hands of the program committee so that there may be no conflict between local and county activities.

**CLUB MEETINGS**

Clothing clubs should meet every week or every other week. Clubs which meet only during a few months may find it necessary to meet twice a week in order to complete the minimum requirements.

While the work of each year’s project usually takes from three to six months if the club meets every two weeks, the readiness with which the members complete their work will vary considerably. A
year-round program should be planned if possible, as the most successful clubs are those which do not have to be reorganized each spring or fall. Some clubs alternate their projects by having, for example, a clothing project in the winter, and a canning or bread project in the summer. However, some clubs wish to meet only during the summer months for definite project work. These clubs can retain the active interest of the members during the winter months by meeting once a month for discussion and for social activities. Clubs which organize for work during the school year may have similar once-a-month meetings during the summer.

During the period covered by the project, there should be, at least once a month, a business session presided over by the club officers, a well-prepared program, with discussions of problems relating to the work of the project, and a social hour. Many clubs have preferred to have a short social hour, with games and songs, after each meeting.

All the work in sewing should be supervised by the club leaders. However, members should be encouraged to do as much sewing at home as can be well done. This amount of sewing will vary largely with the age and experience of the club members. If it is possible to have several sewing machines available when machine stitching is to be done, the work will move more rapidly.

RECORDS AND FINAL REPORTS

Each girl should understand just what is required in her record book when she first begins the work of the project. Going over this record in detail at the first meeting saves time later on. The club leader should look over these records every few weeks, as it is easier to encourage club members in good record keeping if the work is inspected frequently. If the record is well kept, the making of a final report will be simple. These final reports should be prepared immediately after the work of the project is completed. No club member has finished her work until she has handed in the final report.

EXHIBITS AND BASIS OF AWARDS

Each local club should have an exhibit in its own community. The mothers and friends of the club members should be invited to see this exhibit. No member should be permitted to exhibit her garments unless her record book is up to date. All garments exhibited should be carefully pressed. In most cases the local exhibits should be non-competitive; but if the garments are to be judged and prizes are to be awarded, the premium list should be carefully prepared. Ribbons or premiums should be given on the garment alone, without considering the records. If so desired, separate premiums may be given on the record books.
DEMONSTRATIONS

Demonstrations should be included in every club’s program. Simple demonstrations given by two or three members, lasting from fifteen to thirty minutes and dealing with one problem in clothing work, such as hanging a skirt or testing materials, will be most helpful in getting subject matter before the club and in developing leadership among the girls. Every member should be given a chance to take part in at least one demonstration during the year. It is more valuable to have many simple demonstrations at the regular club meetings than to spend all the time preparing for the public demonstration which must be put on before the end of the year if the club is to receive a standard achievement seal. For this public demonstration, a team should be selected from the members showing the greatest ability. If a contest is held this team may then compete with the other club teams in the county for the honor of representing the county at the State Fair.

ACHIEVEMENT DAY

Achievement Day is the day which celebrates the completion of the work of the project. In most clubs it is held during October, November, or December, but in some clothing clubs which complete their work in the spring it is held in April, May, or June. The type of program varies with the type of club. In some places a county achievement day is held, in others it is a local affair. On this day achievement pins should be presented. Only those members who have completed the minimum requirements of the project, made an exhibit, and handed in a final report are eligible for achievement pins. If the club has earned an achievement seal, it should also be presented at this time. The program may include the secretary’s report and a few good reports of members, a talk by some adult, and some recreation.

MINIMUM REQUIREMENTS

The following outline of projects for girls’ clothing clubs is based on a knowledge of what girls wear, what they like, and what they are capable of doing. The projects are broad enough in their scope to give every girl an opportunity to express her own individuality while she is learning the fundamentals of clothing construction and selection. However, the minimum requirements may be changed at the discretion of the leader to meet individual needs, provided the principles suggested are taught and an equal amount of work is done. The leader should guide the inexperienced girl to the simple garments and the older, more capable girl to the more difficult problems which
Fig. 1.—Some Aprons that are Attractive in Design and Simple in Construction

Those at the top are sewing aprons. Those below can be worn to protect school dresses.

will sustain her interest. For those who work rapidly and wish to do more than the minimum requirements, in each year’s project, electives are offered. These electives will help to solve the problem of varying abilities in the club and also act as an incentive to speed.
### Junior Projects
(For girls from 12 to 15 years of age, inclusive)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen holder</td>
<td>Choice of princess slip</td>
<td>Choice of smock, middy,</td>
</tr>
<tr>
<td>Apron</td>
<td>or underskirt</td>
<td>or waist</td>
</tr>
<tr>
<td>Patching</td>
<td>Simple wash dress</td>
<td>Skirt</td>
</tr>
<tr>
<td>Stocking darn</td>
<td>Choice of gift</td>
<td>Ten hours of family</td>
</tr>
<tr>
<td>Nightgown</td>
<td>All of members own</td>
<td>mending and all of</td>
</tr>
<tr>
<td>Choice of gift</td>
<td>mending</td>
<td>own mending</td>
</tr>
<tr>
<td>Elective: Bloomers</td>
<td></td>
<td></td>
</tr>
</tbody>
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### Senior Projects
(For girls from 16 to 20 years of age, inclusive)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of bungalow</td>
<td>Study of dress design</td>
<td>Study of economics of</td>
</tr>
<tr>
<td>apron, kimono, slip-</td>
<td>and patterns</td>
<td>dress</td>
</tr>
<tr>
<td>over smock</td>
<td></td>
<td>Made-over garment</td>
</tr>
<tr>
<td>Choice of two:</td>
<td>Choice of middy, smock,</td>
<td>Wool or silk dress</td>
</tr>
<tr>
<td>envelop chemise,</td>
<td>waist</td>
<td>Care and repair of</td>
</tr>
<tr>
<td>camisole or brassiere,</td>
<td></td>
<td>own clothing and</td>
</tr>
<tr>
<td>nightgown, bloomers,</td>
<td></td>
<td>15 hours of family</td>
</tr>
<tr>
<td>underskirt</td>
<td></td>
<td>mending</td>
</tr>
<tr>
<td>Care and repair of</td>
<td>Elective: Household</td>
<td>Elective: Handmade</td>
</tr>
<tr>
<td>own clothing</td>
<td>article</td>
<td>collar and cuff set</td>
</tr>
<tr>
<td>Elective: Wash dress</td>
<td></td>
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### TEACHING SUGGESTIONS FOR LEADERS

In directing clothing club work, difficulties are encountered that are not found in regular classroom teaching. For instance, in the same club the leader may have girls doing both first- and second-year work. Sometimes the clubs are large, the equipment inadequate, and much of the work must be done at home. In her effort to have the girls turn out good-looking garments under such conditions, the leader sometimes overlooks her opportunity as a teacher. She attempts to give too much individual help, and because she does the thinking for the girls they become so dependent on her that they fail to develop their own initiative.

It is suggested that at the beginning of each club meeting the leader should give at least ten or fifteen minutes to group teaching. The main problem or problems which the girls will need to solve next should be presented at that time. They should be presented in such
a way that the girls will not only get the information they need in making the particular garment on which they are working, but will also be stimulated to think, to form judgments for themselves, and establish principles which they can use over and over again.

The following outlines are designed to assist the leader in analyzing the problems involved in making the garments suggested under minimum requirements. Two types of problems must be solved—those involving construction and those involving selection. Both types should be held equally important in presenting the work to the girls. The construction processes are described in the Clothing Club Manual, which every club girl should have. The problems in selection will be presented largely thru the discussions which are listed at the end of each year’s work. The aim of these discussions is to develop initiative on the part of the girls giving them, as well as to give information to the rest of the club members. The material for some of these discussions will be found in the Clothing Club Manual. Other publications and mimeographed material are also given as references. The titles of these references are given under “Subjects for Discussion,” while the place where they may be obtained is listed on page 30, under “List of Literature Available.”

It will be noticed that all the construction problems which might arise in making each garment are given in the following outlines. However, the leader will need to teach only those processes which apply to the particular type of garment chosen; for example, for some aprons it would be unnecessary to teach the putting on of a band, or the sewing on of lace. There are, however, certain fundamentals which every girl in the club should know regardless of the kind of garment she has made. The summary at the end of each year’s work gives a list of these essentials.
FIRST YEAR JUNIOR PROJECT

Kitchen Holder

Problems in Selection
Material: Any cotton material, such as gingham, percale, or chambray; size 7" x 13". A piece of cotton flannel 6" x 12". Tape 3"

Problems in Construction
Handling of sewing tools—Shears, thimble, needle
Stitches: Basting
Use of sewing machine. Special problems of—
Even treading
Starting and stopping
Threading machine
Stitching on the edge
Turning good corners
Guiding with the presser foot

Apron

Problems in Selection
Material: Flaxon, lawn, dotted Swiss, dimity, percale, gingham, unbleached muslin, toweling
Design: Any sleeveless type that is simple in construction. See Fig. 1
Trimmings: Decorative stitches, lace, narrow embroidery, rickrack, bias tape or other bias material, stickerei braid

Problems in Construction
Stitches: Basting, running, over-handing, outline, blanket, cross stitch, featherstitch
Hems: Plain, French
Cutting and joining bias
Facing with bias
Binding
Putting on band
Pockets
Buttonholes
Sewing on buttons

Care and Repair
Patch: Hemmed, overhanded
Stocking darn

These should be taught on actual garments. Such problems as matching design in the material and fading new material should be worked out.

Nightgown

Problems in Selection
Materials: Cambric, muslin, long-cloth, nainsook, crepe
Design: Simple kimono type
See Fig. 2. The leader may choose to use either a commercial pattern or the directions in the Clothing Club Manual.

Problems in Construction
Review: Stitches (basting, over-handing, outline, featherstitch), sewing on lace with French hem, facing with bias
Use of commercial pattern
Cutting nightgown without pattern
French seam
(Problems in Selection)
Trimmings: Emphasize simplicity and suitability to material. Hand decoration, lace, dainty embroidery, facings, rickrack, machine hemstitching

(Problems in Construction)
Facing with embroidery
Putting in hem at bottom
Decorative stitches: Lazy daisy, French knot, chain stitch

Bloomers

Problems in Selection
Materials: Muslin, cambrie, crepe, sateen, gingham, chambray, poplin, or material to match a dress
Design: Full gathered or plaited type for outdoor or gymnasium, or pettibóéker style for underwear
Trimmings: For most practical purposes bloomers should remain untrimmed. The material of the leg may be allowed to extend below the elastic, making a frill which can be trimmed with narrow lace, featherstitching, embroidery, or machine hemstitching. Two rows of elastic 2” apart may form a trimming band below the knee.

Problems in Construction
Review: Bias facing, putting on band, use of commercial pattern, buttonhole
Stitched fell seam
Placket: Continuous, modified continuous
Fastening in rubber
Sewing on fastenings

SUMMARY FOR FIRST YEAR
Every girl should know the following:
1. How to use a thimble and shears
2. How to run the sewing machine
3. Plain stitches, such as basting, running, overhanding, and at least one decorative stitch
4. How to make a plain and a French hem, a facing, and plain and French seams
5. How to cut and join bias materials
6. How to use simple commercial patterns
7. How to patch and darn

SUBJECTS FOR DISCUSSION
Equipment for the Garment Maker
1. The tool box
2. The sewing machine—its use
3. The sewing machine—cleaning and oiling
4. Use of pressing in garment construction
5. Commercial patterns
FIG. 3.—MORNING DRESSES APPROPRIATE FOR HOUSEWORK
A Club Girl’s Standards

1. Standards of personal cleanliness
   Reference: “Cleanliness, the First Requirement of a Well-Dressed Girl”
   Demonstrations of the care of the hair, and care of the finger nails may be given.

2. Standards in underwear
   Reference: “Standards in Underwear”
   This talk may be illustrated with actual garments.

3. Standards in the care of clothing
   Methods of patching and darning

4. Standards of workmanship
   With illustrative material, show what is a good buttonhole, a good French seam, etc. Have the girls discuss and score the workmanship on the finished garments, considering such points as seams, hems, fastenings, pressing, etc.

5. Standards of friendship

SECOND YEAR JUNIOR PROJECT
Princess Slip

Problems in Selection
Materials: Review materials suitable for underwear. Learn to identify and judge the quality of different kinds of lace and embroidery.
Design: Type which opens down the back, opens on one or both shoulders, or slips over the head. Suggest that the girls put a “growing tuck” in the skirts. This can be let out the next season if necessary.
Trimmings: Ruffle, tucks, shaped hem, shaped facing, decorative stitches, lace, embroidery, rickrack, machine hemstitching.

Problems in Construction
Review: French and stitched fell seams, putting in hem, neck finishes used on nightgown, buttonholes, use of commercial patterns
Use of machine attachments: Tucker, hemmer, and gatherer (See sewing machine book of instructions)
Placket: Modified continuous
Hanging skirt
Shaped hems
Shaped facing
Putting on ruffle

Underskirt

Problems in Selection
Materials: In addition to those suggested for princess slip, colored sateen, heatherbloom, gingham, seersucker

Problems in Construction
Review: Putting on band, stitching in elastic, buttonhole
New problems same as for princess slip
Design: Two- or three-piece skirt
with elastic in top, or gathered on
a band

Trimmings: Same as princess slip

Simple Wash Dress

Problems in Selection
Material: Gingham, chambray, Japan-
ese crepe, cotton ramie, linen.
Test for fading before buying

Design: See Fig 3. A one-piece
dress is recommended. Each girl
should study her own proportions
and coloring before planning her
dress. See Extension Circulars 33,
34, and 35

Trimmings: Bias of material, con-
trasting material, braid, bindings,
decorative stitches, piping, but-
tons, bound buttonholes, cable
stitching, machine hemstitching

Problems in Construction
Review: Seams (bring out relation
between material and type of
seam used), plackets, hanging
skirt

Shrinking of material

Stitches: Overcasting

Fitting

Setting in sleeves

Putting on collar and cuffs

Making a belt

Bound buttonholes

Care and Repair

Daily care of clothing. See "Selection and Care of Clothing" and
"Daily Care of the Clothing."

Bungalow Apron

Problems in Selection
Materials: Gingham, percale, cham-
bray, unbleached muslin, calico,
cretonne

Design: Emphasize color harmony.
Apron may be opened at back,
side, or slip over head. See Fig. 4

Trimmings: Decorative stitches,
applique, contrasting material,
bias and shaped facings, piping,
stickerei, rickrack

Problems in Construction
Review: Problems involved in mak-
ing kimono nightgown and wash
dress

Short cuts: Use of pins and press-
ing for seams and shaped facing

Piping

SUMMARY FOR SECOND YEAR

Every girl should know the following:
1. Materials and finishes suitable for a girls’ underwear
2. Use of some machine attachment
3. How to make a stitched fell seam, a buttonhole, and one kind of
   placket
4. How to hang a skirt, set in sleeves, and put on collar and cuffs
5. Materials, designs, and trimmings suitable for a wash dress
6. Lines and colors suitable to herself
7. Daily care of her own clothing

![Figure 4: Wash Dresses Suitable for School](image)

**SUBJECTS FOR DISCUSSION**

Problems in Construction

1. Use of machine attachments
   
   **References:** The machine attachment book which comes with each box of attachments. A demonstration of the use of the ruffler, hemmer, tucker, and binder should be given.

2. Other short cuts in sewing

3. Plackets

4. Fastenings
5. Method of setting in sleeves  
6. Hanging a skirt  

Planning a New Dress

1. Selection of material  
   Consider what materials are suitable for school and party or best dresses. Have the girls bring samples of materials from the patch bag at home, and let them discuss the kind of dresses for which each material is most suitable. Teach the girls to identify and to distinguish quality in common cotton materials. This study can be turned into a game by numbering the samples and having the girls identify them.

2. Selection of design  
   References: "Artistic Dress," "Selection and Care of Clothing," "Do's and Don'ts for Stout and Slender Girls"

3. Selection of color  
   Reference: "Color in Dress"

The Daily Care of Clothing  
Discuss the importance of mending, sewing on buttons and other fasteners, brushing and airing clothing, the use of dress covers and shields, hangers, shoe trees, etc.  
References: "Selection and Care of Clothing," "Daily Care of the Clothing"

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THIRD YEAR JUNIOR PROJECT

Smock

Problems in Selection  
Materials: Japanese crepe, poplin, chambray, unbleached muslin, cotton ramie, beach cloth, voile  
Design: Emphasize color combination and appropriateness of decorative design  
Trimmings: Decorative stitches, such as blanket stitch, darning, and couching (shrink wool yarn before using; six-ply washable embroidery thread is good); applique, smocking, facings, binding, piping

Problems in Construction  
Review: Principles involved in making wash dress and bungalow apron, decorative stitches  
Smocking  
Applique

Middy

Problems in Selection  
Materials: Galatea, drilling, poplin, duck, Indian head, linen  
Design: See Fig. 5. Collar and cuffs may be of contrasting material. Study ready-made middies.

Problems in Construction  
Review: Principles used in making wash dress. Emphasize the tailored effect in stitched fells, and in stitching on the braid.
(Problems in Selection)
Trimmings: Sailor's emblems (these may be purchased at stores and feather-stitched on), linen tape braid, ties, laces

(Problems in Construction)
Putting on yoke or underfacing to finish front opening
Set-in pockets Tailors' tacks
Putting on braid and emblems
Eyelets

Fig. 5.—School Girls are Attractive in Middy Suits
Notice the shoes these girls are wearing—straight inside line and broad heels.

Waist

Problems in Selection
Materials: Lawn, batiste, organdy, voile, flaxon, dimity, Swiss
Design: Simple lingerie waist. Select lines becoming to the wearer

Problems in Construction
Review: Principles used in making wash dress, sewing on lace, tucking
Preparing material for hemstitching
(Problems in Selection)

Trimmings: Lace, hemstitching, tucks, narrow ruffles, contrasting material

(Problems in Construction)

Setting in insertion
Finishes for bottom

Skirt

Problems in Construction

Review: Hanging a skirt, set in pockets
Finishing wool seams
Making tailored placket
Laying plaits
Putting skirt on belting

Care and Repair

Removing Spots and Stains. Reference: Farmers’ Bulletin 861

Fine Summer Dress

Problems in Selection

Materials: Organdy, voile, dotted Swiss, lawn, dimity, flaxon
Design: Simplicity and individuality should be expressed in this dress, which should be suitable for informal parties, afternoon or church in summer. See Fig. 6
Trimmings: Corsage of handmade flowers, ribbon, ruffles, tucks, lace, embroidery, bindings, hemstitching, collar and cuffs of contrasting material

Problems in Construction

Review: Principles used in making wash dress, methods of putting on lace, setting on ruffles, preparation of material for hemstitching
Putting in tucks
Joining waist and skirt
Rolled hems
Making flowers, bows, rosettes

SUMMARY FOR THIRD YEAR

Every girl should know the following:

1. How to work independently of the leader
2. How to make all her own underwear and simple wash dresses
3. How to keep her clothes cleaned and pressed
4. How much her clothes should cost if she is fair to the other members of the family
5. The appropriate clothing to wear for various occasions
SUBJECTS FOR DISCUSSION

Problems in Construction
1. Dainty finishes for underwear
   For ideas, study the best ready-made underwear
2. Smocking. Reference: Needlework magazines
3. Applique. Reference: Needlework magazines
4. Bound buttonholes
5. The bound pocket

Marks of a Well-Dressed Girl
1. Personal cleanliness
   Reference: "Cleanliness, the First Requirement of a Well-Dressed Girl"
   Demonstrations on the care of the hair and care of the fingernails may be given.
2. Neatness in Dress
   Emphasize the importance of wearing clothes which are clean, mended, and well pressed.
   References: "Daily Care of the Clothing," "Removal of Stains from Clothing and Other Textiles," "Home Laundering," "Selection and Care of Clothing"
   A demonstration on pressing a wool skirt or removing stains may be given.
3. Suitable hairdressing
   Discuss styles of hairdressing becoming to each type of face. The girls may make silhouette posters showing good and bad hairdressing. A demonstration will prove interesting.
4. Becoming clothing
   Review second-year work on design and color in dress.
5. Healthful Clothing
   Discuss the prevailing fad of wearing insufficient underwear, silk stockings, and low shoes in winter. Emphasize the importance of wearing shoes that really fit the feet.
   References: "Standards in Underwear," "Approved Health Shoes." For charts regarding health shoes, consult the nearest Y.W.C.A. secretary.
6. Appropriate dress
   Discuss what is appropriate to wear to school, church, auto riding, hiking, traveling, school parties, etc.
7. A well-balanced wardrobe
   Bring out the point that the money which a well-dressed girl spends on her clothing is not out of proportion with what the other members of the family have to spend on theirs. Show also that she divides her clothing money in such a way that no
division of her wardrobe suffers at the expense of another. Have each girl make a list of the clothes on hand which can be used for another season. Then let her decide what new clothes she will need to buy to adequately meet her needs as a school girl. Use the clothing-budget blanks, which can be secured from the Junior Extension Service. References: "Clothing for the Family," "Selection and Care of Clothing"

8. Play: "The Well-Dressed Club Girl"
   This play, which brings out many of the things learned during the three years of club work, can be secured from the Junior Extension Service.

FIRST YEAR SENIOR PROJECT

Choice of Outer Garment

All three garments suggested—the bungalow apron, kimono, and slip-over smock—may be made from the same pattern. Either a commercial pattern or the directions for kimono nightgown pattern as given in the "Clothing Club Manual" may be used. The leader should demonstrate how the kimono-type pattern can be adapted to make different garments.

Problems in Selection
Bungalow apron and smock are discussed in the Junior course. For kimono use the following:

Materials: Japanese crepe, serpentine crepe, flannelette

Design: Select as nearly a one-piece type as possible. There are many attractive designs that would require too much time and skill for the beginner.

Trimmings: Ribbon, sateen, or crepe of harmonious color

Problems in Construction
Handling of equipment
Use of the sewing machine
Use of patterns
Stitches: Basting, running
Cutting and joining bias
Facings: Bias and shaped
Sewing on rickrack
Putting on binding
French seams
Hanging garment
Putting in hem
Setting on pockets
Making a belt
Decorative stitches
Sewing on fastenings
Buttonholes

Choice of Undergarments

Problems in Selection
Suggestions for nightgown, bloomers, and underskirt given in the Junior course. The chemise may be either the envelope or bloomer type.

Problems in Construction
Review: Basting, running stitch, French seam, bias facings, sewing on fastenings, buttonhole, hems, hanging garment, use of commercial pattern
This problem should teach the girls to distinguish between different underwear materials and decide which are most suitable for any particular garment. They should learn to appreciate dainty, simple finishes for underwear.

Stitches: Hemming, overhanding
Machine Attachments
Stitched fell seam
Sewing on lace
Facing with embroidery
Plackets
Putting on band
Fastening in rubber

Care and Repair

The work should be done on actual garments, so far as possible. The leader should emphasize the fact that cleanliness and neatness are the foundation of good dressing.

Wash Dress

See Junior Course, second year.

SUMMARY FOR FIRST YEAR

Every girl should know the following:

1. How to operate the sewing machine
2. How to make such stitches as basting, running, overhanding, and hemming
3. French and stitched fell seams
4. At least one way of sewing on lace
5. How to make a buttonhole and sew on fastenings
6. The use and adaptations of a simple kimono-type pattern
7. How to put on at least one kind of facing
8. How to hang a garment and put in a hem
9. Materials and finishes suitable for underwear
10. How to keep her own clothes clean and in repair

SUBJECTS FOR DISCUSSION

Efficiency in Garment Making

1. Sewing equipment
2. Use and care of the sewing machine
3. Kimono pattern—use and adaptations
4. Commercial patterns
5. Use of pins and pressing in sewing
6. Machine attachments
7. Hanging a garment
8. Buttonholes
The Well-Groomed Girl

1. Ideals of personal cleanliness
   Reference: "Cleanliness, the First Requirement of a Well-Dressed Girl"
   Demonstrations on the care of the hair and finger nails may be given.

2. Care and repair of clothing
   Discuss mending, daily care of clothes, brushing, airing, sewing on buttons, use of dress protectors, shields, shoe trees, hangers, etc.
   References: "Selection and Care of Clothing," "Home Laundering," "Daily Care of the Clothing"

SECOND YEAR SENIOR PROJECT

Dress Design

Presumably during the first year's work, every girl has learned the elementary processes in construction. During this second year she should gain an appreciation of design and color so that she may be more artistically dressed. It is suggested that each girl design one dress during the year, preferably her afternoon dress. The work may be taken up as follows:

1. Analysis of each girl's proportions
2. Effect of line
3. Color in dress
4. Appropriate clothing
5. Fashion


Patterns

The study of patterns should be closely related to the work in design. Since many garments can be designed on the same foundation pattern, it saves time and energy in sewing to have a standard pattern which fits. Each club girl should make such a pattern. She should select the commercial pattern which most nearly fits her and then make any alterations in it which are necessary. The work may be developed as follows:

1. Selecting the right pattern
2. Testing the pattern
3. Alterations

Garments

For middy, smock, waist, skirt, and afternoon dress see the Junior course.
SUMMARY FOR SECOND YEAR

Every girl should know the following:

How to select clothes which are becoming to her
The correct thing to wear for various occasions
How to alter patterns
How to make her own wash dresses

SUBJECTS FOR DISCUSSION

Problems in Construction
1. Smocking
   Reference: Needlework magazines
2. Applique
   Reference: Needlework magazines
3. Bound buttonholes
4. Bound pockets
5. Alteration of patterns

Dress Design
1. Personal proportions
   Reference: "Analysis of Personal Proportions"
2. Effect of line
   References: "Do's and Don'ts for Stout and Slender Girls,"
   "Artistic Dress"
3. Color in dress
   Reference: "Color in Dress"
4. Fashion
   Reference: "Fashion—Its Use and Abuse"
5. Appropriate clothes
   Discuss clothes suitable for school, church, hiking, parties,
   travel, etc. As a climax to this year's work in design, the club
   may put on the little play, "The Well-Dressed Club Girl,"
   which can be obtained from the Junior Extension Service. It
   is possible that many of the girls can wear the dresses they
   have made.

THIRD YEAR SENIOR PROJECT

Economics of Dress

During the first and second year of the senior course, attention has
been given to construction and design. The emphasis this last year is on
the buying problems every girl has. The work may be taken up as follows:

1. How much should be spent for clothing
2. Planning the wardrobe
3. Selecting materials
   Textiles," "Selection and Care of Clothing"
Made-Over Garment

Old wool material is recommended for this problem, but cotton or silk may be used. The emphasis should be put on the preparation of the material and the handling of it during construction so that the garment when finished will look tailored, not mussy or "homemade." Worn places can often be avoided by carefully planning the entire lay-out of the pattern before cutting into the material. Suits, coats, and dresses of older members of the family can be made over into attractive garments for children.

Wool Dress

Problems in Selection
Materials: Serge, tricotine, wool crepe, poplin, panama, Jersey, challis

Design: Review work on dress design. See Fig. 7

Trimmings: Cords, piping, buttons, bound buttonholes, braid, hand embroidery, contrasting material

Problems in Construction
Review: Alteration of patterns, construction processes used in making wash dress, finishes for wool seams
Putting hem in wool dress
Tailored placket
Pressing wool
Braiding and cording

Collar and Cuffs

Such materials as organdy, voile, and net are attractive. Have the girls study the lines of their faces and review the principles of design in order to determine the type of collar most becoming to them. Such trimmings as tucks, hemstitching, ruffles, drawn threads, embroidery, lace, and decorative stitches may be used. For suggestions study collar and cuff sets found in shops.

SUMMARY FOR THIRD YEAR

Every girl should know:
1. Simple home tests to determine the fiber content and quality of materials
2. How to renovate old materials
3. Some of the possibilities of economy in making over garments
4. How to make a wool dress
5. How to spend her clothing allowance to the best advantage

SUBJECTS FOR DISCUSSION

Making a Wool Dress
1. Renovating old wool material
   Reference: "Home Laundering"
2. Finishes for wool seams
3. The tailored placket
4. Putting a hem in a wool dress
5. Ways of trimming wool dresses
The Intelligent Buyer

1. How much should be spent on clothes
   References: "Clothing for the Family," "Selection and Care of Clothing"

2. Plans for next year’s wardrobe
   After making an inventory of the usable clothing on hand, have each girl make a list of the underwear and the outer garments which she feels she will need during the next year in order to be suitably dressed for all occasions. Use the clothing-budget sheets, which can be secured from the Junior Extension Service.
3. Selection of materials
   Demonstrate simple home tests for determining quality and fiber content of material. Be able to identify and know the uses of the common standard materials.
   Reference: "Some Points in Choosing Textiles"

4. Buying ready-to-wear garments
   Discuss the importance of considering the quality of material and workmanship, the suitability to purpose, and the effect of line and color on the wearer. If practical, take the club to the ready-to-wear department of your nearest large store. Make arrangements with the head of the department to talk to the girls on the points which they should consider in buying ready-made garments. If some girl in the club actually selects a garment with the help of the club members, the lesson will be even more effective.

5. Mail-order buying
   Previous to this discussion, send for two or three catalogs from mail-order houses. Discuss the advantages and disadvantages of mail-order buying.
SOME GOOD BOOKS ON CLOTHING

Construction
Clothing for Women

Dressmaking

American Dressmaking

Sewing Efficiency (attachments)

Textiles
Textiles and Clothing

Textiles

Textiles

Dress Design
Textiles and Costume Design

Costume Design and House Planning

Dress Design (historic)

Principles of Correct Dress

Secrets of Distinctive Dress
Picken. Woman’s Institute, Scranton, Pa. Price $2.50.

Color in Everyday Life

Economics of Dress
Clothing: Choice, Care, Cost
LIST OF LITERATURE AVAILABLE
(From the Junior Extension Service, 1210 W. Springfield Avenue, Urbana, Illinois)

For Organization
- Enrollment cards for members
- Enrollment blanks for the club
- Secretary's Record Book
- Song Book
- Manual of Play and Games

For Work of the Project

Bulletin and Circulars
- Clothing Club Manual
- Selection and Care of Clothing. Farmers' Bulletin, 1089, U.S.D.A.
- Artistic Dress. Extension Circular 34.
- Color in Dress. Extension Circular 35.

Mimeographed Material
- Cleanliness, the First Requirement of a Well-Dressed Girl
- Standards in Underwear
- Daily Care of the Clothing
- Analysis of Personal Proportions
- Do's and Don'ts for Stout and Slender Girls
- Approved Health Shoes
- Clothing Budget Blank
- Play: 'The Well-Dressed Club Girl'

1The supply of this publication at the State Leader's Office has been exhausted. Single copies may still be obtained by club leaders by writing direct to the Division of Publications, U.S.D.A., Washington, D. C.

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W. F. HANDSCHIN, Vice-Director.