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CLOTHING CLUB PROJECT THIRD YEAR
**Washable Clothes for
School Wear**

By
Helen Cowgill, Assistant State Club Leader



Oregon State Agricultural College
Extension Service
Corvallis, Oregon

Cooperative Extension Work in Agriculture and Home Economics
Paul V. Maris, Director
Oregon State Agricultural College, United States Department of Agriculture, and State
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Washable Clothes for School Wear

This bulletin replaces the former Sewing Division II. It is advised that girls take both first-year and second-year clothing or their equivalent before enrolling for this third year's work.

GOALS FOR THIRD-YEAR CLOTHING CLUB MEMBERS

The aim for the entire project is that girls may learn how to be well dressed on what they can afford to spend for clothes.

In the second-year clothing work, girls learn to use their tools, including some use of the sewing machine, how to make some stitches and seams, something about the materials used, how to make simple garments, how to care for their hands, how to keep records, and a little about scoring, judging, and demonstrations.

The goals this year, intended to go on from the attainments of last year and so help club members to make their best better, are as follows:

- (1) To learn how to select materials suitable for school dresses and undergarments to wear with them.
- (2) To learn how to select, buy, and alter patterns.
- (3) To learn how to select and care for school shoes.
- (4) To learn how to cut and fit dresses and undergarments.
- (5) To learn how to plan, assemble, and make a costume that is becoming as a whole and is suitable for school wear.
- (6) To keep the hair clean and becomingly arranged.
- (7) To score the work done.
- (8) To give demonstrations that will help others.
- (9) To keep accurate records of the work done.
- (10) To complete all the requirements of the project.
- (11) To do something for mother such as to do the family mending during the summer.
- (12) To keep the clothing clean and in order.

You may add as many more goals as you think will help you to make your best better, or you may omit any of these that you think are not what you need.

REQUIREMENTS

There are several months in the year when girls in Oregon can and do wear wash dresses to school and most girls' wardrobes can accommodate one more such costume.

Clothing that is planned for school should be sturdy, easily kept clean, inexpensive, and becoming. The word inexpensive does not mean poor in quality, as poor-quality merchandise does not wear well.

The requirements for third-year clothing are given below.

1. Washable school costume

- a. Make at least two pieces of underwear.
- b. Make a dress suitable for school wear of wash goods.
- c. Assemble or purchase shoes, hose, garter belt or foundation garment, and accessories to complete the costume.

2. Care of clothing

- a. Patching.
- b. Removal of stains.
- c. Laundering undergarments and dresses.
- d. Care of shoes.

3. Good grooming and aids to beauty and charm

- a. Care of hair.
- b. Good posture.
- c. Sleep, rest, good food habits.
- d. Home courtesies.

4. Inventory

List clothing on hand.

5. Scrap-book (optional)
6. Records of the work done
7. Demonstrations
8. Style revue
9. Exhibit

Each club member shall exhibit at a local, county, or state fair (a) a complete school costume, (b) a poster as described below, (c) a hemmed patch, (d) a complete and accurate record, and (e) a story of the work.

The school costume shall consist of all the articles of clothing to be worn at one time, including washable school dress, at least two undergarments, shoes,* hose, hose supporter, and any accessories needed to complete the costume. A hat or beret may be shown but is not required.

The poster shall be 10x15 inches in size, giving a statement of the purpose of the costume, a picture† of the girl wearing the complete costume, and a statement of the girl's age, height, weight, type, build, complexion and the color of her hair and eyes.

BASIS OF AWARDS :

Complete costume	60
Patch	10
Story of the work	5
Record book	25
	100

SUGGESTIONS

Read all instructions carefully.

Plan your complete costume before starting to buy or make any garments.

Develop your costume around other dresses and garments in your wardrobe.

Keep the costume suitable for school wear.

Buy intelligently.

Keep your record book up to date.

Remember that we learn by patient doing.

Strive to help your leader by responding pleasantly to her requests even if they are to rip and do over. "*If I will I can.*"

SUGGESTED PROGRAM

Any organization that is holding the interest of its members has a year's program made out in advance. Every 4-H Club needs a program of work, and it is much better to make it for the ten meetings required before commencing work.

* Shoes need not be new, but should be in good repair and neatly polished. If it is inconvenient to exhibit shoes, a description of the shoes giving style, material, and color may be put on the poster.

† A picture will help greatly in judging the costume and need not cost much if the several members buy a film together and so divide the cost. The picture may be as small as 2½ x 3¼ inches.

Meetings are usually divided into three parts: (1) business, (2) project discussion and work, and (3) social.

Under business come the arrangements for public occasions such as Achievement Day, naming the club, writing by-laws, election of officers, voting in new members, etc.

Under project discussion come the details of the work to be done; selection of design, pattern, color, material; cutting, fitting, making, finishing garments; assembling of other garments; repair of clothing; laundering, grooming, manners, and all other phases of the work.

Under social come recreation, which might be an old or new game, a song, yells, occasionally a cooky! If an hour is allowed for the meeting, the first 10 minutes could be used for the business meeting, the next 40 for project material, and the last 10 for social.

Be sure to leave the meeting room in order.

The amount of work done at the meeting will depend partly on the age of the members, the size of the group, the place of meeting, and the equipment available. Many girls can do part of their work at home, but each leader should decide what is best for her group.

First meeting after the bulletins come

- | | | |
|----------------------------|---|--|
| A
BUSINESS | } | <ul style="list-style-type: none"> (1) Meeting called to order by the President. (2) Roll call—response, name a color you like. (3) Club pledge. (4) Minutes of the organization meeting. (5) Selection of a name for the club. (6) Appointment of chairmen, such as social, news reporter, yell leader, song leader, etc. |
| B
PROJECT
DISCUSSION | } | <ul style="list-style-type: none"> (7) Study of the bulletin. (8) Study of becoming colors and lines. (9) Every one to bring fashion plates to next meeting and samples of materials for the dress. |
| C
SOCIAL | } | <ul style="list-style-type: none"> (10) Sing "Dreaming." (11) Color naming contest. (12) Put the room in order. (13) Adjournment. |

Other meetings

Plan all ten meetings somewhat after the pattern for the first meeting.

PLANNING THE COSTUME

A costume consists of a dress and the undergarments, shoes, hose, and accessories worn with it.

Inventory. In planning a costume, first make an inventory or list of the clothes already in your wardrobe. Pay particular attention to the shoes and hose you have to wear with your costume because unless the shoes you have are nearly worn out, you will want to wear your new costume with them.

Color selection. Next study the part of this bulletin on color, and decide on the color you think will be most becoming to you and that will go with your coat, hat, shoes, and hose.

Choosing and making. It is desirable in planning a costume to decide on the dress first, its color, the design to be made, the pattern, and the material. Next decide on the undergarments, the kind, the style, the material, and finish to be used. If the undergarments are made before the dress you will get some valuable experience in cutting, fitting, and making garments before beginning on the dress which is the part of the costume that is seen. Then, too, if you make the undergarments first, and fit the dress over them, you are assured a better fitting dress.

THE COLORS FOR YOU

By

AZALEA SAGER

Clothing Specialist

There are three important factors in planning a costume—color, line, and material. Each one is dependent upon the other in making a harmonious whole, yet the first impression of an outfit is the color. Test this out. The next time you notice a person coming up the street or into a room what do you see first—the color of the outfit, the way the garment is made, or the material? On a closer view the glance travels to the face and the color or colors being worn may enhance or detract from the face. A study of color principles will aid in a better understanding of these effects.

To start our study let us make a color wheel. A color wheel is a circle on which are placed, at equal distances apart, spots of

color so arranged that they blend one into another to form a rhythm or rainbow. The number of colors used depends on the color theory that is being illustrated. We will use the Prang system.

COLOR NAMES

The **primary colors**, red, yellow and blue, are the basic colors from which all colors are made.

The **secondary colors** are formed by mixing equal parts of two colors. Equal parts of red and yellow make orange; equal parts of red and blue form violet; and equal parts of blue and yellow form green.

The **intermediate colors** are formed by mixing any two of these colors that are adjacent. That is, mixing equal parts of orange and yellow forms yellow orange, equal parts of orange and red forms red orange, and so on around the circle.

ATTRIBUTES OF COLOR

Each color has certain qualities.

Hue is the name of a color, such as red, green, blue.

Value is the lightness or darkness of a hue, such as light blue or dark blue. The light values are called *tints*; the dark values *shades*. The tints are formed by adding water or white to a color. The shades are formed by adding black to a color.

Intensity is the brightness or dullness of a hue. Intensities are formed by adding gray to a pure color.

COLOR EFFECTS

We have colors all about us. Have you noticed that the predominating colors in nature are blues, greens, and grays, and that only here and there in small amounts are the reds, yellows, and oranges? Colors ranging from yellow green through violet are *cool colors*. They are receding colors and blend into the background and tend to make a person appear smaller. The colors ranging from yellow through red violet are *warm colors*. They are advancing colors and tend to make a person appear larger.

COLOR HARMONIES

The combination of colors used in a garment or outfit may enhance or mar it. There are four different color combinations which are most often used in forming color harmonies.

Self-toned or monochromatic harmony. One color or hue is used as the foundation. Combining this color with a tint or a shade or both, results in a self-toned harmony. Example: A brown suit, light tan blouse; dark brown hose and shoes, and medium brown hat.

Accentuated neutral color harmony is harmony in which gray, black, or white is used as the main color of the costume. Any hue may be used with it for accent. Example: white sport dress, red belt, red buttons, white hat with red band.

Neighboring color harmony is harmony made by using the hues that lie next to one another on the color circle, such as yellow, yellow green, green, and blue green. The harmony may consist of only two adjacent colors or several. As in any harmony, judgment must be used to get pleasing effects. A scarlet coat (red orange) would not be effective with an orange hat although the colors are adjacent on the color wheel. But a scarlet sash might be used very effectively on a delicate orange-tinted organdy party frock. Remember, it will take practice to make beautiful adjacent harmonies.

Complementary harmony is formed by combining colors directly opposite on the color wheel. When two complements are placed together they intensify each other. In using this harmony it is safer to use a large amount of one color and just a touch of its complement. This harmony is used frequently in nature—the red holly berries and green leaves, the purple pansy with yellow center.

Effective complementary harmonies may be made by following one of the following suggestions:

- (1) Have both colors pale and delicate. Combinations like lavender and pale yellow or pink and sea green are attractive for informal party frocks or afternoon dresses. The harmony may be a combination of colors in the material or plain material with contrast in trimmings or accessories.
- (2) Have both colors dull or dark and rich. A garment made from material with a gray blue background and soft tan figures and either gray blue or soft tan as accents is more effective than an outfit combining bright blue and brilliant orange.

- (3) Have one color dull with an accent of bright color. This combination is more effective in sport outfits. For example, a dull tan (orange) suit with a bright blue scarf or beret.

In suggesting harmonies, an attempt has been made to limit the color range with which you will need to experiment. In the beginning it is wise to use only two or three color combinations besides black and white. With experience more colors may be added.

CHOOSING YOUR OWN COLOR

Some colors bring out the good characteristics of the skin, hair and eyes, whereas other colors emphasize the poor characteristics of these features. The coloring of your skin is the most important. The most pleasing color of the skin may be brought out in one of two ways. First, a color that is the direct opposite or complement to it may be used. For example, gray green will intensify the pink of a pink and white skin. On the other hand a green garment will make a ruddy face appear more ruddy. Second, a color that contains red may bring out the pink of the skin by analogy (neighboring). If your complexion is pale and sallow rather than clear and healthy, the most helpful thing for you to do is to follow the rules of health.

If you have a good complexion, clear eyes, and glossy hair, select a color that will emphasize one of those features; for example, blues will intensify blue eyes (neighboring); greens will enhance auburn hair (complementary).

Fair skins combine well with either light or dark colors. Girls with fair skin and dark hair may wear brighter colors than those with light hair and fair skins, as there is more contrast in their own coloring and therefore their coloring is not so easily destroyed.

Creamy, sallow, or olive skins look better with grayed or darkened colors. With clear dark skins, brighter colors may be used. Avoid light, delicate colors unless you want to make your dark skin appear darker. Rich, deep shades are usually more becoming. Choose creamy transparent white in preference to pure white. Only small amounts of pure, bright colors should be used.

Since each individual varies so much in coloring it is difficult to give set rules for individual colors. Experiment before a mirror or with the other club girls by holding colored pieces of paper or

cloth below the face and observe the effect of the color on the skin, hair, eyes, and figure.

Ask yourself these questions :

- (1) How does it affect my complexion—is it clearer, rosier, or more sallow?
- (2) What does it do to my eyes—does it brighten or dull them?
- (3) Does my hair appear more glossy or is it deadened?
- (4) Does my figure appear larger or smaller?

What club girls might like to do to help them with color selection :

- (1) Make a color wheel.
- (2) Bring colored scraps of material and colored papers to club and try out different colors on each other.
- (3) Study the colors in nature and see how many harmonies you can find before the next club meeting.

LINE AND DESIGN IN DRESS

When we put two or more lines together we get design, whether in a picture, a room, or a dress. Good lines in a dress are lines that are becoming to the type of figure wearing it. Since people vary so much in figure, the lines that are becoming to one may not be becoming to another.

Lines carry the eye in the direction in which they are going. Lengthwise lines give the impression of slenderness and height, while horizontal lines tend to give the effect of width. Tall, very slender girls should avoid wearing dresses that have too many vertical lines. Dresses with yokes, puffed sleeves, wide belts, deep hems, and long shoulders are becoming to them. For the same reasons very fleshy girls must avoid calling attention to their width, hence long lines, narrow belts, narrow shoulder lines, and similar devices will be becoming to them.

In general, then—

Lengthwise lines add to the apparent height.

Crosswise lines add to the apparent width.

Materials with large stripes or figures add to the apparent size.

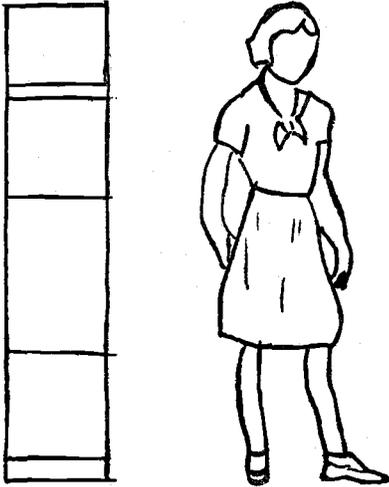
Pin stripes, small checks, small dots, and small designs have no effect on apparent size.

The human figure. In all clothing design, the human figure is of necessity the structural basis.

Naturally all clothing must take into consideration the proportions of the human figure.

The proportions of the whole body should determine the proportions of the costume.

The natural divisions of the body (head, neck, waist, hips), indicate reasonable divisions of the costume although fashion often moves the waist or hip line up or down.



Natural divisions of the body.

The ideal proportions for a woman's figure are from $7\frac{1}{2}$ to 8 heads high. The Greek proportions were 8, but American women have somewhat larger heads and so are somewhat less than $7\frac{1}{2}$ heads high. Young girls are $6\frac{3}{4}$ heads high. Fashion plate drawings are all the way from 8 to 12 heads high. That is why so often when a pattern has been purchased and a dress made it is disappointing. We have admired the long graceful lines in the picture and because we are not of that build, the effect is not what we expected.

Because a growing girl is more likely to be only $6\frac{3}{4}$ heads tall, it is best to buy misses' patterns since the proportions in the pattern are like those of the growing girl, and hence the waist, bust, and hip lines will come at the proper places.

The silhouette is the outline of the figure made by lines of the dress and the build of the wearer. In planning a dress, one must select from the prevailing styles those lines that will accent the good lines of the body and avoid calling attention to lines of the body that are less beautiful. For example, a very slender girl must avoid overemphasizing her long lines or she will appear scrawny instead of sylphlike and so draw pity rather than praise. The overplump girl must also be painstaking and wise in her choice of styles if she would appear at her best. She must forego the billowy skirts, puffed sleeves, and ruffles that are so becoming to her slender

sister. By careful searching and adapting of styles a becoming style can be found for every build any year. Study yourself, then read the styles with yourself in mind. Avoid extremes. It takes study and attention to details to be becomingly dressed at all times.

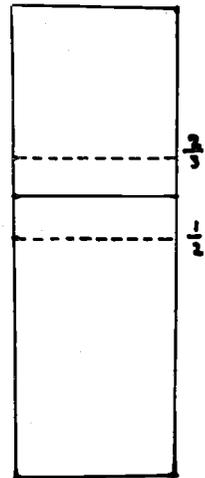
Lines that follow the lines of the body without following them too closely for modesty are better than lines that either call undue attention to the lines of the body or are entirely at variance with them, such as the very full hoop skirts, extremely tapering waists and enormous sleeves in vogue in an earlier century.

As the face should be the center of interest, the neck line should be the most interesting part of the dress. If attention is to be called to the hand, make the cuff especially interesting.

On the other hand, if you want to avoid calling attention to the hands, do not make the sleeve the style feature of your dress. Light shoes and hose when worn with dark dresses call attention to the feet and make them appear larger than they are.

Spacing. Spaces of equal area are not as interesting as unequal spaces. The lines of a dress are more pleasing when the belt is not placed half-way between the neck and hem line, but rather somewhere between one-half and two-thirds of the distance. An exception to this rule is noted in the vertical division down the center front. If a yoke is used in the waist of the dress the same rule for uneven spacing will give pleasing results.

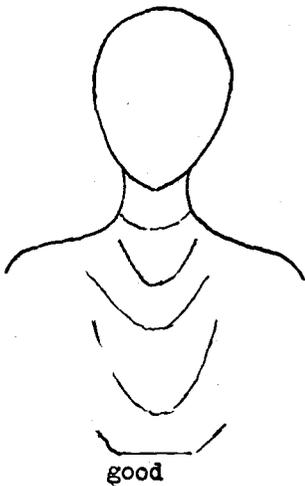
Lengthwise lines as a rule accent the length of the figure, but they may add to the apparent width, as when the lines forming wide stripes call attention to the distance between the shoulders by being placed near the shoulders or make a wide panel in the center of the dress.



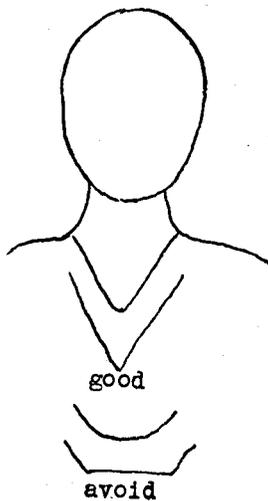
Greek proportions.

Types of face. All faces fall into four classes of shapes, more or less distinct. The ideal face is said by artists to be egg-shaped, a little broader through the temples than elsewhere, then tapering to the chin. The second shaped face is nearly as broad at the jaw as at the temple but is longer than it is broad. One can imagine this face to be formed around a rectangle. The third shaped face is nearly as broad as it is long and is quite round. The fourth shape

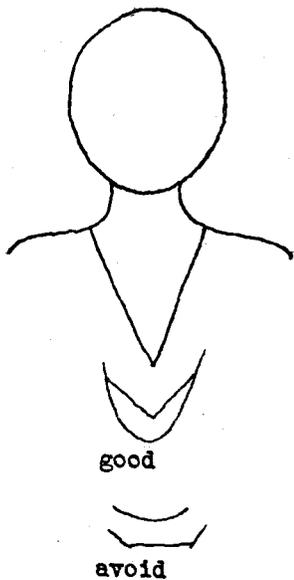
OVAL



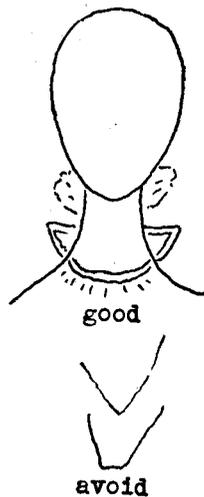
RECTANGULAR



ROUND



TRIANGULAR



The shape of the face determines the becoming neck line.

is broadest up above the temples and tapers down to a quite narrow chin. This shaped face is most often seen on *very* thin people.

The person with an egg-shaped face usually has a medium-length neck and is the fortunate person who looks well with any type of neck line. Both the rectangular-faced and round-faced persons are likely to have rather short, thick necks and must choose neck lines that do not accent the shape of the face. The rectangular-shaped face requires medium length "V" lines, or a narrow, medium-long oval. The neck line should come up well on the shoulder. The neck finish should be quite simple and preferably flat. The round-faced person also usually has a short thick neck. Long "V-" or long oval-shaped neck lines are better than any other. Both of these types must avoid square neck lines.

The long, thin-faced person usually has a long, thin neck. This type of person looks best in high neck lines, soft collars, frills of sheer material, round or short oval front neck lines, and should always avoid "V" neck lines because they repeat the shape of the chin.

The shape of the face determines the becoming neck line.

THE WASHABLE SCHOOL DRESS

SCORE CARD FOR INDIVIDUAL GARMENTS

(This is the score card used at the National Club Congress for the cotton school dress.) To be used for all garments made.

I. Suitability		30
To individual	15	
To occasion	15	
II. General appearance		25
Design	8	
Individuality	8	
Color combination	5	
Texture combination	4	
III. Workmanship		25
Cutting	4	
Fitting	5	
Quality of finish	8	
Appropriateness of finish	8	
IV. Economics aspect		20
Value in relation to cost in time and money	10	
Durability of materials and design.....	5	
Cost of upkeep	5	

100

Requirements in a school dress are that it be (1) durable, (2) becoming, (3) easy to launder, (4) inexpensive.

Durable. Girls as well as boys enjoy a good game at recess. Besides, the wear and tear of chalk and blackboard, oiled floors, and seats and desks call for clothing that will stand hard wear.

Becoming. If we plan carefully and study ourselves, there is little or no reason for having clothes that are unbecoming. It is easier to do good work, enjoy our play, and forget ourselves if we are wearing clothes we know look well on us. Remember, though, that no dress can be becoming and attractive if it is in need of repair, is soiled or wrinkled, and if the girl herself is not well groomed. Clean hands and face, neatly combed hair, neat, clean shoes, whole stockings, all help make clothes becoming.

Easy to launder. Fussy, frilly clothes, with bits that must be taken off and put back after laundering, tend to put off the time of laundering and often such a dress is worn beyond the time when it needs cleaning because of the time required for laundering it. It is better to select a style that not only will be good looking when new but will make keeping the dress clean a pleasure.

Inexpensive. Once again, keep in mind that it is not the garment that costs the least at first that is always the least expensive. Of course if you have used flour sacks, or similar material which is very durable, you will have a "least" expensive garment. But the cost per wearing must be considered along with the first cost per yard. The difference between $12\frac{1}{2}\text{¢}$ and 20¢ per yard may mean in the finished garments a difference of 2¢ per wearing for the $12\frac{1}{2}\text{¢}$ material and $\frac{1}{4}\text{¢}$ per wearing for the 20¢ material. Let us learn to buy wisely.

Suitable materials. Cottons, rayons, and linens are all washable, and fabrics in each will make good, durable dresses. There are several factors to consider in planning a dress, such as cost, durability, and suitability to time, occasion, and age of the wearer.

In comparing fabrics made of cotton, linen, and rayon we find cotton less expensive than either linen or rayon of the same quality. Cotton is made up into a wide range of fabrics from the sheepest lawns to the heaviest duck and is used for all kinds of garments from the wee baby's dress to the workman's overalls. The cotton fabrics most generally used for girls' school dresses are the various gingham, piqué in all its variety from the tiny ribs to quite a wide

rib, seersuckers, cotton tweeds. For a good many years, prints of various kinds have been favored especially for school dresses, and Indian head is a general favorite for the more tailored school dresses. Osnaberg is an inexpensive cotton that dyes well and tailors nicely. Each year the manufacturers bring out some new materials. It takes careful buying to distinguish between the good and the not-so-good materials. Cotton materials wear well, are quite inexpensive, and come in attractive patterns and weaves. It does not pay, however, to purchase the cheapest material to be found. Test for durability by searching for broken ends of thread, uneven and loose weaving, filling, and dyeing.

Linen is always a beautiful fabric, but for growing girls is not very practical. In a quality that will wear it is quite expensive; it wrinkles badly and hence requires a great deal of pressing and, if worn to school, seldom looks neat by noon. For most growing girls, linen is a luxury and certainly cannot be classed as a necessity. It is not recommended although it is not prohibited. A judge would not class it above an equally suitable cotton dress, equally well made and interesting.

Rayon fabrics come in a wide range of weaves and finishes. Because they take a sheen like silk most of them are more suitable for afternoon, street, or party dresses than for washable school dresses. There are rayon fabrics on the market that are used for school dresses, but if they are as inexpensive as the cotton fabrics most of them are easily "scuffed," the material will pull at the seams, and it will wrinkle badly. Good quality rayons are nearly as expensive as silk. When rayons are available in fabrics that will wear well, launder as easily as cottons, and keep up their new beauty, we shall all want to buy them.

Sheer materials such as dotted swiss, organdie, and voile are better suited for summer afternoon and informal party dresses than for school. Being well dressed includes being suitably dressed for the occasion.

After you have decided on the style of dress, and the material you wish to use, it is well to purchase your pattern and then buy your cloth because the directions on your pattern will tell you how much cloth you will need to purchase. If you plan to use a contrasting material for trimming, buttons, fasteners, binding tape, buckle, or other findings, it will save you time and trouble to get them and any thread you require at the time you purchase your pattern and material.

The pattern. Study yourself first for lines you think will be most becoming, then study the fashion books. You will find that the latest patterns have the highest numbers. Avoid the extremes of styles. Such extremes seldom survive one season. You may not find all the lines you want in one pattern. Perhaps the skirt is exactly what you want, but the sleeves are not quite right for you. Perhaps the neck line is not what you planned. Little changes can be made if the most important lines are right. Young girls will find that misses' patterns will fit better than ladies' patterns even when the bust measurements are alike. Young girls have not reached their full height so are not built in the same proportions as adults.

Study the directions on the pattern carefully.

Pin the pieces of the pattern together and fit it before cutting the material. This will help you to avoid wasting material, but remember that it can only be an approximate fit as paper does not fit as well as cloth.

Cutting the dress. Open the pattern. Put aside any pieces you do not plan to use. Follow the cutting guide that comes with the pattern. You will find several layouts for the different widths of materials. Follow the one for the width of your material. Instead of cutting notches to indicate joinings, it is better to cut an inverted V, thus  as such a mark can be cut off after the seam is made and will not mar the seam.

Be sure to follow the marks that indicate the straight of the material. Often directions are given on the pattern for suitable ways to finish the garment. These should be followed unless a different effect is desired. In some instances the same directions are given on a number of different kinds of patterns. In such instances the judgement of the leader or the instructions in this bulletin should be followed.

Basting. Lay the pieces of the dress on a table and match the notches. Pin the seams before basting, putting the pins in at right-angles to the edge of the seam. Baste carefully. Start basting shoulder seams at the neck line, skirt seams, if gored or bias, at the hem line, under-arm seams at the armseyes, sleeve seams at the top.

Fitting. Follow the directions for fitting given in Farmers' Bulletin 1530, *Fitting Dresses and Blouses*.

Seams for wash dresses. French seams are best for shoulder seams. Plain seams may be used for under-arm seams. Plain

seams may be overcast, stitched again close to the edge (for such material as Indian head), or opened and the edges turned under and stitched. If material will fray badly seams should be French.

Finish of bottom of skirt. Use a plain hem, either stitched in on the machine or by hand. Some materials are best finished by stitching the first turn on the machine and hemming down the second turn by hand. Hand hemming stitches show less when put in parallel with the warp threads and not too close together.

On circular and gored skirts, the extra fullness should be gathered in or laid in tiny plaits. A circular skirt should hang for several days before being evened off and hemmed.

Sometimes the bottom of a circular skirt is faced back with a piece cut like the bottom of the skirt. Again a circular skirt may be finished with a narrow binding of the material. The finish is partly determined by the prevailing style and partly by the finish on other parts of the dress.

Armeyes should be bound, as this makes the smoothest finish.

Some ways to finish and trim the dress. Bound buttonholes and pockets are excellent on tailored dresses. Directions for making them are given in the bulletin, *Stitches, Seams, and Sewing Processes*.

On plain material such as Indian head, bands stitched in a contrasting color are interesting. If these bands are to follow the neck line, the band should be shaped to fit the neck line. Turn under the raw edges, stitch close to each edge, then put in several more rows of stitching between these two. This stitching must be very straight and even or it will not be attractive.

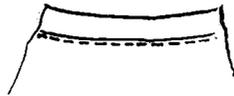
For scalloped sleeve and front edges, baste a facing piece either like the dress or in the color and material used for trimming, with the right side to the right side of the dress. Mark the scallop with a lead pencil. Stitch on the mark. Cut a narrow seam's width from the stitching. Slash to within a thread of the stitching at intervals so that when turned right side out, the seam will lie flat. Turn carefully, and blind-stitch the edge of the facing to the garment.

Bindings of various kinds are effective finishes. The following directions will help you:

- (1) Baste carefully over the raw edge to be bound. Stitch close to the edge with thread to match the *binding*.

- (2) Stitch both raw edges of the binding to the raw edge of the garment on the *right* side. Take care not to stretch or pucker either garment or binding. Turn the fold over the raw edge and hem in place neatly with fine thread and tiny stitches.
- (3) Stitch one raw edge of the binding to the raw edge of the garment, on the right side. Turn to the wrong side so that the edge is covered but not turned under. Stitch from the right side close to the edge of the binding but below it, see illustration.

Corded and piped edges are good finishes for the yokes either in the waist or skirt, above a cuff, or a fitted facing used as a neck finish. Use true-bias binding with a fine cord in the fold. Baste the bias strip in between the edges of the seam so that, when stitched, the corded edge will extend beyond the stitching. Take care not to draw either cording or garment.



Another effective finish is to bind one edge of a seam as in 3 above, then lap this edge over the other edge of the seam and stitch just beyond the binding. Finish the seam on the wrong side by overcasting the two raw edges together.

Choose the trimming you think will be most effective for the style of dress, the material, and you.

UNDERGARMENTS

The question is often raised as to the advisability of purchasing material to make undergarments when knit vests and bloomers can be purchased so cheaply. If vests are worn, it is desirable to purchase them as they fit much better when made of a knit fabric. Either straps over the shoulder or a built-up shoulder model may be had. They are made of cotton, rayon, and silk. Cotton vests are the least expensive and silk are the most expensive. A rayon vest of good quality will cost nearly as much as a silk one. It does not pay to buy a very cheap rayon as it will not wear well. A fact often lost sight of in purchasing goods is that the total or first cost is not the only cost to be considered. If a garment or article costs 20¢ and can be used only ten times, it costs two cents every time it is used; if it costs fifty cents and can be used

one hundred times, the cost each time of using will only be $\frac{1}{2}c$. Durability and length of service are important factors to be considered.

Knit fabrics for bloomers or panties are excellent if of good quality. They have several points in their favor. They are easily washed, require little or no ironing, and are comfortable to wear. As in the case of vests, it does not pay to buy poor-quality knit-fabric bloomers or panties.

When length of wear is considered as well as initial cost, in many instances it will pay to buy woven material and make these garments. For this project this is required.

Undergarments are worn for protection and to make a suitable foundation for the outer garments. The style, type, and material in the undergarments will depend on the outer garments with which they are to be worn and on the age and build of the wearer. Undergarments must conform to the general lines of the dresses with which they will be worn. For example when dresses have normal waistlines, and are smooth fitting, the undergarments must have normal waistlines and fit smoothly.

There are several combinations of undergarments that are popular among girls, any one of which would be correct to wear with a washable school dress:

- (1) Panties and brassiere or bandeau.
- (2) Bloomers and vest or waist (depending on the age of the wearer).
- (3) Panties and vest or waist.
- (4) Shorties and brassiere or vest or bandeau.
- (5) Knickers and brassiere or bandeau or vest or waist (depending on age).

The younger girls who are not over large often wear bloomers or knickers in place of a slip. Older girls at present prefer to wear a slip under most of their dresses.

If a brassiere or bandeau is made you will want to make the three undergarments rather than two.

Long hose must be supported and either a foundation garment or a garter belt should be worn. Although some like to roll hose or wear round garters, the practice is not recommended as anything that binds the leg retards the circulation.

At present anklets are popular among young girls and are worn up to different ages, depending partly on the local custom and partly on the size of the girl.

Older girls who are well developed will find that a foundation garment will give them a much neater appearance. The style and kind selected will depend on the individual and on the lines of the dresses with which it will be worn. The silhouette in vogue at the moment will also be a determining factor.

The brassiere may be purchased. If it is made at home, it is well to make it of material to match the panties. The same finish as that used on the panties is suitable.

Materials. There is a wide range of materials from which to select the kind most suited to the kind of dress and needs of the wearer. For school wear, durability, ease of laundering, and protection are of first importance. Look for material that is soft, yet firm. The yarn in both warp and woof should be fairly strong. Fine yarn closely woven will wear better than coarse yarn loosely woven. Garments worn next to the body are daintier if made of white or light-colored materials. Just now many panties and brassieres are shown of flowered dimities, a white or pale pink background with tiny little flowers scattered over it. There are a great many cotton lingerie materials displayed every year, some of which are desirable, while others are passing fads, and, for that reason, usually cost more than they are worth.

Cotton materials are sometimes loosely woven with broken places in the yarn. These defects may be hidden by starch, glue, or clay which can be detected by holding the cloth to the light and especially if starch has been used, by rubbing the cloth. The filler will then come out in a powder.

Slips should be made of smooth-finish materials, heavy enough not to be transparent. As it is very annoying to wear a slip to which the dress clings, this factor must be considered when purchasing material. Dresses of washable materials, however, do not cling as much as others. The slip need not match the other undergarments, but should be suitable in color to wear with the dress.

Some rayon fabrics that will wear cost about as much as silk. Loosely woven or stiff rayons will not give satisfactory wear. A good way to test materials for wearing quality is to rub the fingernail over the cloth. If the threads of the cloth are easily pushed apart, it is probable that the garment will pull at the seams. Some rayons look well when new but soon become fuzzy and undesirable. Rayons that resemble silk are not desirable for wear with wash dresses.

Girls who are inclined to be fleshy should be most particular about the cut and fit of their undergarments. Usually their clothes wear out more rapidly than the clothes of thinner girls, so it is wise to select material that is of excellent quality and cut the garments so that there may be ample room without bulkiness. Tailored finishes that aid in fitting the garment smoothly should be the rule.

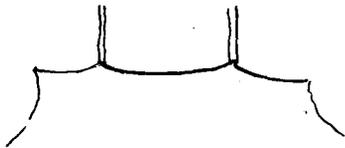
Patterns. Select patterns for underwear that will make the best foundation for the dress to be worn over it. As undergarments to wear every day should be quite simple in cut, choose patterns with few pieces. Follow the instructions on the pattern for cutting.

Seam finishes. French seams are best for slips. A narrow flat fell, finished to the wrong side, is best in panties, bloomers and shorties where there are two seams crossing. The flat fell seam is strong, not bulky, easy to launder, and comfortable to wear.

Bloomers, panties, and shorties may be finished at the waist with a fitted band, a yoke across the front and an elastic across the back, or with a casing and elastic all around. The finish will depend on the prevailing style, the kind of dress with which they are to be worn, and the build and age of the girl. When an elastic is used there will be fullness at the waistline which is often undesirable. A band is preferable to elastic. If elastic is used, stitch the casing on both sides of the elastic as this helps to keep the elastic from twisting.

The finish at the knee may be a hem, a fitted facing, a fitted band, a narrow bias binding, or a casing with elastic.

The slip should be cut at the neck so that it will not show under the dress. It should fit smoothly. The top may have the fitted shoulder or may have narrow straps over the shoulder. If straps are used, they will stay in place better if the slip is cut a little higher where the straps are attached, thus:



Narrow bias binding and a narrow bias facing stitched in place are the best finishes for a tailored slip.

Neck finishes for slips include those for a built-up neck line and for straight top. For a built-up neck line any of the following finishes may be used :

- (1) A fitted facing put on the right side with the inner edge cut in scallops, either in or out, thus :



and finished with feather stitching, outline, or tiny blanket stitching, done with white crochet cotton.

- (2) Bias facing, turned to the wrong side, and held in place by (a) machine stitching, (b) hand hemming, (c) machine hemstitching, (d) feather stitching, (e) outline.
- (3) Tiny bias binding of the material. Put on with two raw edges of binding stitched to the edge to be bound and the fold turned over the edge and hemmed down by hand.
- (4) Narrow lace may be used, but should be put on with no fullness and whipped to the edge which is finished with a narrow hem or binding.

For a straight top the following finishes are suggested :

- (1) Plain hem, either (a) stitched on the machine, (b) machine hemstitched, (c) hand hemstitched. Do not make the hem more than one inch deep, better $\frac{3}{4}$ inch deep.
- (2) Facing turned to the right side with the edge scalloped, pointed or in squares thus :



The facing may be held in place by machine stitching, machine hemstitching, or one of the simple hand-made decorative stitches such as feather stitching, French knots, blanket stitching, etc.

Any decorative stitch should be made in white on white or in self color on colored material. Crochet cotton is best. Whatever finish is used, the work must be accurately and neatly done to be attractive. Keep the work very simple.

Finish for the bottom of slips may be any of the following:

- (1) Plain hem, finished like the neck.
- (2) Plain hem, stitched on the machine, close to the edge, or machine hemstitched or hand hemmed.
- (3) Bound with bias binding.
- (4) Faced if necessary.

Seams. French seams are best.

Armseyes may be either bound or faced with bias binding.

Straps should be very narrow, either of the material or of lingerie tape. The straps should be basted in place and fitted before the top of the slip is finished. If a facing is to finish the top of the slip, the straps should go between the facing and the top of the slip. If the top is bound, the strap will have to be put on after the binding is sewed on, but before the second stitching is done, in order that the ends of the straps may be covered by the binding.

CARE OF CLOTHING

Being well dressed depends as much on care of clothing as on selection and construction. Care includes mending, laundering, removal of stains, and proper storage.

SCORE CARD FOR PATCHING

Inconspicuousness of patch	40
Patch matches garment in color and fabric	15
Thread matches cloth in color and size	10
Design in fabric matches design in patch	10
Stitches nearly invisible	5
Workmanship	45
Hole trimmed out on warp and woof threads	10
Patch applied so warp threads match	10
Edges of hole and patch evenly turned in	10
Hemming stitching even and small	10
Durable	5
Appearance	15
Clean	5
Well pressed	5
Well mounted	5

100

PATCHING

Undergarments, wash dresses, night dresses, pajamas, and boys' blouses and overalls frequently require patching. When properly done, a patched garment will wear a long time and look neat. Certain precautions should be observed. (1) Use material for patching that is as near the same texture and color of the garment being patched, as you have. (2) On dainty garments, the patch should be put on with fine hand hemming, but on heavy clothes, such as overalls, it is better to baste the patch on and stitch it in place on the sewing machine. (3) The edge of the patch on fine material should be turned under and hemmed down with tiny hemming stitches. (4) Always cut the hole to be patched on both lengthwise and crosswise threads. (5) Put the patch on with the warp threads going in the same direction as the warp threads in the garment. (6) Whenever possible, match the design in the garment.

Directions for patching are given in the bulletin, *Stitches, Seams, and Sewing Processes*.

Requirements. Patch four holes, then make a patch on a four-inch square of cotton cloth, preferably gingham or print. Cut the hole one and one-half inches square, and put on the patch, following the directions of patching in *Stitches, Seams, and Sewing Processes*. This patch should be neatly mounted on a piece of light-weight cardboard cut six inches wide by seven inches long. Mount the patch so that there will be the same margin on both sides and at the top and twice as much at the bottom. To mount sew across the *top* of the patch *only*. It will then be ready to exhibit at the fair.

After you have patched the four holes and before you make the patch for your exhibit, take a patched garment to a club meeting and score it. Compare the patch you have made with the patches made by the other members. This will help you to improve your work and make your best better.

REMOVAL OF STAINS

The stains most frequent on school dresses are ink, grease from the floor, mud, grass, and fruit juice.

The directions given below for removing stains are especially for wash fabrics and should not be used on other materials without first testing to see whether or not the material will stand the process.

INK STAINS often can be removed if washed in cold water while the stain is still wet. If it does not come right out with this treatment, it is best to wait until you get home. Then try soaking the stain in milk, either sweet or sour. Very persistent stains can sometimes be removed by covering with lemon juice and salt and put in the sunlight. Care must be taken not to use anything on colored materials that will fade them.

GREASE STAINS. Cover with lard, then wash with warm water and soap.

MUD. Brush off all that will come off. Wash in warm soap suds. Sometimes sponging with alcohol will remove mud stains.

GRASS STAINS. Use hot water and soap. If there is danger of fading the material, rub with molasses and then wash.

FRUIT JUICE. Stretch the cloth over a bowl and slowly pour boiling water from a height over the stain until the stain disappears. For peach stains use glycerine, or use salt and lemon juice and expose to sunlight.

Requirements. Remove at least two kinds of stains.

Something you may like to do. Write a paragraph in your scrap-book about how you removed stains.

LAUNDERING

Directions for laundering wash dresses were given in the second-year clothing bulletin and need not be repeated in detail. Undergarments if of white cotton material will stay whiter if boiled occasionally. Rayon, silk, and colored garments should never be boiled.

Rayon or celanese material either woven or knit must be very carefully washed in warm, not hot water, with a mild soap. They should never be rubbed on a board, but should have the dirt forced out by squeezing the fabric in the hand under the water. Squeeze but do not wring out the surplus water. Rinse carefully in two clear waters. Squeeze out the water. Spread on a bath towel, roll up tight and press out as much water as possible. Iron with a fairly warm iron, but not as hot as should be used for linen or cotton materials.

Colored garments should be washed with mild laundry soap, rinsed in tepid water and hung in the shade to dry. Strong soap and bright sunlight will fade the best of colors.

When dry, sprinkle evenly, roll up, and let stand for an hour or so to distribute the moisture evenly. Iron sleeves and collar first, then the waist, and last the skirt. Iron the hem of the skirt, the cuffs and any other thick places on the wrong side as well as the right, and iron until dry. Put on a hanger and hang up until thoroughly dry before hanging in the closet. Be sure that you sew on any fasteners that may be off, sew up any rips, and then the garment will be ready to wear when needed.

Requirements. Before exhibiting, launder any of the undergarments and the dress if soiled.

CARE OF SHOES

Good shoes will wear a long time if they are properly cared for. School shoes should be sturdy enough to withstand hard wear and the walk to and from school in all kinds of weather. The soles should be medium heavy and the heels low and broad. Toes should be fairly broad. Shoes will keep their shape for a longer time if put on shoe trees when taken off. Brush and polish shoes frequently. They will last longer and look neater. When shoes get wet, if they are also muddy, wash off the mud, then stuff the shoes with crumpled newspaper. Place them in a warm place, but not close to the fire as wet leather burns very quickly. When nearly dry, rub well to soften the leather and rub in a very little vaseline or tallow. When dry, rub again with a dry cloth to remove the surplus vaseline or tallow, then polish. The leather will be soft and pliable and will look as good as new.

GOOD GROOMING AND AIDS TO BEAUTY

Last year we learned how to care for the hands. We learned something about the importance of good posture and a little about our food requirements.

This year we are going to continue practicing what we then learned and in addition we want to learn a few more things about personal care. First let's discuss the hair and its care.

Hair to be beautiful should be clean, well brushed, and becomingly dressed. The directions given a little further on for shampooing will help you keep your hair clean. Brushing keeps the scalp healthy and gives the hair a beautiful gloss. One hundred strokes a night is recommended by many authorities.

The shape of the face and head should largely determine the mode of dressing the hair. The prevailing styles include some that are becoming to all types. Extremes are always to be avoided. Simple lines, water waves, finger waves, lines that follow the shape of the head, are in general more becoming and suitable for young girls than many curls (unless natural) or permanent waves. Be natural—artificiality is always cheap.

The shampoo. The frequency with which you shampoo your hair will depend on several things. If you live in a dusty country, if your hair is unusually oily, or if you have been doing some very dirty work, your hair will need shampooing more often than if these conditions did not exist. A good rule to follow is to shampoo your hair whenever it needs it to keep the hair sweet smelling, pleasant to touch, and the scalp free from dandruff.

It is a good plan to make a soap jelly to use in place of the cake of soap as it is more easily rinsed out.

SOAP JELLY. Cut up some mild toilet soap, put it into a small pan, and add about twice the quantity of water. Heat until the soap has dissolved. Pour into a jar and use as needed. Since it will keep, you can prepare enough for several shampoos at one time.

Have a good quantity of warm water ready. After brushing the hair well, wet it thoroughly and put on some of the soap jelly; rub well into the scalp and hair so that it forms a good lather. Rinse in one clear water. Repeat the soaping and rinsing. Usually two soapings will be enough, but if the hair is very dirty, it may be necessary to soap it a third time. After the last use of soap, rinse in several clean waters to remove *all* the soap. Dry the hair in soft towels. If you put in a finger wave or water wave, do it at this time. Remember that naturally straight hair is usually more becoming when it is not unnaturally frizzed and fussed up. Study yourself—don't blindly follow a fad!

Personal care. Some girls are troubled by body odors. Frequent bathing is the first remedy, but if this is insufficient it is well to use a deodorant under the arms. Follow the directions that come with the preparation. These preparations are not injurious to most persons. Many of them contain a form of alum. Some people find that a solution of alum is satisfactory.

Be sure to bathe before using. Don't try to cover up the odor of perspiration. Remove it, then the deodorant will retard its return.

GOOD POSTURE

Regardless of how beautiful or costly a costume may be, if the wearer stands and sits in a slouchy manner, her clothes will not look their best. In the second-year clothing bulletin are some silhouettes showing excellent, good, fair, and poor postures. Study them carefully, then study yourself.

Tie a small weight (a nail is good) to a string long enough to reach from the top of your head to the floor. Stand up and have some one hold the string so that it hangs past the center of your ear. If you are in correct standing position it should pass the center of your shoulder, your hip, and your ankle. The head should be up and balanced above the shoulder, the hips, and the ankles.

The following simple exercises will help you acquire a correct posture.

1. Raise the hands straight up over head, palms front. Rise on tip toes, raise chin, look at hands. All on count one, hold on count two, lower arms and heels on count three, hold count four. Repeat 8 to 16 times.
2. Stand with hands on the back of a chair. Bend knees, keep head up and back straight, rise. Repeat 8 to 16 times. This is excellent for hips and lower spine.
3. Stand in correct position. Bend the trunk forward. Straighten the trunk. Motion should be in the hips only. The spine should be straight all the time.

There are a number of excellent exercises that can be used to strengthen the muscles and to improve posture, but these three if persistently practiced will be of real assistance. Good posture is something that should be a part of us and not put on for occasions. Young people when they are growing rapidly sometimes unconsciously form poor posture habits, perhaps partly from a desire not to be too tall, partly because it is easy to slouch.

If you will start your club meeting with a three-minute posture drill and then practice at home when you rise each morning, you can make good posture a habit.

SLEEP, REST, AND FOOD HABITS

The good 4-H Club member trains along 4-H lines, not 3-H. In order to make the most of her opportunities she keeps the health H busy as well as the head, hand, and heart H's.

There are so many interesting things to do that sometimes it seems difficult to give up time for sleeping and resting, but both are vitally important. Very young children sleep sixteen out of twenty-four hours. Gradually the time required for sleep lessens until at fourteen ten hours and when grown usually eight hours provide sufficient sleep.

In addition to plenty of sleep, with windows open, a short rest period during the day will do a great deal to keep a growing girl strong and well. Lie down, close the eyes, and try to sink into the bed. Even ten minutes will be a real help.

More and more we are coming to recognize the importance of right eating for health. For protein: meat in moderation, eggs, milk, and cheese. For energy: starchy food such as potatoes and fats. For minerals and vitamins: fruits and vegetables and milk. All food should be simply prepared; no rich pastries or puddings; some sweets, but in moderation; at least six glasses of water daily.

While these suggestions are very general, observing them will help keep you fit. Regular hours for meals, time enough to eat slowly, and pleasant conversation are all worth striving for. Learn to like all of the every-day foods. If for some reason a food is not good for you, quietly leave it alone but avoid calling attention to it.

HOME COURTESIES

Sometimes young folks have an idea that good manners are to be kept for company and put on like one's best dress when going to a party. The sad thing about such ideas is that manners need daily use to keep them in good working order. Good manners are really nothing more than thoughtfulness for the comfort and pleasure of others.

The observation of the following simple rules will help to make you welcome at home and wherever you go:

1. See that mother has a comfortable chair when she is ready to be seated.
2. Be prompt in offering to run errands for mother.
3. Answer questions courteously.
4. Do not wear clothes belonging to another without permission. When worn, see that they are returned in good condition.
5. Respect the rights of others and they will respect yours.

6. Do not read another's mail without permission.
7. Keep personal belongings in their place.
8. Wipe your shoes if muddy before entering the house.
9. Cultivate a pleasant speaking voice.
10. When a friend comes to see you who has not met your family, introduce her. You can say, "Mother, this is Catherine Brown. She is in my 4-H Club and does such good work we are all proud of her." Introduce your father and brothers and sisters.
11. When you visit a friend, greet her mother. You might say, "Good afternoon, Mrs. Smith. How pretty your geraniums are."
12. At the table, whether at home or a guest elsewhere—
 - Eat slowly and quietly.
 - Take small portions of food on the fork to convey to the mouth.
 - Do not spear the food with the fork, but slip the fork with the tines up under the food.
 - Dip the soup spoon away from you. Do not fill it over full. Sip the soup from the side of the spoon.
 - Put bread on the side of the plate. Break off a small piece, butter it and eat it. Do not butter the entire slice.
 - Never put food of any kind on the table.
 - Place the knife and fork parallel on one side of the plate when not in use.
 - Keep the teaspoon on the saucer. Drink from the cup, not the spoon.
 - Keep the elbows off the table and close to the sides.

THE INVENTORY

The inventory was mentioned in connection with the dress. For this year's work, we merely ask you to list the various washable school dresses you have.

An inventory is an excellent aid in planning a wardrobe and we want all clothing club members by the time they complete the five years' clothing program to have formed the habit of making a complete inventory of all their clothing and then to budget their clothing money for the following year.

SCORE CARD FOR 4-H CLUB GIRLS' STYLE DRESS REVUE

(Used in the National Style Revue Contest)

I. GENERAL APPEARANCE		35
General design and color combination	5	
Individuality and style	5	
Posture and carriage (if worn by con-		
testant)	10	
Personal neatness	5	
Fit of garments	5	
Effect of underwear	5	
II. SUITABILITY OF COSTUME TO INDIVIDUAL		20
Artistic aspects	10	
Becomingness of color; suitability		
of design.		
Health aspects	10	
Comfort; protection.		
III. SUITABILITY TO PURPOSE		15
Occasion	10	
Time of year	5	
IV. ECONOMIC FACTORS		20
Durability of materials and design	5	
Value in relation to cost	5	
Judgment shown in distribution of cost		
among various articles	5	
Cost of upkeep	5	
V. ETHICS OF THE COSTUME		10
Modesty	5	
Social influence	5	
TOTAL SCORE		100

Every girl in third-year clothing should plan to take part in a style revue. At the club's Achievement Day program, every girl should wear her dress and "model" it so that all who attend may see how well she chose her colors, style and material, how well she made it fit, and how well she wears it.

Plan ahead for this revue and at your meetings practice the posture exercises and learn to walk naturally and gracefully.

On the day of the revue see that your hair is becomingly arranged in the style you usually wear it, that your shoes are clean and neat, that your stockings are on straight, and your hands clean with the fingernails well manicured.

Have your dress clean and well ironed. You might plan your revue in any of several pleasing ways: (1) Walk across a platform, turning once when part way across. (2) Walk past the people, up and down the aisles. (3) Have a little pantomime in which you

stage a scene from school days. Whatever you do, try to be natural, walk slowly, look at your audience, smile, be happy.

It is urged that every one who can, take part in the county style revue, where the winners will earn the right to represent the county in the state contest.

If your costume is becoming and is an addition to your wardrobe, the time spent in making it is well spent, isn't it? Let's have a style revue!

SCRAP-BOOK

A scrap-book the size of the record book is suggested for every clothing club member. Such a book makes a good place to keep interesting facts about your work, clippings from the newspapers, and the story of your work.

The number of pages in the book will be determined by the interest you take in it, and by the number of kinds of things you decide to include. If the book is made like a loose-leaf notebook, pages can be added when needed. The following suggestions may help you plan and make it.

Size. Length 9 inches and width 6 inches.

Cover. Light-weight cardboard, heavy wrapping paper or cloth.

Decoration. Cut outs, drawings, pictures, the word "Scrap-book."

Inside of front cover. Owner's name, year in project, address, county.

Leaves. Notebook paper, tablet paper, wrapping paper.

What to put into the scrap-book—

Description of yourself: (1) age, (2) height, (3) weight, (4) color of hair, (5) eyes, (6) complexion, (7) type, (8) build.

Becoming colors—names and bits of cloth or paper in the colors.

Favorite colors.

Pictures of dresses that would be becoming.

Pictures (from magazines) like the garments you make.

Description of the garments made.

Samples of materials used, samples of stitches, seams, hems, plackets.

Samples of other materials that might have been used.

Songs, yells, poems, suggestions for sewing, games, news items clipped from papers.

Stories about club work from magazines and papers.

Keep your book neat. Write legibly.

Nothing but the story is required, but we think your program will be richer and more worth while if you make a scrap-book that will be a good record of what you have learned.

DEMONSTRATIONS

When you carried second-year clothing, we trust you had some practice in demonstrating, so this year you are ready to do even better work than you could last year.

Planning your demonstration should be easier for you now, too, and there are many interesting subjects you might care to demonstrate.

In every demonstration be sure that you try to teach one thing in particular. Have only the materials and equipment needed to make your demonstration clear. Plan carefully, practice diligently, be happy, speak plainly, do not hurry.

Some good demonstration subjects:

1. Placing a pattern and cutting a garment.
2. Fitting a waist or dress.
3. Care of the sewing machine.
4. Making buttonholes.
5. Patching a garment.
6. Neck finishes suitable for a wash dress.
7. Seams.
8. Pockets—patch, bound.
9. Plackets.
10. Courtesies (might be in the form of a one-act play).
11. Selection and care of shoes.
12. Laundering a dress.
13. Care of the hair—shampoo and arrangement.
14. Finishes for undergarments.

15. Good posture and some posture exercises.
16. How to use bias binding.
17. Any of the subjects given in second-year clothing.

Every demonstration should give both girls opportunity to do part of the work and to explain part of what is being done.

Make an outline for the demonstration in some such way as this:

Demonstrator No. 1	Demonstrator No. 2
<p>Talks—Introduction Subject of demonstration Explain work being done At times while talking demonstrator can help by doing some part of the work. Continue talking to a logical break.</p>	<p>Works — Acknowledge introduction. Finish arrangements for demonstration. Start the demonstration. Continue work to a logical break.</p>
<p>Works—Continue the demonstration.</p>	<p>Talks—Takes up the explanation. May conclude demonstration or a second change may be made depending on the type of demonstration.</p>
<p>Talk</p>	<p>Work.</p>