THESIS

on

Proposed Wardrobe for a Girl in Moderate Circumstances, for her Senior Year—Estimating the Cost.

Submitted to the Faculty of the

OREGON AGRICULTURAL COLLEGE

for the degree of Bachelor of Science in

Domestic Science by

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APPROVED: 

Department of 

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Proposed Wardrobe for a Girl in Moderate Circumstances, for her Senior Year—Estimating the Cost.

Outline.

Introduction:

General attitude towards school girl’s dress.
Quotation from Mrs. Ralston.

Discussion:

Problems confronting girl i.e.,
How to dress in style and taste— inexensively.
Consideration of taste— types of girls.
How to give an air of style, and refinement without giving an impression of pretention.
Consideration of suitableness of different gowns— and styles to different places.
Importance of considering wardrobe as a whole.
Public education needed along this line.
Adapting wardrobe to different climates— and circumstances.
Importance of dainty accessories.

Articles to be drawn:

Reception and evening gowns.
Street suits for school and otherwise.
Hats— For all occasions.
School dresses.
House dresses.
Kimonos— and undergarments.
Wraps— suitable for all occasions.
Conclusion:

Description of the girl whose wardrobe is represented.

Description of the plates.

Total cost of the wardrobe. (Estimated)
The problem of dress is, to the ordinary person, at best, but a haphazard proposition—a mere going to the shop and buying a garment or two as immediate need demands. But the idea of making a careful and systematic study of a wardrobe as a whole, is a comparatively recent one to any save the rich or ultra-fashionable, and least of all a school girl's wardrobe has been considered worthy of serious attention. She could do with almost anything while in school, but if afterward she blossomed into society, the altogether new importance of dress was thrust upon her.

The general public awakening along all lines of culture has realized how much attention even a girl in school must devote to her clothing.

The problem of dressing a college girl is a serious and peculiar one, since, unlike the society girl, her time is devoted to mental exercise, and dress can have but a minor portion of her attention. Moreover in order to save laundry and care, simplicity and plainness, but far from severity, must be considered; as girlishness is the graduate's chief charm.

During the senior year, more attention is paid to society functions, hence a senior wardrobe, including the reception and graduation gowns, is more complicated than that of a freshman girl.

The school girl may well attend to the words of a well known authority on matters of dress, Mrs. Ralston, who has traveled in Europe extensively, making the
dress, and manner of dressing of the Parisian woman an especial study. As such an authority I will quote her.

"To dress well is not merely the act of putting on good clothes, nor having the wherewithal to buy everything you would like in the way of dressed, it is, in brief—good taste. Good dressing is as much a branch of education as are the languages or the many various arts which require study and effort to acquire."

— Mrs. Ralston.

As the girl under consideration is of limited means, she may look into the methods of the French woman to guide her in saving expense.

It is said that the Parisians do not spend one-tenth of the money on dress which the American women do, and yet they have the reputation of being the best dressed people in the world. They are gifted with a natural sense of the fitness of things, which may be successfully imitated.

The college girl who is well dressed has a feeling of confidence and ease, which she needs above all things, and it has even been contended that to dress well is a great benefit morally: for with the irritation caused by a sense of being poorly dressed removed, a girl may be cheerful, happy, and even tempered in her home, as well as out of it.

An effort should be made to have a girl's clothing an expression of her personality. If she is dressed
so gaudily or foolishly as to detract from her personality, then she is not well, or tastefully dressed. Likewise an undue severity is undesirable. Mrs. Ralston contends that among the many lessons to be learned from the Parisians, an important one is this, using her own words: "Everything they have is good, worn at the right time and in the right way."

Another instance in which a school girl would do well to imitate a Parisian woman, is that she never has just one "best dress" in which to appear before her friends, leaving the unattractive ones for her family to see, or to carry on her home duties in. She has a number of dainty, tasteful, little dresses, each one of which is as good as any other—or perhaps one or two just a little more dressy than the others for occasional small function. Consequently she gained the reputation of always being well dressed, and she has gained it justly.

The girl who is of limited means and cannot have everything she would like in the way of dress, should avoid "flashy colours", and colours which are in style just at the time at she is selecting her wardrobe. In connection with this the style in which she should have the clothes made, should not be that of a passing fad, nor an extreme style, for these would soon be useless, and make her appear more conspicuous than some simple style, of quiet colour and durable material.
Another phase of the subject of good taste, is the consideration of the individual. What would be good taste in one individual, would be decidedly bad taste in another. For instance a girl who is tall and slender with a trim figure may properly wear materials which have quite large patterns in them without looking ridiculous. On the other hand the plump girl should never attempt such materials as large plaids, wide stripes, or big figures. Of course too large patterns do not become any one, be she slender or plump. Considering the styles which should be worn by different types, I would say that the slender girl may wear garments made on broken lines, that is, gowns made with tucks which run around the garment, or a number of ruffles, but the plump, short girl, should have her gowns made on long lines, which will not detract from her height, and give her an appearance of being fleshier than she really is. Simple garments, of good material, neatly and daintily made, fitting correctly, give an air of refinement to the college girl, while those of flimsy material, carelessly made, and badly fitted give an undesirable impression.

In regard to the question, as to whether expensive materials are most desirable for the making of gowns, many things have to be taken into consideration; the age and type of the wearer, the occasion on which it is to be worn, and so on. For a growing girl, it
would probably not be practical, or economical to pay a high price for the material of a garment, which would soon be outgrown. In this case it would be better to buy several cheaper gowns, thus lightening the wear on any one of them. The same would apply to the party dresses of a young girl, as she would probably want them in the prevailing modes, and colours. Using some dainty wash material she could afford to discard them oftener.

But in the selection of a suit for a full-grown girl, it would be economy to get good material, and also a yard or two more than is necessary in the making, to provide for alterations— for a slight change in collar, sleeves, or skirt, could adapt it to the prevailing styles after a season's wear. It is also true that a good quality of wool goods may be dyed successfully, which would be a great help in remodeling a gown.

Cheap trimmings as coarse laces, embroideries etc. are things to be avoided, as they give an air of pretension and fussiness, to a gown. For heavy gowns, simply stitching often gives a sufficient finish to a garment, as do self-colored buttons, or a good quality of braid. Piping also is a neat and effective way of trimming. For thinner materials and sheer goods, tucks, hemstitching, French knots, or eyelets make pretty and dainty trimming.

Another test of good taste is whether the garment in question is suitable or not, for the occasion.
on which it is to be worn. I have known of cases where old party dresses—after they were considered past usefulness as such—were used for the school room. This would be bad taste as well as very impractical, for such dresses are usually light in color, and material, making the laundry bill larger, which would be quite an item to a girl away from home, as well as making her conspicuous, by their unsuitableness. A school girl's clothes should be planned so as to make her as unconscious of them as possible—not tightly fitted, and hanging from the shoulders. The modern trend of style is very easily adapted to the school girl's needs, as the one-piece under garments as well as gowns, are much worn now, and the are comfortable for they distribute the weight of the clothing evenly, and give a trim appearance.

Aside from the one piece dresses the shirt-waist suits are practical for school use; if made of some rather dark smooth material which will shed the dust, and brushes easily.

Nurses gingham and galetea make neat and durable morning dresses, and give the girl a much neater appearance than kimonas or wrappers.

For a girl of limited means it is very important that she consider her wardrobe as a whole—and not each garment singly. For instance here is an example of lack of foresight on the part of the girl which may lead her into difficulties. She buys a silk petticoat, which
attracts her eyes, without considering the amount she will have left for more necessary garments. As a result she will be forced to buy cheap material for her gowns, which neither wears well nor harmonizes with the petticoat. She should consider her wardrobe as a whole, decide the amount to be spent on one article, and buy garments which will harmonize, and not be cheapened by contrast. It will be a great saving, as she can present a much more neat appearance if her clothes harmonize, so that it will be possible for her to wear the waist of one gown, with the skirt of another, and so on.

The color and trimmings of the hats should also be carefully considered. The hat could be the color of one suit, trimmed with the color of another— or colors which harmonize and so on through her wardrobe, having one garment of equal value with another, and a harmonious blending of colors.

Of course in the selection of a wardrobe climate and circumstances should be taken into consideration. On the New England coast a wardrobe would be quite different from one in Oregon. The heavy fur lined wraps, which are necessary in New England on account of the severe winters would not be at all necessary in mild Oregon climate, and furs are in demand during only a very small portion of the year, while in New England the furs, at least, are almost imperative. The materials for clothing also, must be of a much heavier weave in colder climates, while
in warmer climates, looser weaves are worn without dis-
comfort.

The public has made a great advance in the last ten years, in regard to matters of dress—economy and tastefulness, but public education is still needed along this line. As a rule the farmer's daughter although she had as much, in some cases even more to dress on than the city girl, some years ago, showed neither good taste, style, individuality or anything to be desired in the way of dress, excepting of course in a few rare cases. She probably, it is true, did not have much time to devote to the subject of dress—for farm life is a busy life—nor were fashion books, and magazines to be had at every turn, as is the case with the city girl, but she also lacked desire, which is the prime factor in the achievement of anything.

To-day, however, these conditions have changed for the better, and the country girl is not marked so sharply from the city girl by her ill-fitting, inharmon-
ious clothes, as formerly; for she is waking up to see the desirability of quiet, tasteful dressing. As a result of this our college girls are more tastefully dressed than in former years, for many of our college girls come from the farm. If her interest in such things is awakened at home, she will probably take more interest in the opp-
urtunities offered her along this line at school, and thus gain a farther knowledge of economy in making her clothes.
The matter of dainty accessories is an important one in the consideration of a wardrobe. In the case of the girl at school, her appearance may be greatly freshened up occasionally, by the addition of collars, and cuffs to her dresses, beside relieving the sombreness of them, if they are the popular shirt-waist suits. A simple white waist can be given a dressy appearance by collars, cuffs, or a girdle of some soft material, or a touch of color somewhere.

The type of girl which I have chosen to represent the wardrobe for, is a slender, rather tall girl, blue eyed, with chestnut brown hair, and a fair complexion. Tennyson has very aptly described her in his book "The Princess" thus:

"A rosy blonde, and in college gown,
That clad her like an April daffodilly,
And all her thoughts as fair within her eyes,
As bottom agates, seen to wave and float
In crystal currents of clear morning skies."

-Tennyson.
Plate I.

Figure I - represents a fall and winter hat of dark green felt, trimmed in a soft drape of creamy liberty satin, enlivened by two bronze hat-pins. This hat is suitable for dress occasions and forms a pleasing contrast to the dull, grey green suit, with which it is to be worn.

Figure II - represents the street and school hat. The frame is of black felt, and is trimmed simply in soft old rose ribbon, which softens the severe lines of the modish dome crown, while the grey satin binding adds the touch of light color to the sombre winter hat.

Cost of figure I. Cost of figure II.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame</td>
<td>3.00</td>
</tr>
<tr>
<td>Satin</td>
<td>1.00</td>
</tr>
<tr>
<td>Accessories</td>
<td>.50</td>
</tr>
<tr>
<td>Total</td>
<td>4.50</td>
</tr>
<tr>
<td>Frame</td>
<td>2.00</td>
</tr>
<tr>
<td>Ribbon</td>
<td>1.25</td>
</tr>
<tr>
<td>Satin</td>
<td>.25</td>
</tr>
<tr>
<td>Total</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Total cost of hats £ 8.00.
Plate II.

Represents a fall and winter suit, built along fashionable, yet simple lines, made of dull grey green novelty goods of good quality, with an invisible diagonal stripe.

This style is one which is easily remodeled, to suite the varying changes of fashion, conspicuous only by the evidence of good taste.

The suit is enlivened by pipeings of grey down the seams, the cuffs being made of grey satin entirely. The lining is of a good grade of grey satin.

Cost of suit.
Ten yards of goods $10.00
Lining 1.50
Buttoned and piping 1.00
Total $12.50

Total cost of material $12.50
Drop skirt $2.50
$15.00
Plate III.

Represents a school and rain-coat of greyish striped cravenette of such length as to be ample protection from the rain, or occasional frost and of such weight as to afford sufficient warmth, being lined only yé the depth, making it less cumbersome than a full length lining. The monotony of the grey of the coat is relieved by touches of light tan of the collar and cuffs, which harmonizes with the stripe. This is a "ready made" coat, and cost $15.00.
Plate IV.

This opera coat is a more pretentious garment with decidedly flowing, graceful lines, designed to rest lightly on the dainty evening dresses, which the graduate must donn for state occasions.

The garment is made of light greyish green cashmere, and lined throughout with rose colored silk. Deep rose colored silk and the rose colored, silk covered buttons form the distinguishing features.

Cost of coat.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide cashmere, six yards</td>
<td>$6.00</td>
</tr>
<tr>
<td>Silk lining, ten yards</td>
<td>7.50</td>
</tr>
<tr>
<td>Pipeing</td>
<td>.75</td>
</tr>
<tr>
<td>Buttons</td>
<td>.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$15.00</strong></td>
</tr>
</tbody>
</table>
Plate V.

A simple four piece school skirt for fair weather wear, suitable to accompany the semi-dressy shirt-waists which are in keeping with afternoon receptions, which could be worn to classes if there is no time to change, and a party gown would be out of place.

The material is a restful shade of panama, the only trimming being the panama covered buttons, which close the skirt at the front. Drop skirt to match.

Cost of skirt.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Panama, five yards</td>
<td>$5.00</td>
</tr>
<tr>
<td>Buttons</td>
<td>.75</td>
</tr>
<tr>
<td>Drop skirt</td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8.25</strong></td>
</tr>
</tbody>
</table>
Plate VI.

This represents a school dress of blue flannel trimmed in grey. The collar is a detachable one of linen, and may be replaced by one of soft flannel when desired.

The skirt is very simple, and easily made, and consists of seven gores. Three rows of the grey pipeing around the bottom of the skirt relieve the severity of the style.

Cost of dress.

Flannel (wide), 8 yards @ .75¢, $5.90
Grey pipeing, one yard @ 50¢, .50
Total $6.40
Plate VII.

This little waist is suitable for school, and semi-dress occasions. It is represented here as being made of cream cashmere, and trimmed in bands of cream insertion for winter wear. This style may be duplicated for summer wear, in dainty lawns, dimities, cross barred, or any thin material, using the cotton embroidery insertion, or simply fine tucks for trimming.

Cost of waist.

Three yards of cashmere @ 50¢ $1.50
One yard of insertion .25
Total $1.75
Plate VIII.

This reception or party gown is made in the graceful, high waisted effect, on long lines which give her a slender appearance. The material used for this gown is white nun's veiling, with cherry colored taffeta silk for trimming, and netting for the collar, yoke, and cuffs. The color scheme for this gown was suggested by the beautiful tints of the pear blossom. The attractiveness of this gown lies on the contrast in the colors.

Cost of gown.

Ten yards of nun's veiling $10.00
One yard of netting 1.66
One yard of silk 1.00
Total $12.00
Plate IX.

This lounging robe, or dressing gown, is made on comfortable lines, being loose-fitting, the high waist line being indicated by several rows of shirring. The material is very inexpensive yet attractive cotton crepe, and the trimming is sateen of a contrasting color.

Cost of robe.

Eight yards of crepe @ $2 1/2\$   $1.00

One yard of satin

Total   $1.25
Plate X.

Figure I - the hat pictured on this plate is a large leghorn of burnt straw, which lends charm to any type or color of gown, or coat, and is easily remodeled to suit changes of fashion, and being almost sun and rain proof will be found admirably serviceable. The dome crown is massed with geranium foliage shading from deep brownish reds and greens to lighter yellows and greens.

Figure II - is a large coarse straw shape in natural color and of a rather more extreme shape than usual, as a school hat is put to rather rough usage and will last only one season. The crown is low and broad, with a gold-brown band, and rosette on each side.

Cost of figure I.

<table>
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<tr>
<td>Leghorn shape</td>
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<tr>
<td>Foliage</td>
<td>$2.00</td>
</tr>
<tr>
<td>Binding etc.</td>
<td>$0.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5.50</strong></td>
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</tbody>
</table>

Cost of figure II.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straw shape</td>
<td>$2.00</td>
</tr>
<tr>
<td>Trimming</td>
<td>$0.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2.75</strong></td>
</tr>
</tbody>
</table>

Total cost of hats $8.25.
Plate XI.

This little tub suit represented here, is designed for wear at out of door exercises, such as class day etc., the material is a good grade of Indian Head linen, which is less easily wrinkled, and more easily laundered than genuine linen. The only trimming aside from the stitching, consists of bands of blue, cuffs, and buttons, covered with the same. The skirt has a paneled front, and is cut on narrow lines.

Cost of suit.

Indian Head linen, ten yards @ 20¢ $2.00
Blue linen, two yards @ 20¢ .40
Buttons .50

Total $2.90
Plate XII.

Green chambrey is the foundation of this spring gown, the color of which is always restful and refreshing, especially when combined with the white insertion which forms the sole trimming. Fullness is obtained by means of tucks in waist and skirt, and also leaving the plainness of the simple sleeves. A ruche of lace softens the effect of the high collar.

Cost of dress.

Chambrey, ten yards @ 12½¢ $ 1.25
Insertion, six yards @ 10¢ .60
Lace .15
Total $ 2.00
Plate XIII.
The one-piece dress shown here is made of pink and white checked gingham, but is suitable to be duplicated in tan serge for fall school wear. White buttons and tucks form the trimming, while the distinguishing feature is the panel extending from the shoulders to the bottom of the skirt. The tight sleeves are finished with an opening nearly to the elbow, which may be rolled back, in laboratory work.

Cost.
Gingham, eight yards @ $2\frac{1}{2} $ $0.75$
Buttons etc. $0.50$
Total $1.25$
Plate XIV.

Shows a dressy separate waist of dainty white dimity, with its delightful laundry possibilities. The round neck and short sleeves are finished with very narrow lace, as is the piece which is fitted onto the yoke, of solid tucking. There are also tucks around the bottom of the sleeves and the crush girdle is set off by a gilt buckle.

Cost of waist:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimity, 2 1/2 yards @ 20¢</td>
<td></td>
<td>.50</td>
</tr>
<tr>
<td>Val. lace, four yards @ 15¢</td>
<td></td>
<td>.60</td>
</tr>
<tr>
<td>Plain material, 1/2 yard @ 20¢</td>
<td></td>
<td>.10</td>
</tr>
<tr>
<td>Buckle</td>
<td></td>
<td>.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$1.70</strong></td>
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</table>
Plate XIV.
The graduation gown of white India linen is an embroidery gown. It is made in the prevailing semi-princess style with a panel front which is composed of two insets of wide embroidery insertion which edge the pointed tucked yoke, and unite at the waist to form the skirt panel. The collar and sleeves are pointed. A wide belt of insertion unites the skirt and waist, and a band of insertion finishes the flounce.

Cost of dress.

Linen, five yards @ 30¢  1.50
Insertion, five yards @ 50¢  2.50
Embroidery, 4½ yards @ 75¢  3.33 1/3
Val. lace, 17 2/3

Total 7.51
Plate XVI.

Portrays a kimono style gown of white outing flannel made with an odd shaped yoke and Japanese sleeves, which give freedom and comfort. The trimming is of Persian outing flannel.

Cost of gown.

Outing flannel 8 yards @ 15¢ $ 1.20
Persian trimming, 5 yards @ 10¢ $ .50

Total $ 1.70
Plate XVII.
The combination corset cover and under skirt, is designed to give a trim appearance to the one piece suit, as well as to have the weight come from the shoulders. The waist line is high to correspond with the gowns, with embroidery insertion and edging as trimming. The wide flounce is edged with embroidery finished at the top with embroidery insertion.

Cost.

Muslin, 6 yards @ 12½¢ $ .75
Insertion, 8 yards @ 30¢ .80
Edging, 4 yards @ 15¢ .60
Narrow embroidery, 2½ yds. .15
Total $ 2.30
Plate XVIII.

This garment is a combination piece consisting of corset cover and drawers, opened down the side-front. The waist is finished with beading and edging, drawers are finished with narrow edging also.

Cost.

Muslin, 3 yds. @ 12\(\frac{1}{2}\)¢ \(\ldots\) \(\ldots\) .37\(\frac{1}{2}\)
Edging, 4 yds. @ 6¢ \(\ldots\) \(\ldots\) .24
Wide edging, 3 yds. @ 20¢ \(\ldots\) \(\ldots\) .60
Beading, 4 yds. @ 15¢ \(\ldots\) \(\ldots\) .60
Total \(\ldots\) \(\ldots\) \(\ldots\) \(\ldots\) \(\ldots\) I.81\(\frac{1}{2}\)

The total cost of the wardrobe which extends over the entire year is \$ 116.92\(\frac{1}{2}\), showing that with care the senior girl may have a complete wardrobe at a comparatively small cost.