THE ADAPTATION OF AMERICAN CLOTHING DESIGN
FOR THE PRESCHOOL CHILD OF NORTHERN INDIA

by

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CHAPTER I

Introduction

In India very little attention is given to children's clothing. The child is usually dressed like an adult. In many communities a preschool child is dressed in full salwar kurta, garara, choridar paijama, ghagra, and even a sari.

No ready-made clothes are available. No paper patterns can be purchased anywhere in the country. Printed material with suggestions or instructions is not obtainable.

Thus all the information concerning construction of children's clothing comes from the high schools and colleges. Almost 96 per cent of Indian girls have no opportunity for formal education. Their information concerning construction of clothing is meager. What they do have is handed down from mother to daughter.

Even in the schools the traditional complicated designs are being taught, and no attention is paid to self-help garments. Consequently the child is dependent on the adult for dressing.
All the schools follow the same syllabus and the same drafting patterns. Most of the teachers are graduates of the Lady Irwin College for Home Science. A basic bodice pattern is the first draft taught. From this pattern adaptations are made for various styles.

In college and high school the needlework or sewing syllabus includes a dress, a petticoat or slip, bodice knicker, pinafore, kurta, and pajama for a child three years old and a jangia for a child two years old. Pattern drafts for these garments are taught.

Nothing is taught about infant's clothing or layettes. Very little information is given regarding the amount and type of clothing. Except a boy's kurta pajama nothing is taught for his outfit.

In sewing classes, psychological aspects of children's clothing and hygiene of clothing are seldom or never discussed.

If one were to study the clothes for children made by students in an Indian sewing class, one would find:

1. Placket openings at the back and on either side of the garment.
2. Small studs, buttons, hooks, and eyes used as fasteners.
3. Sleeves of the full puff variety.
4. Slip with opening at the back.
The clothes made by a mother or darzi (tailor), for example, salwar, choridar paijama and knicker, are all very full and suspended from the waist with a draw-string closing, which has to be pulled tight enough to hold the garment in proper position.

A child always has to depend on his mother or an ayah for dressing and undressing. Mother has to open all the buttons at the back and on the sides and pull the string, which often gets entangled. Knots become hard to unfasten quickly, and the result is agitation, frustration, and nervousness.

The writer, during her teaching experience, has found that the bodice block used and taught in college and school is not accurate, and as a result garments are usually too small for a well-nourished or healthy child.

The instructions are quite complicated, and students have a hard time remembering and following them.

Therefore the aims of this study are:
1. To make instructions for the bodice pattern and its adaptation simple and easy so that teachers, students, and mothers may be able to make garments without experiencing much difficulty.
2. To show that self-help garments designed in this study will make the child independent.
3. To design a very simple infant's layette so that young mothers may be able to prepare and make clothes for their children.
Definitions of Terms Used in This Study

Choridar paijama: Trousers with bengals. Worn by Mohammedan men and women. Also by Hindu men. This in appearance is similar to Jodhpurs.


Chagra: Very wide skirt usually worn by women in Rajputana and, with less fullness, in other parts of the country.

Kurta: The shirt worn with salwar or with knicker or choridar paijama. This may be designed like a man's shirt or like a western dress or blouse.

Salwar: Full trousers with many folds at the waist and fitted like slacks at the foot. This is worn by both men and women in the Punjab.

Jangia: Baby's first panties.

Dhobi: A washerman.

Darzi: A tailor.

Telescoping garments: Garments which fit one on top of the other, usually open in front.

Personality: Distinctive personal character or individuality.

Self-help garment: A garment which is constructed in such a way that a child can dress or undress himself with little or no assistance.
In this study the garments are simple and easy to construct.

Mulmul: Muslin.

Preschool Child: Up to 5 years.
Object and Scope of Study

This study has for its purpose the development of infant's and children's garments which embody the considerations outlined in the introduction. In order to widen the scope and usefulness of the study, an attempt has been made to adapt and construct basic adjustable features to be used in garments of various types.

The following is a list of items which the writer found need special consideration:

I. Basic bodice pattern
II. Infant's layette
III. Special features in children's garments
   1. Adequate buttons or fasteners
   2. Appropriate size of buttons
   3. Proper placing of buttons or fasteners
   4. Concealed openings and closures
   5. Use of draw strings in garments suspended from the waist
   6. Lack of adjustability for growth
   7. Collars, laces, and ruffles used for finishing neck of small children's dresses
   8. Full puff sleeves
   9. Desirable amount of material fullness in garments
10. Complicated patterns of garments, which make the child dependent on adults.

IV. Lack of knowledge of psychological and physical aspects of clothing

In this study each of the above features was given the following consideration:

I. Basic bodice pattern

1. Measurements used for the bodice block are those of the finished garment, that is, allowance for ease and comfort is already made so that students do not have to consider it. Seam allowance is omitted because:
   (a) For a fat child more than half an inch allowance can be made.
   (b) For an average child half an inch is sufficient.
   (c) For a thin child no seam allowance is necessary.

2. (a) Size of front and back of bodice is the same since the preschool child does not need bust allowance. To a certain extent the instructions for construction of front and back of the bodice pattern are made similar so that a student may not have to remember too many details.
(b) Armholes are made larger to allow freedom of movement while crawling and reaching for objects.

3. The pattern is made by folding paper so that students may easily determine measurements.

4. A four-inch ruler is made as a sample to indicate the dimensions of an inch; 1/8 inch, 1/4 inch, 1/2 inch, 3/4 inch, and 1 inch. This ruler can be made of stiff paper and is easily used.

II. Infant's layette: A careful study was made of infant's garments available in the United States.

1. Diaper: Instructions for folding a diaper are given and suggestions made for use of old saries and thin mulmul.

2. Shirt: As no knitted shirts are available which allow for growth, the shirt is cut on bias material, which stretches in whichever direction there is need for extra room. Thus is avoided the fullness in the form of gathers or tucks which may leave an imprint on a baby's delicate skin.

3. Gown: Is made simple with raglan sleeves. Both shirt and gown are made telescoping. Other garments are also made simply.
III. Special features:

1. **Number of buttons or fasteners.** Whenever possible, buttons are eliminated by the use of overlapping pieces or ties.

2. **Size of buttons.** Experiments show that a button one-half inch in diameter is the smallest that a very young child can manage easily.

3. **Positions of buttons or fasteners.** Wherever possible the buttons are placed in front or near the front, where the child can see and reach them himself.

4. **Concealed openings and closures.** Placement of straps. All back plackets are eliminated, and shoulder straps are terminated in front for the child to fasten. Extra length is allowed for growth adjustment. Slide fasteners are placed in front.

5. **Draw strings in garments suspended from waist.** A comfortably fitting band to hold the gathers at the waist is used, and the garments are suspended from the shoulders.

6. **Adjustability for growth.** Ample hems are provided for lengthening.

7. **Neck finishings.** Necks are finished by a
plain contrasting or matching bias binding. Small patterns in hand embroidery or applique are used to make the garment attractive.

8. Sleeves are plain and easy to iron. Raglan sleeves, which allow complete freedom, are used for most of the garments.

9. Other garments such as salwar, choridar paijamas, and knickers are made with just enough fullness for a child's comfort.

10. Self-help garments are designed to make the child independent.

IV. Psychological and physical aspects. These aspects are discussed briefly. Some useful hints for construction of children's clothes are included to help both mothers and students.

Parents and others dealing with children need to understand clearly how a child grows, how he builds up habits, how his emotional life develops, what his spiritual needs are and how to meet them. This understanding is essential if they are to respect the child's personality, treat him as a person in his own right, and allow him to grow and develop according to his own pattern. It is not important that all boys wear blue and girls wear pink, but color in clothing should vary to
call attention to the child.

The garment design should suit the personality. For example, a bald-headed, chubby boy may look out of place in hand embroidery and ruffled laces. Material also should be suited to the individual.

Clothes have an effect on the wearer. The child soon associates various garments with the activities and experiences for which they are worn. Therefore, a wise choice based on his feeling, interest, and need should be made.

A child should be held responsible for his own clothes. He should have his own trunk or drawer and his own laundry bag.

Inadequate clothing not only irritates the child but also reacts on his disposition and has a decided influence on his behavior.

Children should be clothed so that they are completely unconscious of their garments. This may be brought about by attractively and comfortably designed clothing. The garments should be simple yet adequate. Any garment that continually attracts a child's attention is unsuitable for his body.
The following is an illustration of the effect of clothing on a child's personality. An aggravated case of inferiority complex which seriously threatened the happiness and success of a girl of fifteen was finally traced to self-consciousness that began when, as a child, she had been compelled to wear shoes different from those of her playmates.

Often parents use the clothing of their children to display their own economic status and want to have their children better dressed than other children. Such children soon develop a superiority complex.

The sense of being well dressed has a direct bearing on happiness, personality, and efficiency. MacMillan (1) states, "ugly clothes leave their mark, and it is not until all clothes are slipped off that children drop the linery of poverty and become the kindred of the fairest."

A child should be free from fear of ridicule. A child dressed very differently from those with whom he mingle is soon made the object of ridicule by the other children.

Purpose of Clothing

I. Protection and warmth

II. Appearance, modesty, and attractiveness

1. Ideal body conditions: The right temperature for health is 98.6 degrees F. Constant exposure of the body to extremes may not result in immediate troubles for the normal person, but in time it weakens the mechanism of even the healthy person. It may even result in the shortening of life.

Clothing assists in distribution and regulation of body heat.

1. Through conduction or passing of heat from the body to the clothing.

2. Through radiation or passing of heat directly from the body to the air.

3. Through convection or passing heat indirectly from the body to the air.

Air is a poor conductor of heat, and a thin layer of air next to the body acts as a protection against the loss of body heat. Loosely woven goods which retain air in the meshes are warmer than closely woven fabrics.

Clothing worn next to the skin should be absorbent to prevent clogging of the pores.

In cold weather a child's legs should be covered. The blood vessels supplying the legs lie close to the
surface at the knee, and exposure of this delicate part of the body may easily result in lowering the entire body temperature.

All children should be clothed as individuals. Thin babies need more clothing than fat ones. Therefore, as a rule, poorly nourished children need more clothing than healthy, active children.

**Learning to Dress**

Dressing is one of the necessary functions that train the child:

1. To exercise his hands and feet and coordinate his movements. For instance, buttons, buckles, and zippers help motor achievement.
2. To concentrate upon one of the first real tasks which later, of course, become habits.
3. To exercise judgment in putting on the clothes properly and fastening them correctly.
4. To develop resourcefulness in accomplishment and independence and power of action rather than dependence upon others.

Between two and four years, youngsters should be perfecting their technique of dressing and undressing, but they cannot manage both processes entirely by themselves.

Dressing and undressing require use of muscles and
nerves, and the wise mother will see that these are not overtaxed. Self-help clothes are a safeguard against strain.

Clothing should be made to meet the educational needs of the child as well as to provide him with garments both attractive and serviceable.

**Selection**

Emphasize the child's face. Group all details so that they are directed toward the face:

1. By contrasting light and dark color
2. By using combination of plain and decorative surfaces with one or the other predominating
3. By repeating shape of article to be emphasized
4. By leaving sufficient background space
5. By use of progression of sizes

Rhythm: Arrangement of lines or shapes so that the eye moves easily and smoothly from one part of arrangement to another producing the feeling of rhythmic movement. Too much movement is distracting.

Repetition: In applying these principles to dress selection, one must remember the one important factor, harmony in the whole costume. To achieve this may require eliminating something particularly liked because it does not suit the individual or because it is poor in design.
Color Selection: Not every child can wear every color. Besides personality and facial features, the happiness and joyousness of youth must be considered. Gay colors tend to excite a child to activity and gaiety, whereas dull or harsh colors are depressing to some children and exercise an influence upon their disposition.

Pockets: These give the child pleasure and satisfaction and should be provided in all garments - night clothes, dresses, suits, and coats. Children soon learn to use a handkerchief if it is in a convenient place.

Bias: Rather than straight-cut slips and shirts, bias cut ones have advantages. They stretch in any direction needed for extra room, and they require no set-in fullness in the form of gathers or tucks, which may leave imprint on the child's delicate skin.

Telescoping garments: Garments open down the front and fit one within another. Everything is placed for ease in handling.
Location of the Study

The writer is a graduate of Lady Irwin College for Home Science, New Delhi, and has taught Home Science for four and a half years at the United Christian Schools, Jullundur City, Punjab.

In this study she has improved the patterns in use at Lady Irwin College. She has also adapted garments for the children of her country.

The Home Economics Department of the Oregon State College in Corvallis has two Home Management houses: Kent House and Withycombe House. Each year at the beginning of the fall term an infant between the ages of two and four months is brought to each house. These children are cared for during the school year by students living in the house for six-week periods.

The writer has lived in Withycombe House for a year and has studied the child's growth and the garments provided for him. The garments designed for infants in this study were worn by the child in Withycombe House.
Summary

This introductory chapter has dealt with the general statement of the value of and need for the present study.

The writer hopes that many people will find it a source of inspiration and will be interested in designing the self-help clothes for children. She also hopes that even those who depend on a darzi for the making of garments will ask that the designs be used and will give proper instructions for their use.

The writer has adapted simple designs for clothes so that the non-qualified Home Science teachers in many schools can follow the instructions and their class with little difficulty.

The writer believes that in free India each child should learn to be independent. To help him achieve some degree of independence he should be able to at least partially dress himself.

The designs which are detailed in Chapter III will be shown to meet these specifications.
CHAPTER II

History of Children's Costume

In primitive times garments consisted of animal skins wrapped around the body of the wearer. Skins fastened together with thread of sinews may be considered the oldest article of apparel. When the art of weaving originated, man began to use cloth for his garments.

The first garments used by the Egyptians were simple and gave perfect freedom for activity. Greeks and Romans made long, full-flowing garments which did not require much sewing but were draped according to need. The Grecian women's garment, called chiton, was a replica of the Roman woman's costume.

For centuries the attire of children was simply a reduced replica of the adult dress worn at the time. For that reason children's clothing is rarely mentioned in the history of dress.

In the Middle Ages, as long as the plain, straight robe was generally worn, children's dress remained straight and simple.

In the fourteenth century children were dressed in heavy, rich fabrics, such as silks, velvets, and stiff brocades. Ornaments of gold and silver added to the weight of garments cumbersome enough in themselves.
John Locke, the philosopher, remarked that children were taught to be proud of their clothes before they were even able to put them on unaided.

Olivier Marche (1426-1502) recommended that children be made to wear clothes or shoes which were not too tight. In those days numerous layers of petticoats made of coarse material added weight and cumbersomeness.

In the sixteenth century such children's costume continued to exist. It is said that Lady Jane Grey when only two days old was wrapped in swaddling clothes, with only her arms and legs left free.

Infanta Margarita's upper body was tightly encased in stiffened material. The waist, exceedingly small, ended in a long, flared peplum, under which a huge skirt distended by small vertugales, a wire-cage affair, was worn. The sleeves were an elaborate arrangement of puffs and were slashed. Only her lovely tresses retained the simplicity of childhood. Such clothing prevented play, and children were brought up with strict discipline.

Physician Jean Heroard (1551-1628), instructor of Louis XIII of France, the son of Henry IV, in his diary revealed in detail how every sign of playfulness or boyish high spirits met with severe and often cruel punishment. Children were taught to read and write at a very early age. Those of high noble families at the age of thirteen
took part in military affairs. Children of poor parents began the struggle for a livelihood much earlier than the young of noblemen. At that time juvenile labor in factories was considered a matter of course.

In 1612 Prince Phillip of Hapsburg was married to Princess Elizabeth of France. The bridegroom was seven years old and the bride ten. Even at that time children were not allowed to have dolls and other toys.

In the seventeenth century Louis XIV was so interested in fashion that he brought world fame to Paris by making it the center of fashion and taste. But small children were still encumbered with heavily brocaded and tight-fitting garments. They were impeded with long full petticoats, cramped with stiff stomachers, and weighted down with brocade.

In the first part of the eighteenth century juveniles were still reared with utmost severity. As usual, their dress followed the cut and texture of adult garments.

No radical change in the manner of dressing children took place until Rousseau (1712-1778) urged that the interests of childhood be recognized and that the child no longer be considered a diminutive man.

Marie Antoinette was the first mother who gave consideration to children's clothing and dressed her child in a jacket and trousers.
In 1792, a German physician named Bernhard Christopher Faust made detailed suggestions for an ideal dress for children. Faust suggested that boys and girls be dressed alike and wear low-heeled, comfortable shoes. He vigorously opposed the custom of making children wear corsets, garters, and belts, which restricted the action of the internal organs.

In 1822 the waist of girls' dresses became more natural, and the skirts became wider.

In 1827 skirts reached only to the calf of the leg in order to permit little girls to run about. Pantalets which reached to the ankles served to combine comfort with modesty. Richly embroidered baby blankets, cushions, bonnets, and bibs, frocks with tiny sleeves and narrow hems with fine lace, all bear witness to the love and care with which the wardrobe of an infant was prepared.

In the nineteenth century, Kate Greenaway changed the fashions for children in England. She made simple garments of light materials such as muslins and batistes. However, these filmy fabrics were soon changed by heavy and dark materials. Girls were muffled in long white pantaloons, and for thirty years these continued to impede their movements.

Twentieth century children's costumes are simple and easy for the child to manipulate. Today, after many years
of experimentation, children's clothing takes an important place in research, and each year the freedom granted the younger generation through improved costume reaches a new high.

In India, however, no such modernization of children's clothing has yet taken place.

Children's Garments in India

The average life expectancy of an Indian is twenty-seven years. One of the chief reasons for this low average is that almost one-fourth of the children die in the first year of life.

There are a number of reasons for the high death rate:

1. **Malnutrition**: This is one of the main causes of the high death rate. Since mothers are usually undernourished, the children are born weak. Later they are not given sufficient and proper food. Millions of people get less than one square meal a day. Milk supplies are very low. Because of ignorance of nutrition, even those who can afford good food pay no attention to a well-balanced diet. Prepared baby food is not available.

2. **Poor housing and bad sanitation**: Cities, towns, and villages are so thickly populated and sanitation is so bad that contagious diseases are always
prevalent. In villages, whole families often live in a one-room house. Such houses are made of adobi and have thatched roofs. Families cook inside the house, live and sleep in the same room, and in winter house their animals also in the same room. Even in cities the houses are crowded, and diseases spread rapidly from one family to another.

3. **Inadequate medical aid:** There are few hospitals, and frequently poor persons cannot afford a hospital bill. As transportation is very difficult, only a small percentage of the people can get to a hospital.

Recently in some villages there were a health visitor and a midwife, but these two are insufficient for the population.

Eighty-six per cent of the population is illiterate and has no knowledge of hygiene, physiology, psychology, principles of food and nutrition, child development, and clothing. Even in high schools mothercraft is not taught.

Recently in some cities and villages, the Public Health and Welfare department has arranged for simple lectures in mothercraft and fathercraft and in some crude methods of birth control.
The health visitor gives lectures to untrained women who practice as midwives.

4. **Inadequate clothing**: A weak child needs more clothing than a healthy one, yet many weak children do not have proper clothing because the parents cannot afford it. Another reason for inadequate clothing is the cost of the women's native costume.

   a. A sari requires five to nine yards of material. (The length varies in different provinces.) One and one-half yards are needed for a blouse and four to five yards for underwear.

   b. A skirt requires six to twelve yards or even more. Another three yards is needed for a headdress or scarf and one and one-half yards for a blouse.

   c. A salwar kurta requires four to five yards for a salwar, three yards for a shirt, and three yards for a headdress. Two to three yards are needed for underwear. By the time a woman gets one complete outfit, she has used on an average of ten to twelve yards of material.
Other girls of the family also use nearly the same amount. Father and sons must have clothes. Since a child does not have to be dressed to be modest, he rarely gets enough clothes. Often a mother thinks her child does not need any clothes at all.

Among people in some villages, illiterate women do not expose the infant to sunshine and air as they do not want others to see the child for fear of the evil eye.

Some people because of certain religious customs and superstitions of their own do not believe in clothing the child in stitched garments. Even today in some localities because of the heat many people go naked or wear only a loin cloth. Often one can see a woman dressed in a sari, carrying her naked child in her arms, not realizing that the child also needs clothing. Frequently the child is dressed, if a boy, in a shirt, while the lower part of his body may be well-clothed and the upper part exposed.

On the other hand, in cities one finds children dressed either in too many or too elaborate clothes. The result is such children become weaker and thus are susceptible to coughs, cold, and various contagious diseases.

In winter, children have to wear the same amount of clothes from morning until evening whether inside the house or outside in the yard. They wear their heavy coats at all times.
There are no ready-made clothes available in the market. All the clothes have to be made by the mother, who is a young girl and does not have proper knowledge of clothing and making garments for her children. Many homes do not have a sewing machine, and a woman may have to stitch all garments by hand.

Tailors are not well trained and make the children's garments exactly like those of adults.

In Northern India the climate is quite extreme, and children need more garments for both winter and summer. Often children sit near the fire to get warm and then run out to play. Parents do not realize that while constantly exposing the body to extremes may not result in any immediate troubles for the normal person, in time it cannot help weakening even the healthy person and perhaps even result in the shortening of life.

For centuries, children's garments in India have been like adults' garments. Therefore one does not find a special history of children's costume. The writer feels that it will be of great interest for Indian women to have a knowledge of the history of children's costume in other countries. We Indians should be glad that our children have not had to wear the corsets and elaborate clothes that some unfortunate children of other countries have had to wear.
In fact it was not too long ago that children in America were dressed like adults. Even today one does not see all the practical self-help garments in general use. This should encourage Indian women to accomplish the desirable reforms as fast as they can.

It is to aid them in this work that the writer presents this study, whose next chapter considers in detail the making of various garments necessary for a well-planned wardrobe for children.
CHAPTER III

Plates

The garments in this chapter are for an average child and can be graded up and down according to the child's body measurements.
BODICE BLOCK

Size 1

Body Measurements:

Breast 20 inches
Waist 19½ inches
Hip 21 inches

Length of bodice block - 7 inches
Width of bodice block - 12 inches (20 inches round the breast, allowing four inches for ease.)

Construction:

Draw a rectangle ABCD. AB = 12 inches, AC = 7 inches. Cut the paper.
Divide the width into two parts at E and F. (Fold the paper.)
Divide the length into three divisions. (Fold the paper.)
Cut two strips of paper one inch in width with length equal to AE.
Divide these into three and four divisions.

Back AECF

Neck AI = 1/3 division and AJ = ½ inch.
Curve IJ for the neck.

Shoulder Measure one-fourth division on either side of EF at KL and OP.
KM = 3/4 inch.
Join IM and produce it one-fourth inch to Y.

Armhole N is 1/3 inch from the cross.
Connect NG with a dotted line, then join NG with a curve as shown in the diagram. GF is the side length.

Front BEDF

Neck BS and ET are equal to one-third division. Connect ST with a dotted line, then curve the neck.

Shoulder OQ = 1/2 inch. Connect SQ, and produce it ½ inch to W.
Armhole  Connect WRG with a curve as shown in the diagram.

Important The diagram should be studied well, and instructions followed carefully for correct result. The bodice block is drawn on half scale, but the instructions are given for full scale.

A four-inch ruler is divided into different divisions of an inch. If each student makes a ruler like this and cuts the divisions accurately, she will find it of great help in the drafting of patterns where parts of an inch are used.
BABY'S FIRST PANTIES FOUNDATION PATTERN

Size 1

Body Measurements:

Waist 19\(\frac{1}{2}\) inches
Hip 21 inches

Length of panties - 10 inches
Width of panties - 16 inches

Construction:

Draw a rectangle ABCD. AB = 8 inches and AC = 10 inches. Cut the paper 16 by 10 and fold the width. Divide width into two divisions (fold the paper) at E and F.
Divide length into three divisions. (Fold the paper.)

Waist
AI is equal to one inch.
BJ is equal to one-third division.
Connect IJ with a curve.

Side
G is the first division up from D.
Join JG.

Leg curve, back
H is one inch from F.
Join GH with a dotted line, and find the center of the line at K.
KL is \(\frac{1}{2}\) inch perpendicular on HKG.
Connect OHL with a curve.

Leg curve, front
KM is equal to 3/4 inch.
Connect GMH with a curve.
PLATE 2

BABY’S FIRST PANTIES FOUNDATION PATTERN

SIZE 1 DRAWN ON 1/2 SCALE
SLEEVE FOUNDATION PATTERN

SLEEV1

FOUNDATION PATTERN

Size 1

Body Measurements:

Breast  20 inches
Waist   19 1/2 inches

Length of sleeve = 5 inches
Width of sleeve = 4 1/2 inches

Construction:

Draw a rectangle ABCD. AB = 5 inches, and AC = 4 1/2 inches. Cut paper 9 inches by 5 inches, and fold. AB is on fold.

Back  E and K are 1 1/2 inches from D and B. Connect AE, and divide the line into four divisions at GH and I. GL is 1/2 inch perpendicular on AGE. JN is 1/8 inch perpendicular at the center of IE. Connect A-L-I-N-E with a convex and then a concave curve as shown in the diagram.

Front  MG is 3/8 inch. IP is also 3/8 inch. Connect AMHPE with a convex and then a concave curve as shown in the diagram.

Sleeve seam  F is 1/2 inch from D. Join EF with a curve.

Front of the sleeve  R is 1/2 inch from F. Join BR with a slight curve.

Important  Cut the sleeve on the double paper, following the back curves of the sleeve.

Then cut the top single paper for the front.
PUFFED SLEEVE WHICH CAN BE IRONED FLAT

Size 1

Body Measurements:

Breast 20 inches
Waist 19\(\frac{1}{2}\) inches

Length of sleeve - 5 inches
Width of sleeve - 4\(\frac{1}{2}\) inches

Construction of puffed top of sleeve. I.

Shape of a heart.
Draw a rectangle ABCD. AB = 2 inches. AC = 5 inches.
G and H are 1/2 inch down from A and B.
F is 1-1/2 inches down from B.
HI is equal to 1/4 inch.
Join GIJF with a curve as shown in the diagram.
Connect F and C with a dotted line, then curve a line slightly.

To draft sleeve: CC is placed along AB on both halves of the sleeve and drawn on to sleeve pattern. The heart side on AC is cut on the fold.

Construction of puffed top of sleeve. II.

This is a circular puff.
Draw a rectangle ABCD same size as before.
E is center of BD.
Connect AEC with a convex curve as shown in the diagram.
The construction of this sleeve is the same as that of the heart-shaped sleeve.

This sleeve, which uses a heart-shaped piece as an inset, was developed originally by Mrs. Harriet Sinnard.
PLATE 3

Sleeve Foundation Pattern

Full-sized pattern which can be ironed flat. 1:1.4 scale.
The raglan sleeve has an advantage over the set-in sleeve in that a child does not outgrow the garment so quickly.

**Construction:**

Use the foundation pattern for front, back, and sleeve.

Place front and back of the bodice block shoulder to shoulder as shown in the diagram.

- A to B = 2/3 of front armhole.
- C to D = 1/2 of back armhole.
- E to F = A to B plus 1/2 inch for ease.
- G to H = C to D plus 1/2 inch for ease.

Connect I to E.

J is the center of IB.

Connect I and D.

K is the center of ID.

IL = 3/4 inch.

IM = 3/8 inch.

Connect LJB and MKD, and curve the points.

Trace shoulder section from L to J to B to D to K to M to L.

Apply shoulder section to top of sleeve with points B and D of shoulder section touching F and H at top of sleeve.

When long sleeve is desired, add to length of sleeve.

---

1 M. Rohr, "Pattern Drafting and Grading Women's and Misses' Garments." p. 36.
BABY'S SHIRT WITH RAGLAN SLEEVE

**Body Measurements:**

- Breast: 19 inches
- Waist: 19 inches

**Finished length from base of neck to hem of shirt - 11 inches.**

**Adaptation of bodice block to shirt.**

**Construction:**

**Back**

Trace the raglan armhole back, and increase length till the center back line measures 11 inches.

**Front**

Trace the raglan armhole front (both halves) as shown in the diagram. On the right front, AB = 3 inches long and 1 inch in from the side line. To make shirt, cut two such fronts to make double-breast shirt.

**Sleeve**

Same as drafted in raglan sleeve chart.
BABY'S SHIRT WITH RAGLAN SLEEVE

SIZE 1  \( \frac{1}{4} \) SCALE
BABY'S SLEEPING GARMENT

Length of garment - 23 inches.

Construction:

Back
- Trace the raglan armhole back.
- AB, center back line, = 23 inches.
- BC, lower edge of garment, = 12 inches.
- F is 1 inch from D.
- Connect FC.
- E is 3/4 inch from C.
- Curve BE for hemline.

Front
- Trace the raglan armhole front.
- AB, the center front line, = 22 inches.
- BC, lower edge of garment, = 12 inches.
- F is 1 inch from D. Connect FC.
- E is 3/4 inch from C.
- Curve BE for hemline.
- AG = 1 inch.
- EH = 4 inches.
- Connect GH. This allows for hem and overlap in front. (AB placed on straight of material.)

Sleeve
- Increase the length of sleeve till it measures 8 inches from neck line.
- Curve the seam line.
BABY'S DIAPER

Size 18 by 36 inches or 20 by 40 inches.

Follow the diagrams carefully.
1. Fold length into two.
2. Fold two sides of square, touching the center diagonal line. Fold top over these.
3. Fold lower point as shown.
4. Lower line is folded over top line.
5. Two corners are pinned in front.

This diaper is folded on the bias so that around stomach and legs folds will stretch as the child moves. Diaper should be made of fine, soft, and absorbent mulmul. Old sari material makes good diapers.
BABY'S DIAPER
BABY'S BLANKET

Length 36 inches
Width 24 inches

Bottom piece - 24 inches wide and 36 inches long.

Top pieces
A to B = 10\(\frac{1}{2}\) inches.
Connect B to D.
Cut two pieces.
Put these two together and shape neck:
BE = 1-1/8 inch. F is 3 inches deep.
Curve the neck.

Sew the pieces together as shown in the diagram. At top
sew 10\(\frac{1}{2}\) inches in from corners. Bind the front top and
neck. Use three ties at neck.

This is a comfortable blanket, and the child can be
picked up easily.
BABY'S CARTER NECK SHIRT

No buttons or ties are used on this shirt.

Drafting of the carter neck:

**Front**
Place the front and back of the bodice block shoulder seam to shoulder seam. Keep the front of the bodice block on straight grain.
AB is the common shoulder line.
BD is half of the armhole.
Connect AD with a dotted line.
E is center of AD.
Join BE and continue it one inch to F.
Join AFD with a curve.
Back overlap is constructed in the same way.

**SHIRT**

Place center front and center back on the fold and continue the length to 11 inches.

**Sleeve**
Use the basic pattern for the sleeve. Drop the cap 1 inch down and curve again for the cap.
The lower edge of the sleeve is made 1/4 inch shorter at underarm seams and curved.

To make the garment: Bind neck edges. Baste the front shoulder and back shoulder seams together, overlapping the back on the front. Baste the overlaps along the armhole.
Sew the sleeves.
When the garment is finished, remove the basting thread at the shoulders.
PLATE 9

BABY'S CARTER NECK SHIRT
SIZE 1
DRAWN ON 1/4 scale
CHILD'S SLIP (GERTRUDE)

Size 1

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>20 in</td>
</tr>
<tr>
<td>Waist</td>
<td>19½ in</td>
</tr>
<tr>
<td>Hip</td>
<td>21 in</td>
</tr>
</tbody>
</table>

Finished back length from base of neck to hem of slip = 15½ inches.

Width around the lower edge of dress = 32 inches.

Adaptation of bodice block to slip.

Construction:

Back

Trace the back of bodice block with dotted lines.

Continue the center back line AB to E till the length measure 15½ inches.

EF, the lower edge of slip, = 8 inches.

Connect FD for side seam.

Measure ½ inch up from F and curve hemline.

Make neck and armhole ½ inch deeper as shown in the diagram.

Front

Follow the same instructions for front except that the center length from H to E = 14 inches because the front neck is deeper than the back neck.

To cut the slip on material, follow the diagram.

This shows the slip is cut on the bias.

Clothes cut on the bias do not need extra fullness in the form of gathers or tucks.

Stitch snaps on one shoulder only.
BABY'S CARTER NECK DRESS

Size 1

Body Measurements:

Breast  20 inches
Waist  19½ inches

Finished back length from base of neck to hem of dress is 16½ inches.

Width around the lower edge of dress is approximately 33 inches.

Adaptation of the bodice block to dress.

Construction:

Back  Measure 2½ inches from center at neck point E and at waist point F. Connect E and F. Cut pattern along this line. Spread for gathers or tucks between EG and FH. Repeat the same proportions for the front pattern.

AI, the center back line, is equal to 16½ inches. IJ, the lower edge of the skirt, is 9½ inches. Connect CJ for underarm seam line. K is ¼ inch up from J. Curve the hem line.

Front  Follow the same instructions for front.

Neck  Carter neck is used for this dress, and the instructions for the construction of overlap are given in detail under the carter neck shirt. The overlaps are sewed onto the shoulders after the pleats are sewed.

The sleeves are plain.

Stitch the pleats 2 inches down from the shoulders.
ROMPER WITH CARTER NECK

When the child begins to creep, the first thing the mother has to remember is that his clothes should not interfere with his freedom of movement. They should not be loose around his knees and so make it difficult for him to creep. The best garment for this age child is a romper, properly constructed for his activities.

In this romper no buttons or ties are used, and it is made large enough to allow freedom of movement and also for change of diaper without undressing. The opening at the crotch is made by overlapping the back of the romper over the front to join a double seat. This flap is curved at the top to repeat the design at the neck. Contrasting color binding is used to show rhythm and repetition of design. The sleeves are plain and short.

Size 1

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>20</td>
</tr>
<tr>
<td>Waist</td>
<td>19(\frac{1}{2})</td>
</tr>
<tr>
<td>Hip</td>
<td>21</td>
</tr>
</tbody>
</table>

Center back length from neck to center crotch - 18 inches.

Construction:

Back To make a romper with a carter neck, use the carter neck front, back, and sleeve patterns, and the front and back of the baby's first pants pattern. Place the center back of the blouse on straight line and trace.
AB is the center back line.
BC = 2 inches added to AB for extra length.
Place the center back of pants pattern touching C.
Trace the pattern.
Now AD, the center back line from base of back neck to crotch, = 18 inches.
Connect EF for side seam.
Place the crotch of front pants pattern on DG, and trace leg curve.
ID = 3 inches on center back line.
GJ = 2 inches on leg curve line.
Connect IJ with a curve. This overlap will make double seat of the romper.

**Front**
Follow the same instructions for front. Neck, armhole, and leg curve of front of romper are shown by dotted lines.

**Sleeve**
Use the basic pattern, drop the cap 1 inch down, and increase width of sleeve by ½ inch. Curve again.
ROMPER WITH RAGLAN SLEEVES

Size 1

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>20 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>19 1/2 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>21 inches</td>
</tr>
</tbody>
</table>

Length from base of back of neck to crotch = 18 inches.

Construction:

To make a romper with raglan sleeves, use front, back with raglan armhole, and sleeve pattern, and front and back of pants pattern.

Place the center back of the blouse on straight line and trace.
AB is the center back line.
BC = 2 inches added to AB for extra length.
Place the center back of pants pattern touching C.
Trace pattern.
Now AD, the center back line from base of back neck to crotch, = 18 inches.
Connect EF for side seams.
H is 3 inches from D.
Connect GH for overlap of the seat.

Front

Follow the same instructions for front. Neck, armhole, and leg curve of romper are shown by dotted lines.

Sleeve

The same raglan sleeve is used as drafted in the raglan sleeve chart. Underarm seam of sleeve = 1 inch.

For decoration, embroider or applique design in front.
CHILD'S SLEEPING GARMENT

Size 1

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>20 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>19½ inches</td>
</tr>
<tr>
<td>Hip</td>
<td>21 inches</td>
</tr>
</tbody>
</table>

Length of blouse - 11 inches
Length of pajama - 18 inches

Construction:

Blouse

Use front, back, and sleeve with raglan armhole.
Increase length of blouse by 2 inches.
Increase length of sleeve until it measures 8 inches.

Pants

Back

Use the back pants pattern.
AC, the length, = 18 inches.
DC = 4½ inches.
Connect DE with a straight line.
Measure GH 2 inches from DC.
I is ⅓ of GH.
Connect DIC with a curved line as shown in diagram.

Front

Trace the front pattern of pants.
AC, the side length, = 18 inches.
CD = 4½ inches.
Connect DE with a straight line.
GH is 4 inches from CD.
I is ⅓ of GH.
Connect DIC with a curved line as shown in diagram.

Sole

Draw a rectangle ABCD.
AB = 4½ inches; AC = 6 inches.
Trace front and back of foot as shown in the diagram, with wider end for the heel.

To make the garment, sew the front and back up to DC, then sew the sole to the upper foot section.
**BODICE BLOCK**

**Size 2**

**Body Measurements:**

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>21 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>20 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>22 inches</td>
</tr>
</tbody>
</table>

Length of bodice block = 8 1/2 inches
Width of bodice block = 13 inches (26 inches round the breast, allowing five inches for ease.)

**Construction:**

Draw a rectangle ABCD.
AB = 13 inches and AC = 8 1/2. Cut the paper.
Divide the width into two parts at E and F (fold the paper.)
Divide the length into three parts (fold the paper.)
Cut two strips of paper one inch in width with length equal to AE. Divide these into two and three divisions.

**Back**

AECF

**Neck**

AI = 1/3 division and AJ = 1/2 inch. Curve IJ for neck.

**Shoulder**

Measure one-fourth division on either side of EF at KL and OP.
KM = 1 inch.
Join IM and produce it one-fourth inch to Y.

**Armhole**

N is 1/8 inch from the cross. Connect NG with a dotted line, then join YNG with a curve as shown in the diagram. GF is the side length.

**Front**

BEDF

**Neck**

BS and BT are equal to one-third division.
Connect ST with a dotted line, then curve for the neck.

**Shoulder**

OQ = 3/4 inch. Connect SQ and produce it 1/4 inch to W.
Armhole Connect WRG with a curve as shown in diagram.
BODICE BLOCK

SIZE 2

DRAWN on 1/2 Scale
CHILD'S DRESS WITHOUT BUTTONS

Size 2

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>21 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>20 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>22 inches</td>
</tr>
</tbody>
</table>

Finished length from back of neck to lower edge of dress - 19½ inches.
Width around lower edge of dress - 40 inches.

Adaptation of bodice block pattern to dress.

Construction:

Front

Trace front of bodice-block pattern with dotted lines.

Front blouse: B is 1/4 inch from the shoulder point.
A is 1 inch from the center front of the neck.
Connect AB with a curve.
D is 5½ inches from A. C is 1 inch from armhole edge.
Connect DC for lower edge of blouse.
F is ½ inch from C and ¼ inch up from CD.
Connect F with armhole edge and with a slight curve with D.

Side front

Trace front of the bodice-block pattern with dotted lines and mark blouse length.
G is 2½ inches from center front.
H is on the 2½ inches from center front on the blouse-edge line.
K is 3/4 inch from H at angle of 45 degrees.
Curve the corner through K.
The side seam is same as the side of the blouse.

Skirt

DI, the center front of skirt, is 13 inches.
IJ, the lower edge of the skirt, is 12 inches.
CE is 4 inches, which is added for gathering to the waistline DC.
Connect EJ for the side seam.
Back  Trace back of bodice-block pattern with dotted lines. From base of neck measure 6 1/2 inches down at D. From armhole measure 1 inch down at C. Join DC. F is 1/4 inch in from C and 1/4 inch up from DC. Curve the lower edge. Connect F with armhole point.

Skirt is same as front skirt.

Sleeve  Circular top of sleeve is constructed by same method as shown on sleeve chart. Omit circular piece if desired and stitch the top. This will give a plain, flat sleeve with attractive circular top.
CHILD'S PANTY WITHOUT ELASTIC

In summer, when the heat of elastic is often the cause of prickly heat, this panty would be very comfortable.

The belt of front of panty is buttoned at back. (The child may button it in front and then turn it at back.)

The back belt is buttoned in front. The child will have to open the front button only when she needs to go to the toilet. The belts are made 3 inches longer than waist to allow for growth.

Size 2

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waist</td>
<td>20 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>22 inches</td>
</tr>
</tbody>
</table>

Construction:

- Trace the baby’s panty pattern.
- At waist for back make the line straight.
- For front leave the curve as it is.
- A to B is 2 inches.
- Curve the side line as shown in the diagram.
- CD is curved for piece for double seat.

Belt

- 2½ inches by 23 inches.

To make panty, follow diagram.
CHILD'S DRESS

Kimona with shoulder on the fold of material.

In this dress the skirt does not have any seams, and the dress is opened down in front.

A child at this age has just begun to dress herself, and so the clothes, which are opened in front, are easier to put on. Also she can begin to manipulate her buttons.

This dress is ideal for summer.

Size 2

Body Measurements:

Breast 21 inches
Waist 20 inches
Hip 22 inches
Dress length 20 inches

Construction:

Blouse Measure ½ inch down on underarm seam, from the armhole on side seam of back and front, and cut the bodice block.
Place front and back on straight line with their shoulders touching at neck.
A to B = 3/4 inch.
C to D = 3/4 inch.
EB and DF = ½ inch.
Connect EF with a straight line, and curve the armpit.

Skirt Length is 15 inches, and entire skirt is cut on a quarter circle as shown in the diagram.
SLACKS

These slacks are designed for the growing child, to be let out in both girth and length. Straps are lengthened with added snaps or buttons, deep cuffs are added at bottom for letting down, and at sides, a strap is used to control extra girth fullness.

This pattern, front, back, and bib, is made in one piece to simplify construction, and a 7-inch zipper is used at back placket opening.

Size 3 (Uses a 3-year pattern for the 2-year child. This is reduced by shortening strap and turning up cuff of trouser legs.)

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waist</td>
<td>20(\frac{1}{2}) inches</td>
</tr>
<tr>
<td>Hip</td>
<td>23 inches</td>
</tr>
<tr>
<td>Length of slacks</td>
<td>21(\frac{1}{2}) inches plus 4 inches for turned-up cuffs.</td>
</tr>
<tr>
<td>Length of crotch of slacks</td>
<td>19 inches</td>
</tr>
</tbody>
</table>

Construction:

Place front and back with sides together as shown in the diagram. AB is the common side length. Continue AB till length measures 21\(\frac{1}{2}\) inches. CD, the width around the lower end of leg at hemline, = 14 inches.

Join CM and DN with a slight curved line. Add 4 inches to the length below CD for turned up cuffs. EF = GH in width, where the hem is turned up and sewed. IJKL is 4 inches wide and 7 inches long added on front of slacks for bib.
Pleat at K is $\frac{1}{2}$ inch wide.
Dart at back is 1 inch wide and 4 inches long; 3 inches from the center back.

Facing: $1\frac{3}{8}$ inches wide and 21 inches long.
Straps: $2\frac{1}{2}$ inches wide and 20 inches long.
Side straps: $2\frac{3}{8}$ inches wide and 4 inches long.
Facing for bib is the same size as bib.
Pocket: 3 inches wide and $3\frac{1}{2}$ inches long.
Front fly: 1 inch wide and 2 inches long.
Fly position:
0 = $2\frac{1}{2}$ inches from point of crotch
OP = 2 inches
SLACKS

SIDE + BACK

FRONT
BODICE BLOCK

Size 3

Body Measurements:

Breast  22 inches
Waist  20½ inches
Hip  23 inches

Length of bodice block - 9 inches
Width of bodice block - 14 inches

Construction:

Draw a rectangle ABCD. AB = 14 inches and AC = 9 inches.
Cut the paper.
Divide the width into two divisions at E and F.
(Fold the paper.)
Divide the length into three divisions. (Fold the paper.)
Cut two strips of paper one inch in width with length equal to AE.
Divide these into three and four divisions.

Back

Neck

AI = 1/3 division and AJ = 1 inch. Join IJ with a dotted line, and curve for the neck.

Shoulder

Measure one-fourth division on either side of EF at KL and OP.
KM = 1 inch.
Connect IM and produce it one-fourth inch to Y.

Armhole

N is 1/3 inch from the cross.
Connect NG with a dotted line, then join YNG with a curve as shown in the diagram.
GF is the side length.

Front

Neck

BS is equal to one-third division and BT is equal to 1½ inches.
Connect ST with a dotted line, then curve for the neck.
Shoulder  \( OQ = \frac{3}{4} \) inch. Connect \( SQ \) and produce it one-fourth inch to \( W \).

Armhole  Connect \( WRG \) with a curve as shown in the diagram.
BOY'S SHIRT WITHOUT BUTTONS

Size 3

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>22 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>20 1/2 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>23 inches</td>
</tr>
</tbody>
</table>

Finished back length from base of neck to hem of shirt = 15 inches

Width around lower edge of shirt = 32 inches

Adaptation of bodice block pattern to dress:

Construction:

Front
Trace the front of bodice block with dotted lines, and name the corners ABCDEF.
Continue AB, the center front line, to G. AG = 13-3/4 inches.
CH, the lower edge of shirt, = 7 inches.
Connect DH for side seam.

Yoke
I is 3 inches from A.
Connect IF.
J is 3 inches from E. Join IJ.
FIJE is the front yoke.

Shirt front
K is 1/2 inch from A.
L is 1 inch from E.
Connect KL with a curve.
KLGHD is the shirt front.

Back
Trace the back of bodice block with dotted lines, and name the corners ABCDEF.

Yoke
AK = 2 1/2 inches.
EL = 2 1/4 inches. Connect KL with a curve.

Shirt back
IK is equal to 2 inches; added to LK for fullness at the back.

1 This shirt was originally designed by Mrs. Ruth Thurston.
IG, the center back length, = 12½ inches.
GH, the lower edge of shirt back, = 9 inches.
Connect HD.

Collar  Draw a rectangle ABCD. AB is the center back of collar.
        E is 1½ inches from D.
        Connect CE for collar point.

Sleeve  Use the basic pattern, and drop 1½ inches down from the top of sleeve cap.
        Curve again as shown in the diagram, and extend ½ inch to sleeve width.
BOY'S PLAY SUIT

Half of front blouse and pants are in one piece. Back blouse and pants are in two pieces with blouse extending down into pants, where a drop seat is used. The belt across the drop seat is extended so that it is buttoned in front. The child needs to open only one button in front for toilet. A zipper or buttons may be used down center front.

Size 3

Body Measurements:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast</td>
<td>22 inches</td>
</tr>
<tr>
<td>Waist</td>
<td>20 3/4 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>23 inches</td>
</tr>
</tbody>
</table>

Construction:

Front  
Place front of bodice and pants together at waist line, and trace in one piece.

Back  
Trace back of bodice block. Add 5 inches to length, and curve the lower edge of blouse as shown in the diagram.

Pants  
Same as foundation pattern.

Sleeve  
Spread the front and back halves of basic pattern of sleeve one inch apart. Drop the cap one inch down and curve again.

Collar  
Place shoulders of front and back of bodice block with neck edges touching and armhole edges overlapping 1/2 inch. This prevents collar from rippling at outside edge. Keep back of bodice block on straight line. Measure 2 3/4 inches all around the neck and curve for the collar.

Pocket  
3 by 3 1/2 inches. Curve the lower corners.
Front fly 1 by 2 inches.

Belt 22 inches long and 3 inches wide.
BOY'S PLAY SUIT
Boys play suit  
Size 3  
Scale 1/4
Size 4

Body Measurements:

Breast 23 inches
Waist 21 inches
Hip 24 inches

Length of panties = 12 inches
Width of panties = 18 inches

Construction:

Draw a rectangle ABCD. AB = 9 inches, and AC = 12 inches.
Cut the paper 18 by 12 inches, and fold the width.
Divide width and length into four divisions (fold the paper.)
Divide the first division of the width into three divisions. (Cut a strip of paper equal to the width of the first division, then divide into three parts by folding the strip.)

Back:

Waist
AI is equal to one-third division.
BJ is equal to 2/3 division.
Connect IJ with a dotted line, and curve as shown in the diagram.

Center back
F is at two-third division.
E is the first division up from D.
Connect EF with a dotted line.
Join JF and E with a straight line curving between E and F as shown in the diagram.

Leg
DH is one-third of the division.
Connect EH with a slight curve.

Front waist
G is 1/3 division down and 1/6 division out from the first division line.
Join IG.

Center front
Join GF. The curve is the same.

Leg
Same as the back.
SALWAR

This garment has been improved by reducing its fullness. The back is made wider than the front so that when the side crease is pulled in front it does not produce too much bulk.

The drawstring is eliminated.

The waist is gathered into a band.

A zipper is used for the back placket fastener.

Straps are suspended through a ring. Thus the weight of the garment is suspended from the shoulder.

Size 4

Body Measurements:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
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<tbody>
<tr>
<td>Waist</td>
<td>21 inches</td>
</tr>
<tr>
<td>Hip</td>
<td>24 inches</td>
</tr>
</tbody>
</table>

Length of salwar - 24 inches
Length of crotch - 19 inches

Adaptation of the panties foundation pattern to salwar.

Construction:

Back Trace the back of the panties pattern with dotted lines as shown in the diagram. Name the corners ABCDE.
GH is the new side line obtained by adding 3 inches on AC.
GHI, the side length, is 24 inches.
IJ, width of the salwar leg at hemline, is 6 inches.
Connect JE.

Front Trace the front of the panties pattern with dotted lines as shown in the diagram.
Name the corners ABCDE.
GH is the new side line obtained by adding 1 inch on AC.
GHI, the side length, is 24 inches.  
IJ, width of the salwar leg at hemline, is 6 inches.  
Connect JE.

Waist band  Cut a piece of material 3 by 22 inches.
Two straps  3 by 22 inches each.

To make the garment

Follow the diagrams. Both front and back are gathered into a band. Straps are made longer to provide for increased length of garment when necessary.
GIRL'S CHORIDAR PAIJAMA

The draw string is eliminated in this garment. On front placket edge an under-extension is added to each side and is connected across the back with elastic. The belt across the back extends long enough beyond placket edge to fasten at center front.

Size 4

Body Measurements:

Waist 21 inches
Hip 24 inches

Side length of paijama - 24 inches
Crotch length - 19 inches

Adaptation of the panties foundation pattern to choridar paijama.

Construction:

Back Trace the back of the panties pattern with dotted lines as shown in the diagram. Name the corners ABCDE. GH is the new side line obtained by adding 4\(\frac{1}{2}\) inches on AC.

GN = 1 inch
GM = 6 inches
Connect NM with a curve.
F is 1 inch from B.
Connect FE with a curve for the back crotch.
GI, side length, is 24 inches.
IJ, width of trouser's leg at hem line, is 6 inches.
Connect EJ, and at the center of the line draw a perpendicular KL = 1/2 inch.
Join ELJ with a curve as shown in the diagram.

Front Trace the front of the panties pattern with dotted lines as shown in the diagram.
Name the corners ABCDE.
GH is the new side obtained by adding 4\(\frac{1}{2}\) inches on AC.
GM = 6 inches
Connect NM with a curve.
F is 3 inches from B.
Join EF with a curve for the front crotch.
GI, side length, is 24 inches.
IJ, width of the trouser's leg at hemline, is 6 inches.
Connect EJ, and at the center of the line draw a perpendicular KL = \( \frac{1}{2} \) inch.
Join ELJ with a curve as shown in the diagram.
From F measure 2 inches, and mark 1\( \frac{1}{2} \) inches for a pleat. At a distance of one inch from this pleat, mark another 1\( \frac{1}{2} \) inches wide.

Under extension of side plackets

Draw a rectangle ABCD.
AB = 5 inches. AC = 6 inches.
AF and DE are 1\( \frac{1}{2} \) inches long.
Connect EF with a dotted line, and at the center of the line draw a perpendicular GH = 1 inch. Join EHF with a curve.

Belt
Cut a strip of material 3 by 24 inches.

Band for front
1\( \frac{1}{2} \) by 18 inches.

Two guards
For belts 1 by 2 inches each.

To make the garment:
Follow diagram showing front and back put together. The back is gathered in a belt.

Note
Straps may be used for smaller children. Straps should be sewed on front and side extension at the back. This will leave the back free for opening when necessary.
GIRLS CHORIDAR PAIJAMA
BOY'S SLACKS

In this garment, shoulder straps and side placket fasteners have both been eliminated, making the slacks easy to manipulate and comfortable to wear.

On the front placket edge an under extension is added to each side and is connected across the back with elastic. The belt across the back extends long enough beyond placket edge to fasten at center front.

Two buttons are used on the belt and placed in front so that the child can button and unbutton the belt when desired.

The buttons used are one-half inch in diameter, the smallest size which can be handled by a small child.

A wide hem is used, turned up for cuffs to allow length when necessary.

Size 4

Body Measurements:

- Waist: 21 inches
- Hip: 24 inches

Side length of slacks - 24\frac{1}{2} inches
Crotch length - 19 inches

Adaptation of panties foundation pattern to slacks pattern.

Construction:

- Back: Trace the back of the panties pattern with dotted lines as shown in the diagram.
AC is the new side length obtained by adding 1 inch on the side.
Add 3/4 inch on the waistline to increase length of crotch.
Continue AC to E until length measures 24 3/8 inches or any other desired length of slacks.
EF, width of back slacks' leg at hemline, is 8 1/2 inches.
Connect FD with a straight line.
From B measure 3 1/2 inches, and mark a dart 1 inch wide and 4 inches long.

Front
Trace the front of the panties with dotted lines as shown in the diagram.
Add 3/8 inch on waistline to increase length of crotch.
AE is 24 1/2 inches or any other desired length of slacks.
EF equals 7 1/2 inches. (EF is the width of front slacks at hemline.)
Connect FD.
From B measure 3 1/2 inches, and mark a dart 1 inch wide and 7 1/2 inches long.

Pocket
Draw a rectangle ABCD.
AB = 4 1/8 inches. AC = 9 inches.
AE = 2 inches.
DF = 3 1/2 inches.
Connect EF with a curve as shown in diagram.
From C measure 3/4 inch to G, and curve the corner.

Under extension of side plackets
Draw a rectangle ABCD.
AB = 5 inches. AC = 6 inches.
CF and BE are 1 1/2 inches long.
Connect EF with a dotted line, and at center of the line draw a perpendicular GH = 1 inch.
Join EHurst with a curve.

Front fly opening
Trace the front crotch.
Measure 1 and 3/4 inches up from crotch point, and draw the fly 1 inch wide as shown in the diagram.

Belt
Cut a strip of material 3 by 25 inches or any other desired belt length.
Facing for front of slacks

1½ by 18 inches or any other desired length.

Two guards for belt 1 by 2 inches each.

To make the garment

Follow the diagram showing front put together.
The belt is sewed on the back, and sides of belt are used for belt in front.
1. Sketch showing front with underlap and elastic complete.

2. Front showing pockets + underlaps sewed on.
CHAPTER IV

Conclusion

All measurements used are average and can be graded up and down according to body size. Every person should make the basic pattern on a stiff paper which would be durable and follow the pattern for garments by making variations in measurements according to each child's size.

The garments are designed for the growing child. It will be especially economical to follow these designs in the making of woolen clothes which are worn for only three to four months every year.

Some of the patterns are good for both winter and summer. If sleeping garment with foot is made of fine material, it will protect the child from mosquito bites in summer. When made of flannel it will give added warmth in winter. Some patterns are good for both boys and girls.

Construction Details:

1. Openings easy to manage.
2. Roomy armholes to permit freedom of movement.
3. Large hems and long straps to allow for growth.
   - Large length of crotch for slacks and trousers.
   - Large buttons and strong snaps.
4. Weight of the garment supported from the shoulders.
   Fastenings simple and easy to adjust and placed within reach of the child.
Fabrics:

Cotton is the ideal fabric for India, and special attention should be paid to softness and fast color. It is advisable to wash all materials before making a garment.

1. To shrink it.
2. To remove all non-fast color, which runs even when a child perspires.

One should use plain, simple, yet strong cotton material, but soft, loosely woven woolen material is suitable for winter.

The writer will introduce these patterns in schools and colleges and hopes to distribute among mothers also.


5. Ciba Review No. 32.


