



# 4-H Oregon Miss Clothing

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# 4-H Oregon Miss Clothing

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The activities in the Oregon Miss clothing project are planned to give you a wide variety of experiences. As a Junior Miss clothing member, you acquired some skills in selecting, making, and caring for your clothes. Now, as an Oregon Miss, you will improve your skills, acquire new skills, and have greater opportunity to plan the things you will make.

This bulletin has four sections, all of which are required for completion of this clothing project. Plan to do one or more sections each year. Section IV is divided into two parts, Oregon Miss—A and Oregon Miss—B, to help you plan your construction projects. Be sure to check your plan with your leader.

## Section I -- Your Total Appearance

### Extend Your Color Aid

Have you made good use of the color aid you started in the Junior Miss project? (Refer to pages 6 and 7 in the Junior Miss bulletin.) You will want to extend your color aid to include more of your becoming colors and carry it with you when you shop.

### Develop a Flair

Understanding fashion and style can help give you a flair for choosing and wearing costumes. When you have fashion flair you can do something for your appearance with little conscious effort. Your finished look sets you apart in a nice way. Without this flair for fashion, you look like lots of other girls instead of an individual.

Your taste in dress is the flair for selecting, combining, and wearing clothes and accessories which become you. You are not born with the ability to put together pleasing outfits. Only through study and practice can this be achieved. And you can have fun as you learn.

The placement of a pin, the way you wear a scarf, and the color and texture relationships between your hat and suit are all clues to your taste. Friends will be able to tell how well you have learned your lesson.

Tasteful accessories can give sparkle to the most simple, inexpensive clothes in your wardrobe. Any item can look drab when small accessory details are lacking or poorly used. Accessories can serve several purposes.

One secret of looking well dressed is to have enough variety and contrast in your outfit to make it interesting;

but do not over-do it. Too much variety or contrast will cause confusion. There must be a harmony of all parts.

When planning the parts of your costume—dress or suit, coat, hat, shoes, purse, gloves, hose, and other accessories, consider the overall effect of color, pattern, and texture. Have only one center of emphasis—more than one is confusing and may give a “busy” or “cluttered” look to your outfit.

A well-dressed person wears only a few colors at a time—usually not more than three. Sometimes two are better, one for the main color and a smaller amount of another color for accent. One eyecatcher in a costume is usually enough.

Harmonious textures are about as important as harmonious colors. So look for fabrics and accessories that go well together.

When you try to combine more than one pattern in your costume, it becomes “busy”—usually each detracts from the other, rather than complements it.

Every girl can improve her total appearance by learning how to choose garments and accessories that do the most for her, that harmonize with each other, and are appropriate for her activities.

### Action ideas

1. Take three pins of different sizes, shapes, and materials. Try them on an outfit in your wardrobe. Which pin looks best? Why? Of what material is the outfit? The pin? Does the texture of the pin blend or contrast with the garment fabric? Does the shape of the pin duplicate a shape in the outfit? Find dresses suitable for the other pins.

2. Collect pictures of unusual ways scarves may be worn. What physical characteristics must a person have in order to wear scarves around the neckline of an outfit? With what particular types of outfits are scarves best used? What can a scarf do besides add color?
3. What fibers are used in scarves? Of these, which should you choose for maximum warmth? For ease in draping?
4. Plan all accessories for one dressy and one casual outfit. Keep in mind the general guides for color and texture combination. Use swatches from magazines or actual fabric samples to illustrate. Designate the center of interest of each outfit. Was this center of interest achieved by using color, texture, or both?
5. Choose a mannequin in a store window and describe the costume. Observe the way the outfit was accessorized. Did the outfit have an area of interest? How was it achieved? Did the colors relate or contrast? Did the textures harmonize? What general idea was conveyed?
6. At the next dressy occasion you attend, do the following:
  - a. Describe three outfits which were particularly attractive to you.
  - b. Why did these outfits attract your attention?
  - c. Answer the following questions about one of the outfits:
    - (1) Were the colors of the hat, shoes, bag, and gloves all the same value? If not, what accessory items were color matched?
    - (2) Were the shoes lighter or darker than the outfit?
    - (3) Was color accent used around the face or in another area?
    - (4) Were more than two bright accessories used?
    - (5) Were they in the same area of the costume?
    - (6) What, if anything, might have improved the accessory choice?

## Fashion Tips

- All-of-a-piece is the look to aim for. Accessories should blend into your total look.
- Jewelry worn together must have some relationship, but it need not be a matching set.
- Glitter—the kind you get from satin and sequins and dazzling jewelry—is for strictly after five.
- Glasses with fancy frames limit the amount of other detail about the face—earrings, necklaces, veilings, or trims on hats.
- Hats and hair frame your face and must have a good relationship to each other.
- The size of your handbag should be in proportion to your height and size.
- Think twice before you buy a very decorative bag. Its use is limited.
- Your bag does not have to match your shoes—just so they have some relationship to each other.
- Never repeat a color in your costume more than three times—two is better.
- One shock per look! One important thing is enough—maybe a beautiful bag, a lovely embroidered jacket, or a distinctive hat.
- Hose should blend with your costume and flatter your legs. Darker shades, seams, and slim heels are slenderizing.
- White shoes belong with light colors.
- Bright colors and fancy trim are for pretty feet.
- “Under-dressed” is better than “over-dressed.” Never wear a dress or accessories more dressy than the occasion.

For more information on accessories, refer to Extension Circular 695, “Accessories in Your Wardrobe.”

## Section II -- Textiles for Teens

### Fabric Terms

You learned to identify many fabrics in the other projects. They are just part of what seems to be an endless list of fabrics. Those in this book are also important to recognize because they are frequently used. Even though you may not sew with them, you may buy clothing made of them. Mount a sample of each of the fabrics described below.

Mount brocade  
sample here

- *Brocade* has a raised design woven in. The ground weave may be satin, twill, or a combination of weaves.

Mount organdy  
sample here

- *Organdy* is a sheer, crisp fabric made in a plain weave.

Mount organza  
sample here

- *Organza* is the French word for crisp silk organdy. Nylon is also used.

- *Embossed fabrics* have raised and depressed places on the surface pressed in by heated engraved rollers. Thermoplastic fiber fabrics hold the design. The design in nonthermoplastic fiber fabrics treated with a resin is quite permanent.

Mount embossed  
fabric sample here

Mount piqué  
sample here

- *Piqué* (pi kay) is a ribbed or corded fabric usually of cotton. The cords run lengthwise or in patterns such as waffle weave or birds-eye.

Mount gabardine  
sample here

- *Gabardine* is a firmly woven, twill-weave fabric. The twill lines cannot be seen on the back side. It is made of natural or man-made fibers.

- *Voile* is a sheer, soft, lightweight fabric made with a plain weave. It is usually cotton, but man-made fibers, silk, and wool are also used.

Mount voile  
sample here

- *Moiré* (mor'ay) has a wavy, water-marked design. The design is produced by pressing ribbed fabric between heated rollers. Fabrics may be made of acetate, nylon, or resin-finished rayons and cotton.

Mount moiré  
sample here

Mount crepe  
sample here

- *Crepe* is made with highly twisted yarns.

## Pile Fabrics

Some fabrics are made with more than two sets of yarn. Velveteen, corduroy, and velvet use three. Velveteen and corduroy have two sets of filling yarns and one of warp. Velvet uses two sets of warp yarns and one set of filling yarn. The extra set of yarns is woven with the other yarns to make loops. These loops are later cut and brushed to make the pile. The other yarns form the base or ground weave, which may be a plain or twill weave.

Velveteen is usually made of cotton. Velvet may be of silk, nylon, or rayon.

One of the ways you can tell the difference between velvet and velveteen is by raveling some yarns to see which yarn the tufts (short lengths) cling to. In velveteen the tufts are around the warp yarns. The tufts in velvet are around the filling yarns.

If you do not have a selvage to determine the warp direction, you can tell by looking at the ridges on the back side. Velvet has ridges going across the fabric, and velveteen has ridges in the lengthwise direction.

Examine velveteen and velvet under a magnifying glass. Look for the ridges on the back side. What weave was used in the velveteen? ..... Velvet? .....

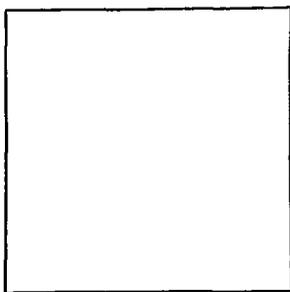
Gently pull out three or four filling yarns, one at a time, from both fabrics. In which fabric did the tufts cling to the filling yarn? .....

Follow the same procedure with the warp yarns. In which fabric did the tufts cling to the warp yarns? ..... What shape were the tufts, "V" or "W"? ..... The shape of the tuft is a clue to the way the fabric was woven. You can read about this in a book about textiles in your local library.

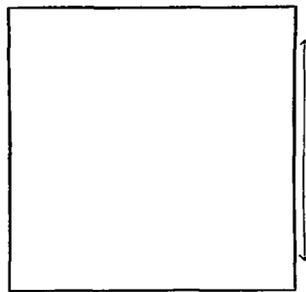
The firmness of the weaves can be tested by a simple test: Fold each fabric with the face side up. Crease it with your fingers. Pull on the pile yarns at the fold. Did the velveteen pile pull out? ..... The velvet? ..... If they did, the fabric will not wear well.

Pile fabrics have an up and down direction. All pattern pieces should be cut with the pile going in the same direction. Otherwise, because light is reflected differently, it would look as if two different shades of a color had been used. The pile is usually directed up.

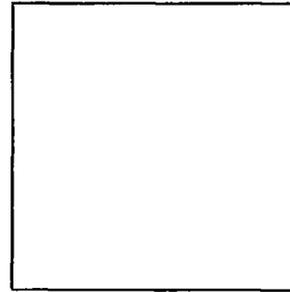
Mount two samples of velveteen, one with the face side up and the other with the back side up. Place the fabric so the warp yarn is parallel to the arrow.



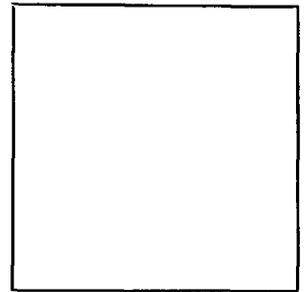
Velveteen—face



Velveteen—back

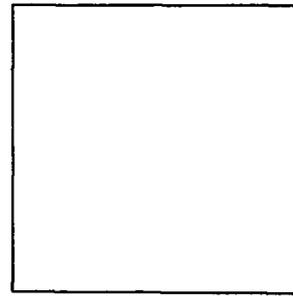


Seersucker

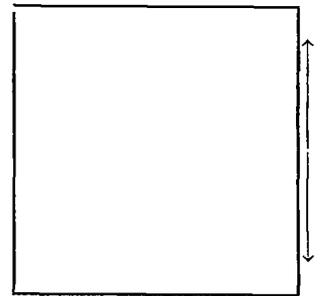


Plissé

Mount two samples of velvet in the same way.



Velvet—face



Velvet—back

## Seersucker and Plissé

Two cotton fabrics that require little care when laundered are seersucker and plissé. These fabrics were in use before the wash-and-wear finishes were developed. Because they have a crinkled surface, many people cannot tell them apart. It is important to know which is which because the crinkles are more durable in seersucker.

In seersucker fabrics, the crinkle is woven in as the fabric is made. The crinkle in plissé fabrics is produced after the fabric is woven. Then a paste of caustic soda is printed on to the fabric, usually in stripes. The fabric shrinks where the paste was applied, causing the untreated areas to crinkle.

The crinkles in seersucker will remain throughout the lifetime of the garment, but those in plissé will eventually flatten out. This would make the garment larger and also change its appearance. Repeated ironing of plissé will flatten the crinkles.

Suggest two uses for plissé: .....

....., .....

Suggest two uses for seersucker: .....

....., .....

Mount a sample of seersucker and plissé in the spaces provided below.

## Fiber Affinity for Dyes

Dyes made from plants and animals were used for hundreds of years to color fabrics. Today we have many, many types of dye stuffs. Most of them are synthetic. Fibers react in various ways to these dyes. Each new fiber usually requires a new dye or a new way to apply the dye.

This experiment shows how different fibers react to only one dyestuff.

### Supplies needed:

A four-inch square of each of the following fabrics:

Cotton, linen, wool, rayon, 100% synthetic fiber, and a blend; all fabrics should be white

Bright red dye

Enamel sauce pan—do not use aluminum

Wooden stick for stirring

Paper towels

### Procedure:

Edge stitch around the fabrics that will ravel.

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Follow the directions for dyeing on the package.

Dye all six pieces at the same time.

Rinse and spread them on paper towels to dry. Press as needed. Cut them into 3-inch squares.

Mount the samples below, starting with cotton on the bottom. Place the lower edge of each sample in line with its name at the right. They will overlap.

### Conclusions:

Judging from the amount of color absorbed by the fabric swatches, ..... was the most absorbent; ..... was the least absorbent.

Which fiber (s) would be the most satisfactory to dye at home? .....

Did the blended fabric dye a solid color? .....

If not, why did this happen? .....

This test shows the affinity of some fibers for only one dye. The color fastness is not known. You could find this out by performing the color fastness tests you did in the other projects. If you plan to do this, use 8-inch squares instead of the 4-inch squares of white fabric.

(Name) .....  
100% SYNTHETIC

(Name) .....  
BLEND

RAYON

WOOL

LINEN

COTTON

## Section III -- Clothing Dollars and Sense

### Budget Blues

Dollars spent for clothing can be wisely invested or foolishly spent. If you invest well, you get a good return in the form of many satisfied wearings and an attractive appearance. Otherwise, while you may have many items of clothing, you are likely to have clothing you do not particularly like, or clothes that are not especially suitable for the occasion.



#### Don't accumulate too much

If you have unworn items in your closet, weed them out. Do not hoard old clothes until they are out of style and no one can get any wear from them. Garments that have not been worn for a year are not likely to be missed. And, as you give these items away, ask yourself why you have not been wearing them. Maybe this will help you analyze past purchases and profit from your experience.

Fewer good clothes, well chosen and the best you can afford to buy, will be worn often, look well for the life of the garment, and give you a good return for your money.

#### Can you afford to be a style setter?

If you have "budget blues," you cannot afford to be a style setter! High fashion is expensive, and besides, it may be "out" next year. A "wild" purchase may be fun once in a while, but it is unwise to spend much money on this type of clothing.

On the other hand, know fashion trends. Buy a garment on the "way in," not on the "way out." Your clothes will look smart for the life of the garment.

#### Look ahead

Try to anticipate your needs so you will not have to go out and buy an outfit for a special occasion. Often it is impossible to find what you want at the last minute. By looking ahead you can buy before the season's rush, when stores still have the best selection.

#### How do you rate?

1. Are all your clothes fun to wear? Do you feel comfortable and confident in them?
2. Is every piece of clothing you own planned carefully? Do you appear appropriately dressed for any occasion?

#### Take a look at your wardrobe

Just what is a wardrobe? A well-planned wardrobe is one that has the right clothes for everything you do.

What are your activities? School? After school? Dates? Church? Work? Special events? What kind of clothes do you have to wear for each of these? Do you need additional clothes? When?

Use the charts on pages 9 and 10 to list the clothes you already have and the ones you need and how much they will cost.

In addition to determining how much each item will cost and if you can afford it, ask yourself these questions:

- ..... Does it go with what I have (color, design, texture)?
- ..... Does it do anything for me?
- ..... Will I enjoy wearing it?
- ..... Will it give the service I expect?
- ..... What care will it require?
- ..... Would I have to give up something else to have this?

#### Plan your shopping carefully

Before the salesperson starts to show you clothes, tell her:

1. What you think you want.
2. Where you want to wear the garment.
3. The amount of money you want to spend.

If you are going to buy an accessory or a garment to go with another garment, take it along.

#### Consider the future

As you plan for your clothing needs *now*, you will also want to think about the future. Will you be working at your first full-time job or will you be going on to school or college?

Many of the clothes you buy now will be usable in the future if you do a good job of planning.

**Wardrobe Check List for**

Activities ( <i>Column I</i> )	Clothes I have	Clothes I need
School .....	List what you already have for the occasions and activities in Column I	List additional things you need for occasions and activities in Column I
After school .....		
Dates .....		
Work .....		
Church .....		
Special events .....		
Others .....		

Clothes I need	When will I need them? (Date)	How much will they cost?	
		Brand No. 1	Brand No. 2
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Fill out this part of your plan before you spend a ¢ or a \$. Plan ahead!

**Action ideas**

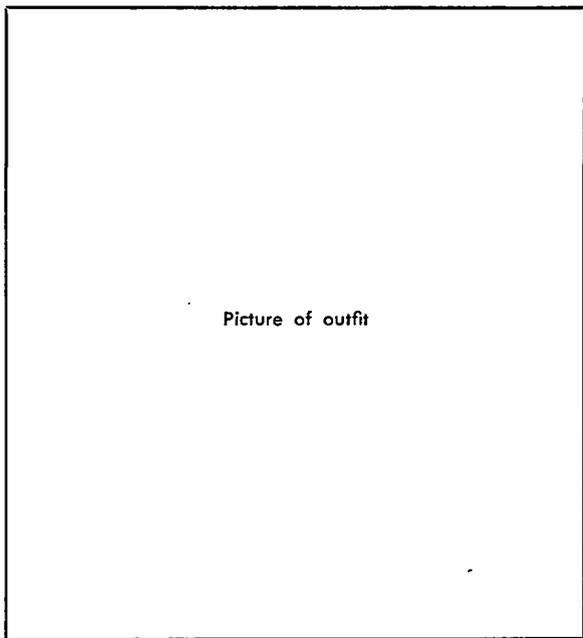
Below are descriptions of several activities and occasions for which you would want to be appropriately dressed. Select at least *two* of these activities and determine what you would wear. Then fill in the information indicated in the charts on pages 11 and 12.

1. A school activity—this could be an after-school activity or special events during school time such as assemblies, elections, ballgames, dances.
2. A 4-H event—this could be a county, district, state, or national program such as State Club Week, demon-

strations, State Fair, National 4-H Congress, Citizenship Short Course.

3. A job interview—going to meet and talk to a business man or going to an employment agency to discuss a job opportunity for after-school, week-ends, or summer months.
4. Your first full-time job—you will be employed in your first job five days a week. The kind of job will determine what will be appropriate or expected.

Activity or occasion: .....  
(describe briefly)



Briefly describe the outfit:  
(include colors)

.....  
.....  
.....  
.....

What kind of accessories will you wear?  
(Shoes, gloves, jewelry, etc.)

.....  
.....

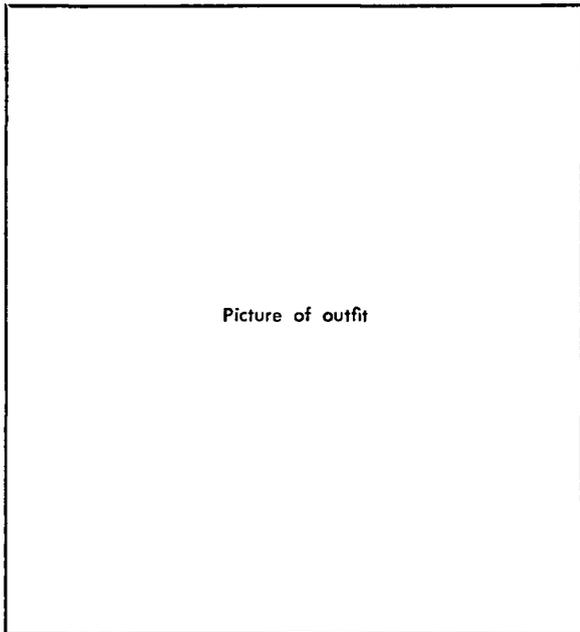
List each item of the outfit and determine the amount it would cost if you did not have it in your wardrobe.

*Cost*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Activity or occasion: .....  
(describe briefly)

.....  
.....



Briefly describe the outfit:  
(include colors)

.....  
.....  
.....  
.....

What kind of accessories will you wear?  
(Shoes, gloves, jewelry, etc.)

.....  
.....

List each item of the outfit and determine the amount it would cost if you did not have it in your wardrobe.

*Cost*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Create Your Future Wardrobe

What does your future hold? What kinds of clothing will you need? Think about the clothes worn by others living lives similar to that in your future. What clothes do you own now that will continue to be appropriate? What clothes do you need in the immediate future? All new items can be selected with one eye on their immediate function and the other on their suitability in your future wardrobe.

Some garments you may want to purchase ready-made, others you may wish to make. You may decide to alter some clothes you already own, or some that may be given to you. Other garments may need to be made over. As you examine your present wardrobe, look for things you no longer wear. Do they have potential for making over for someone else?

For those of you looking forward to college and wondering about appropriate dress, learn as much as you can about the campus customs. At least one national

magazine includes college wardrobes in its summer issues. If possible, talk to someone who goes to "your college." Do not buy anything until you are sure what you will need. Buy for a specific purpose rather than on impulse. If you will be leaving your own community, get your existing wardrobe in order and plan to rely on it extensively until you find out what is needed to supplement it. Remember, all your clothes are "new" to those who have not known you before. When getting your wardrobe in shape, discard articles that have not been worn for a year or more. Be sure the garments you enjoy are clean, well fitted, and ready to go. It is practical to observe the new situation carefully before investing too much time or money. At college you will do most of the upkeep of your wardrobe. If you have not had much experience in taking care of your own things, get into practice before college opens. Consider care when selecting new items. Dormitory closets often offer limited storage space. Carry only those items that you know you will use. Later on you can add others, depending on available space.

If, instead, you are planning a working girl's wardrobe, think carefully about the kind of job you expect to hold. Are uniforms or street clothes worn? If uniforms, how are they furnished and cared for? What will your responsibilities be? If you supply your own uniforms, what performance do you expect?

When street clothes are worn, are any suggestions given? Simplicity is a good general guide for working clothes that will provide a neat professional appearance all day long. Simple street clothes often lend themselves appropriately, with a change of accessories, to many work occasions.

The homemaker's wardrobe is keyed to her activities. Will you be a full-time homemaker or will you be combining the demands of a job with those of homemaking? Either way, you will need some outfits suited to house-keeping chores, shopping expeditions, social events, and home entertaining.

This "Plan Your Own" project should be an adventure, and as such it may include many aspects of clothing construction and of consumer buymanship. We hope it will be an exciting and meaningful experience for you, plus producing a realistic wardrobe for the future you envision for yourself.

## Teen Targets

The clothing industry is big business. In 1963 your family, along with other clothes-buying families in America, spent \$30 billion for garments and footwear.

The money teenagers spent was \$4 billion. This is the reason manufacturers and retailers are keeping an eye on what you want and wear. This is an industry based largely on the emotions and personal preferences of people.

What part of your dollar do you spend on clothing? In 1963 the \$4 billion spent by teen-agers on clothing

was 26% of the money girls have to spend, but it was only about 9% of boys' income.

### Money know-how

You have more money to spend than the last generation, but you earn much of it yourselves and generally know how to spend it wisely.

In a survey of 339 ninth grade students in three New York State schools, more than 90% were actually saving money. Girls wanted information on planning and following a budget and how to buy clothes wisely. Boys asked about auto and life insurance and ways to save for retirement. None of the 339 surveyed expected Dad to fork over money whenever they needed it. Instead, they felt that they should provide their share of the expenses.

### Target for advertising

More girls than boys read clothing advertisements. Girls are usually interested in information on new fashions, styles, and color, while boys look for price, quality, sales, and some particular item of clothing such as shirts, neckties, and suits.

Teen apparel manufacturers have taken advantage of the extensive merchandising and promotions that are carried by magazines designed for the teenager. Teen clubs sponsored by magazines, stores, and television and radio stations, hold fashion programs and contests to promote the sale of teen clothes and accessories; department stores engage teen advisors, teen boards, and teen models.

One Washington, D. C., department store recently listened to the preferences of their teen fashion board before placing orders with manufacturers. The teen board had an opportunity to view proposed fashions of leading teen manufacturers and express their opinions about the clothes. These opinions were considered by the buyer before final orders were placed for the season.

The clothing industry was an early user of advertising. In 1959 approximately \$50 million was spent on magazine advertising and \$7 million for advertising on television.

The effect of all of this advertising is to place before you, the teen consumer, the latest fashions in textiles, apparel, and toilet articles. By glancing through magazines and newspapers and by watching television, you can get information on clothing sources and prices as well as on styles and events. Advertising spreads fads and short-lived styles. A *wise consumer* uses advertising to gain information, but is not influenced to buy more than he needs.

### The teen-age clothing market

Clothes designed especially for teens are the latest addition to the commercial clothing field. Miss Emily Wilkins is given credit for having first convinced a manufacturer of the need to make garments exclusively for teen-agers. She said, "Teens are special people and they should have special fashions just for them . . . not

warmed-up last year fashions, but clothes designed with the sophistication of their big sisters; cut to fit their own growing figures."

### Action ideas

1. Think back for seven days. Did you buy any items of clothing or toilet articles? If you did, what were they? How much did they cost? Did the money come from your weekly income or did you have to save to buy the item?
2. Make a survey of five of your friends to find out where they get information about buying clothes. Magazines? Newspapers? TV?
3. Which magazines do you read for information about clothes? What to buy, fashion news, price? After everyone in your group has made a list, determine which magazines were read and the number of your group who read each magazine.
4. Perhaps some members of your group have served as members of a teen board of a local department store. Ask them to report on their activities as members of the teen board. (How selected, duties, learning experiences.)

## Your Shopping Area

Retailing is the last link in the long chain from fiber to fabric to garment to family wardrobe.

Do you know your shopping area? How many times have you said, "I can't find anything here; I need to go to the city!" If we look closely, we see a progression of trade areas—small towns, medium city and suburban shopping centers, and metropolitan areas.

Let us look at the types of stores you are apt to find in the various shopping areas:

*Specialty shops.* These usually offer limited categories of wearing apparel, often of exclusive design. They deal in small quantities. They provide the privilege of shopping in a leisurely manner in quiet surroundings, assisted by attentive sales people.

*Department stores.* The department store can be described as many stores under one roof controlled by a central management. Department stores handle a wide range of merchandise at a wide range of prices. For instance, one store might have a budget dress, a better dress, and a designer dress department. Department stores generally provide many personal services for their customers—charge accounts, free delivery and return privileges, for example. These customer conveniences, whether used or not, are paid for in the price of the merchandise sold.

*Chain stores.* The chain store is a group of similar retail stores under centralized ownership and management. Chain stores purchase in larger quantities and have a general policy of fairly low mark-up. Their range of qualities and prices is generally narrow, and their customer services are limited.

*Softgoods supermarkets and discount houses.* Both of these outlets rely on supermarket quantity merchandising—self-service from open display cases and check-out counter payment centers. Discount houses often deal in end-of-the-season merchandise, sample items, and odd sizes. Typically no, or very limited, services are provided. If the merchandise desired can be found in such outlets, real savings can be achieved.

*Mail-order houses.* The "wish book," once the salvation of those in out of the way places, has now become a shopping convenience for those (both rural and urban) who must or who prefer to shop from their own homes. The catalogue descriptions and pictures provide information about the color, fiber content, weave, finish, size range, and design of the garments. Garment styles tend to be conservative. Mail-order houses offer liberal return privileges on goods which are not considered satisfactory, but this requires time.

*Factory outlet stores.* These stores may be a "happy hunting ground" for the consumer who is a canny shopper, who knows values and qualities, and whose clothing funds are limited. Outlet stores serve manufacturers' of clothing and piece goods by disposing of samples, unsold merchandise, goods returned by retailers, and goods classified as seconds, irregulars, or "mill ends."

## A Buying Guide

At the start of each season, try on last year's clothes and divide them into groups:

- Can't wear—clear them out.
- Might wear—keep for bad weather.
- Can wear—good investments.

Read one or two magazines regularly to keep informed on "what's new."

Avoid "love-at-first-sight" purchases.

Buy a "bargain" only if it is part of a planned outfit. Spend more to get top-quality on clothes you wear every day.

When in doubt, *don't!*

Plan each outfit to tell people about YOU.

Remember proper fit is vital.

Train *your* "fashion memory-bank." Then you will always be prepared to decide about "specials."

## Swim Wear

"Which one shall I buy?" is the question that troubles all swim-wear shoppers. No matter what shape you are in, you can find a swimsuit that will disguise and minimize your figure faults. Learn how to do this, then consider your buying problem from these angles:

Angle No. 1—Decide how much you can spend.

Angle No. 2—Decide on your needs and wants:

- For swimming and water skiing, consider bathing suits with shoulder straps that stay firmly in place.
- For sun bathing and splashing, consider one- or two-piece models.

Angle No. 3—Learn what is available. Many fibers and combinations are available to select from. Listed are several popular ones:

- 37% Spandex, 36% Dacron polyester, 27% nylon
- 100% cotton
- 100% wool
- 64% acetate, 28% cotton, 8% rubber
- 61% acetate, 18% cotton, 11% nylon, 10% Spandex
- 69% acetate, 18% Spandex, 13% nylon
- 85% Orlon acrylic, 15% rubber
- 75% nylon, 25% rubber

A knowledge of the general fiber characteristics used in swimsuits will be helpful in making a wise selection. For example:

- Blends and combinations are fabrics made of yarns in which two or more fibers are mixed. Blends are made for economic, aesthetic, or functional purposes. The following proportions indicate the levels at which the fibers used complement each other most successfully:  
70% Dacron polyester—30% rayon  
50% Dacron polyester—50% Orlon acrylic  
75 to 80% Orlon acrylic—20 to 25% rayon  
40 to 50% nylon—50 to 60% rayon  
65% Dacron polyester—35% wool  
70% Orlon acrylic—30% wool  
65% Dacron polyester—35% cotton
- Wools give excellent wear; hold shape well, wet or dry; need protection from moths and beetles.
- Cottons give excellent wear for sun bathing; are cool and wear well; are strong when wet, but will mildew.
- Rayons have characteristics similar to cotton; lose some strength when wet. Chlorine bleaches tend to yellow and weaken them.
- Rubber fibers form the core for lastex yarns. When the core is covered with cotton, rayon, nylon, or other fiber yarns, the elasticity and resiliency of the yarn can be controlled.
- Spandex is two to three times stronger and a third lighter than rubber. Lycra Spandex is yellowed and may be weakened by chlorine bleaches, while Vyrene Spandex is resistant to chlorine bleaches. Both possess a high resistance to perspiration, cosmetic oils, and lotions.

- Nylons are scavenger fibers, taking on color and soil from other fibers. Wash them alone. They are very strong wet or dry; quick drying; moth and mildew resistant; but sensitive to strong sunlight.
- Polyesters (Dacron, Kodel) are strong, elastic, wrinkle-resistant fibers. They resist sunlight, mildew, and moths; may take on the appearance of wool, silk, or cotton.
- Acrylics (Orlon, Acrilan, Creslan, Zefron) are lightweight, warm, and have a dry, pleasant feel. They dry quickly. They are resistant to damage by sunlight, moisture, and moths.

Angle No. 4—Examine the workmanship inside and outside. Check carefully the size, cut of suit, knit, seams; neck, arm, and leg openings; built-in foundation, closures, trims, and overall appearance for serviceability and style.

*Quality from all of these angles often explains prices.*

#### Action ideas

1. Collect tags and labels from swimwear and evaluate the information provided.
2. Collect swatches of fabrics similar to those used in making swimwear. For a selected length of time, place parts of each swatch in water solutions (pools, lakes, ocean) in which people swim. Compare swatches after they have been in water with new swatches.
3. Study swimwear for comparison of appearance when wet and when dry. Plan a splash party and compare swimwear for appearance and serviceability.

### Coats

Is this the big day? Are you buying a coat? Remember, a coat costs a lot and you will wear it for a long time.

Before you buy a coat, ask yourself:

What kind of a coat do I need?

What kind will look best with my other clothes?

Where will I wear it?

How often will I wear it?

How much money do I have to spend?

If you wear a \$60 coat six times a week for six months each of three years, it will cost you about 13 cents per wearing. On the other hand, if you pay \$35 for an evening coat, which you wear twice a year for three years, it will cost you almost \$6 per evening. Before you shop for a coat, take a look at the cost per wearing. Can you afford to spend that much?

	Dress coat	School coat	Raincoat
Cost of coat .....	\$.....	\$.....	\$.....
Number of years' wear ....	.....	.....	.....
No. of times wear per year .....	.....	.....	.....
Cost per wearing .....	\$.....	\$.....	\$.....

Realize that cost is not the only indication of quality. A well-made coat keeps its good appearance and shape after long wear and many cleanings. Look for signs of good quality. Look for information on labels to tell you what you cannot see.

**Signs of quality**

Inside

- Seam allowances and hem width generous
- Matching thread used
- Lining firm and smooth
- Interfacing gives shape to coat
- Lining well fitted to coat
- Lining tacked securely so it will not slip

Outside

- Fabric springy
- Seams evenly stitched
- Pocket corners and buttonholes well constructed
- Smooth buttons, well fastened
- Coat front closes and hangs smoothly
- Hem even and smooth

**How does it feel and look?**

When you try on a coat or suit, take plenty of time. Look at yourself in the mirror—front, back, sides.

- |   | Yes   | No    |
|---|-------|-------|
| 1. Are you comfortable when you walk?     | ..... | ..... |
| 2. Are you comfortable when you sit?      | ..... | ..... |
| 3. Are you comfortable when you reach?    | ..... | ..... |
| 4. Is it big enough across the shoulders? | ..... | ..... |
| 5. Is it big enough in the sleeves?       | ..... | ..... |
| 6. Is it comfortable when buttoned?       | ..... | ..... |

Do not forget to try on a coat over the heaviest garment you will be wearing with it. A coat that needs much changing to fit you is not a good buy.

**Styles and variety**

Styles are varied—silhouettes slim and full. Check style features that give warmth, are water resistant or lightweight, according to your needs. Coats with removable linings add versatility to your wardrobe.

**What does the label say?**

- What is the fiber content?
- What finishes does it have?
- How must you take care of it?

**Action ideas**

- I have ..... dollars to spend for a coat.
- Where will I wear it? .....
- .....
- How often will I wear it? .....
- .....
- How much will it cost to clean? .....

What will I look for? .....

*Design*

- Color .....
- Texture .....
- Style .....
- Fashion features .....

*Fit*

1. ....
2. ....
3. ....
4. ....

*Outside quality*

1. ....
2. ....
3. ....
4. ....

*Inside quality*

1. ....
2. ....
3. ....
4. ....

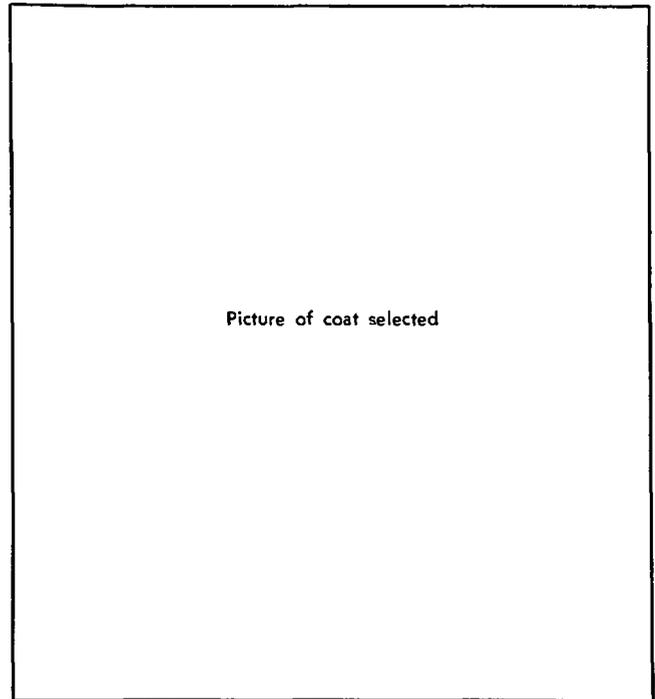
*Label information*

1. Fiber content .....
2. Special finishes .....
3. Type and method of care .....

Store where available .....

Brand name .....

Exact cost .....



## The Payoff

You can use various ways to pay for clothing. You will want to decide with your family the best way to make your payments. It is wise to study all of the ways and consider the advantages and disadvantages of each payment plan.

Refer to Extension Bulletin 815, "Use Your Consumer Credit Wisely" for more information on this important subject.

Some stores offer special teenage charge accounts that set a limit on the amount that can be charged, usually \$25 to \$50. You are expected to make regular payments. Interest may or may not be charged on the unpaid balance, depending on the policy of the store. Most stores require teenagers to be 14 or 15 years old and some require parental permission.

### To guide you

- Make sure the advantages outweigh the disadvantages if you are going to use credit.
- Establish and maintain a good credit rating.
- Learn about the various kinds of credit and compare costs.
- Understand the terms of any credit agreement you sign.

### Action ideas

Determine the actual cost of a \$40 coat purchased according to each of the payment plans.

Type of plan	Amount of down payment	Carrying charge	Time to pay	Total cost
Cash				
Charge				
Lay-away				
Revolving charge				
Installment plan				

List articles which teenagers might consider wise to buy on a payment plan. Give reasons for your choices.

.....

.....

.....

	Advantages	Disadvantages
Cash .....	<ul style="list-style-type: none"> <li>• Get most value for money</li> <li>• Only buy when needed</li> </ul>	<ul style="list-style-type: none"> <li>• May be too tempting for needless purchases</li> </ul>
Charge .....	<ul style="list-style-type: none"> <li>• Regular charge—no interest added if charges paid in stated time</li> <li>• Not necessary to carry large amounts of money</li> <li>• Monthly bill gives itemized record for accurate accounts</li> </ul>	<ul style="list-style-type: none"> <li>• May purchase more than you can afford or need</li> </ul>
Lay-away .....	<ul style="list-style-type: none"> <li>• Able to make purchase when stock is plentiful and pay later</li> </ul>	<ul style="list-style-type: none"> <li>• Limit to length of time for pay-off</li> </ul>
Revolving charge .....	<ul style="list-style-type: none"> <li>• Can use garment before completely paid for</li> <li>• No down payment necessary</li> <li>• May receive better service</li> </ul>	<ul style="list-style-type: none"> <li>• Extra cost</li> <li>• Must pay interest</li> <li>• May over-buy</li> </ul>
Installment plan .....	<ul style="list-style-type: none"> <li>• Down payment subtracted</li> <li>• Interest figured on remaining balance</li> </ul>	<ul style="list-style-type: none"> <li>• Extra cost</li> <li>• Must pay interest</li> <li>• No monthly statements</li> <li>• Limited comparison shopping</li> </ul>

# Section IV -- Create and Recreate Fashions

## Suggested Articles to Make

### Oregon Miss—A

Children's clothing—See the section below

Knit fashions—Refer to PNW 118, "Sewing with Knit Fabrics"

Dressy dress

Shirts—Refer to EC 576, "Making Shirts for Men in the Family"

### Oregon Miss—B

Tailored garments: coats, suits, pantsuits—Refer to HE—P72, "Making a Tailored Garment"

Formal gown

Make-overs

Alteration of ready-to-wear—Refer to EC 694, "Altering Ready-to-Wear Dresses"

Select fabrics for your projects that you have not worked on before. Even though you used wool as a Junior Miss, you may sew with wool in this project if you choose a different type of wool fabric. Choose fabrics that are suitable for the occasion, the pattern, and the wearer. Experiment with the fabric before you start to sew the garment. Often new techniques are unnecessary, but many modern fabrics demand careful work and tried-and-true techniques. If you have poor sewing habits, your garments will reflect them. Take time to experiment with the fabric; analyze the results and you will be proud of your creations and enjoy sewing for yourself or for others.

### Children's clothes

A child's clothes are important. Clothes influence the development of a child. They can affect his physical growth and development; give him a feeling of security and self-confidence; develop his taste and sense of values; give him a feeling of belonging to a group; and develop his independence and self-reliance.

Every child has certain needs or desires in clothing. The infant needs clothes that are warm, comfortable, and dry. The toddler soon discovers that clothes attract attention to him. He wants clothes that are comfortable and that do not interfere with his activity.

The pre-school child may have developed some definite likes. He is full of activity. Clothes that allow free movement and do not rub or bind are very important for him. He likes a soft, comfortable fabric he thinks is pretty. He wants something similar to the clothing other children are wearing. He wants to help himself and put on his own clothes. Every child likes a pocket for his treasures.

The mother considers the child's wants, but she also has some additional things in mind such as: a design or style that allows for growth of the child and that allows normal physical development; a fabric that is durable, washable, wrinkle resistant, soil resistant, color-fast, and easy to care for.

Children's ready-to-wear clothes are purchased by size and not by age. A size 4 may not fit a child who is four years old. Standard sizes recognized by most garment manufacturers are based on the relationship between weight and height. Most shops have a measurement chart that shows this relationship. However, a garment in one brand may fit a child, while the same size in another brand may not.

When buying clothes for children, look for those that allow for growth. Over-sized clothes are not a good buy because they may limit a child's activity as much as those that are too small. They may also make the child feel shy and self-conscious. With the growth of the child in mind, shop for ready-to-wear garments with such expandable features as those listed below.

Deep hems in dresses and trouser cuffs to allow for lengthening.

Wide seams to stand strain and allow alteration.

Adjustable shoulder straps on jumpers, skirts, and overalls.

High, low, or no waistline seams in dresses.

Pleats or gathers which can be adjusted for growth.

Raglan, kimono, or no sleeves.

Turn-up, adjustable cuffs on sleeves and pant legs.

Two-piece outfits or separates which allow for more lengthwise body growth than one-piece garments.

Careful consideration should be given to the selection of shoes. The soft bones in a child's foot may be injured by poorly fitted and improperly shaped shoes. A well fitted shoe should follow the natural shape of the foot; be  $\frac{1}{4}$  inch wider and  $\frac{1}{2}$  to  $\frac{3}{4}$  inch longer than the foot; have soles that are firm, flat, and moderately flexible; have a toe cap that is firm and high enough for the thickness of the toes; and place the ball of the foot at the wide part of the shoe.

Socks should also be selected with care. The foot of the sock after washing should be  $\frac{1}{2}$  to  $\frac{3}{4}$  inch longer than the child's foot (1 inch longer when new to allow for shrinkage).

When making children's clothes, purchase patterns by chest and waist measure. Fitting is most easily accomplished by using a similar garment that does fit the child. In a little girl's dress, for example, a check should be made of the waist length, shoulder length, sleeve size, and skirt length; in trousers, the leg and in-seam lengths are both important.

Suggested garments that you may wish to make include:

Simple clothing	More advanced
Boy's sports shirt	Trousers
Simple skirt or blouse	Boy's shirt
Sleeveless pinafore	Girl's dress or jumper
Overalls	Blazer-type jacket

When selecting a pattern for a child's garment, consider both self-help and growth features. For self-help, look for the following features:

Simple designs, easy for the child to handle.

Front openings or deep plackets that slip over the head easily.

Neck openings large enough for the child's head to go through without strain.

As few fastenings as possible, conveniently located—within the child's reach.

A back and front of the garment that are different so the child can easily tell which is which.

Make somewhat larger buttonholes, easy to manage.

Use—smooth, flat, slightly grooved buttons, medium in size, easy to grasp; slide fasteners with special pulls that can be easily opened and closed. Be sure that there is no danger of injuring a child's skin or catching his underclothing.

Plan to build in growth features as you cut and sew the garment.

Allow for deep hems or make tucks in the hems.

Add extra length to straps so they can be adjusted.

Make deep cuffs.

Choose raglan sleeve styles.

Add extra length for blouse or shirt tails.

Allow extra width in underarm and leg seam allowances.

Use knit or stretch fabrics.

Fabrics chosen for children's clothes should also be given special consideration. Soft, firmly woven or knitted fabrics which are easy to care for, comfortable to wear, and which do not wrinkle easily or show soil readily are recommended for children's clothes. Avoid delicate fabrics and trimming materials which will not withstand wear and require special care for cleaning.

Firmly woven or knitted fabrics are stronger. Printed fabrics show wrinkles and soil less. Cotton, linen, and wool are the most absorbent fibers. Man-made fibers may add easy-care features to the fabric, but easy-care depends on garment construction as well as fabric. Check fabric labels for indication of shrinkage and wear and care performance.

More information about children and their clothing is given in bulletin PNW 46, "Buying Children's Clothing." Ask your home agent for a copy.