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Course in Sewing For Children

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Course in Sewing
for Children.

Presented for M.S. Degree,

South Dakota Agricultural College,

By

Lilla A. Harkins,

Sewing.

"The use of sewing is exceeding old,
As in the sacred text it is enrolled."

--John Taylor.

"Upon the education of the American school girl depends the future of the American home." The object of all education is to prepare men and women for the duties and pleasures of life, to make good citizens, useful men and women of our boys and girls. Every accomplishment a girl possesses is one more thing toward making her a useful woman. Sewing bases its claim to a place in the schools on the same grounds that give wood-work a foothold. "It is a form of Manual Training of hand and head work, of training of the hand for the sake of developing the head as well as the hand."

The art of sewing may be viewed from three standpoints. The aesthetic, the practical, and the educational.

The aesthetic value of the use of the needle in embroidery is well understood. All nations have manifested their love for the beautiful by the use of the needle.

The practical value of sewing cannot be contested,

but the sewing work in our schools must not be treated from the practical side only. A course in sewing should not only train the hand, but strengthen and develop the mental faculties as well. "Experience has proven that a systematic course in sewing can be made as educational as any other branch of study." The manual training schools have demonstrated that sewing is an educational means by which the brain is developed by means of the hands. Ruskin has said, "There can be no healthy thought without labor, and no healthy labor without thought, the two cannot safely be separated." The student of sewing learns that sewing is not merely a useful handicraft, but an art having principles and rules which must be followed.

Some educators objected to the teaching of sewing in our public schools and state colleges. They claimed that the mother was the proper person to teach her daughter to sew, and as it was in no way related to the sciences it might as well be taught at home. The question was met in this way.--It was admitted that the mother could teach her daughter to sew but she could also teach her arithmetic or algebra. And if one woman, who had had special training for the work could teach algebra to fifty girls better than the fifty mothers could teach them, why

should not one woman who had made a specialty of sewing be better able to teach these same fifty girls to sew.

Experience has shown that many girls are not taught to sew at home. A well known teacher of Domestic Science says, "It may sound strange to women, who are not mothers, and who were brought up in the good old way to hear that well grown girls sometimes need to be taught the very elements of sewing, and that occasionally one is found, who, having had to teach herself to sew, has taken up the work in the hardest way possible, and accomplishes far less than she should with the expenditure of time and strength at her command."

The good which has resulted from the teaching of sewing, cannot be estimated. "The matter of teaching a girl to 'stay' a bias seam, to make honest button holes, to use a hook and eye instead of a pin, and to find herself, if she will, independent of the dressmaker's shop, means the making of a self-reliant woman, who knows how to make the fingers work out the dainty fancies of the brain that has been taught to think."

Suggestions.

1. Miss Lockwood in her book on art needle work laid down principles which can be applied to sewing, as well as to artistic needle work. They are as follows:

A. Needle work should express intelligence, and give evidence of the direct application of the mind to the material.

B. Needle work should in every way be adapted to the material used.

C. Needle work should in every way satisfy the requirements both of use and beauty.

2. It is always best for all work to be cut out in the sewing room. Work cut out at home is not as satisfactory as that planned by the teacher, and cut out under her direction.

3. The teacher must see that the work is not soiled. The hands must be clean, and it is best for the students to wear aprons.

4. It is a good plan for each student to have a small work bag in which to keep thread, thimble, needles,

and a pair of small scissors.

5. In large classes, it is best to keep the pupils at the same point in the progress of the work. The quicker ones can be given additional work.

6. The teacher must see that every pupil has an easy position. The chairs must not be so high that the feet cannot rest on the floor, the arms must not be cramped, the body must be erect and the work must not be too near the eyes. The elbow must never rest upon the desk or table.

7. Slackness must never be allowed. All work must be prepared in a thorough manner.

8. Good taste in color and form must be taught.

9. The following rules given by Miss Catherine Johnson will prove helpful.

1. Any child instinctively uses the teeth for biting the thread. She should be taught that she must never do this. It injures the teeth and soils the work. Never draw the thread under the little finger but always over it. If the thread is grasped in the hand it becomes damp-

ened and soiled.

2. Never use a knot in sewing when it cannot be hidden completely.

3. Never let the scissors become too dull to cut well.

4. Never use a bent, rusty, or too large needle.

5. Never turn under a selvedge in a hem or band.

6. Never hurry, especially in the preparation of work. However little is done, let that little be done thoroughly.

7. Never waste material of any kind.

10. Talks upon healthful and appropriate clothing should be given.

11. Note books should be kept by all pupils.

These should be submitted for correction. Written examinations should be given.

Course of Study.

First Term.

Stitches and their uses:- Over casting, basting, running, stitching and back stitching, hemming, over hand-ing, gathering, stroking gathers and bands.

Applications:- Measuring, folding and basting hem. Hemming napkin or tea towel. The cutting and making a gingham apron. Making of pillow cases.

Materials:- Unbleached muslin is best for beginners, as it is soft and easily handled, and does not soil easily.

Size of Samples:- Small pieces of cloth are shown in this book for convenience, but pieces at least ten inches in length should be used. The small pieces cramp the hand and are hard to handle. They are not practical, as such bits of cloth are not used in garment making.

Garment Making:- This should not be taken up until the student has had some practice with stitches, however, it is not best to teach all the stitches before making any application. As soon as the child has learned enough stitches to make a garment, she should apply her knowledge.

Sample 1.

Over casting:- This is used over raw edges to prevent them from ravelling.

Basting:- This is slight sewing, and is begun with a knot as it will be pulled out. There are several kinds of basting, and the stitches may be either short or long.

Sample 2.

Running:- These stitches are made the same as in basting, only short stitches are used. The thread is not drawn through each time, as the longer the needle is kept in the cloth, the straighter will be the seam and the quicker the work will be done.

Threading the needle, holding the thimble and making the knot:- The children must first be taught to thread the needle, and make a good knot. They must learn to use back, and not the top of the thimble. This gives force from the two joints and faster and better work is done than when the top of the thimble is used.

Sample 3.

Stitching and back stitching:- There is little difference between these stitches. In the stitching, the stitches touch; and in back stitching there is a short space between the stitches. A No. 8 needle is used and No. 60 thread.

Sample 4.

Hemming:- These stitches should slant on both upper and under sides. The work is done from right to left as it is in basting, over sewing, stitching and back stitching and running.. No..60 thread is used and a No. 9 needle.

Sample 5.

Over handing:- An over handed seam is used to join two selvedge or two folded edges. The work is held around the end of the first finger of the left hand, and kept in place by the thumb and second finger. The needle is pointed directly towards the chest. After the seam is over sewed, the stitches are pressed flat on the wrong side with the right thumb. A No. 9 needle and No. 60 thread is used.

Sample 6.

Stroking gathers and bands:- Gathering is made by making a line of running stitches. The thread is coarser than the threads of the cloth and should be double. The piece to be gathered is usually taken from the width of the cloth, as the fullness is easier to arrange. Bands are always made lengthwise of the cloth as it will not stretch. For stroking, a large pin or needle is used. The gathers are pushed close together and fastened with a pin. The work is held between the thumb and first finger of the left hand, the thumb being over the gathering thread. With the large needle each gather is pressed separately under the left thumb. When sewing the gathers to the band, the middle of the gathered piece is pinned to the middle of the

band. The gathers are then placed evenly on each side and basted to the band. A back stitch is now made over each gather. The band is now basted down, the ends are over handed, and the band hemmed down. For gathering use a No. 7 needle and No. 50 thread. For the hemming a No. 9 needle and No. 60 thread is used.

Application of first term's work: The hem ends of various garments may be hemmed, and either a napkin or tea towel. They will apply the basting and hemming stitches also the over handing. The apron will apply the basting, stitching, back stitching and over handing stitches and probably the over-casting. It will also give good practice in putting on a band. The pillow case will apply the ~~over~~ ^{over} basting, handing, and hemming stitches. The hem must be measured with a paper to keep it perfectly even.

The first year's work would better be all hand sewing.

Second Term.

Stitches and their uses:- Fell seam, French seam, bias facing, placket for skirt, placket for drawers, gusset, sewing on buttons and making button holes, tucking and sewing on lace, patching.

Applications: The cutting and making an under-waist. The cutting and making a cotton skirt. The cutting and making a pair of drawers. Both hand and machine sewing is used in the garment making. Everything should be done by hand except the long seams.

Materials: Bleached muslin or cambric is used.

Sample 7.

Fell seam: This seam is used when a flat seam without raw edges is wanted. The edge of the under side is closely trimmed. The seam is pressed flat and the upper side hemmed down.

Sample 8.

French seam: This is used to conceal raw edges. The seam is stitched on the right side, the edges are then trimmed and the seam stitched on the under side.

Sample 9.

Bias facing: A true bias should always be used for facings. Use a No. 8 needle and No. 60 thread for hemming down the facing. "The advantage of material cut on the bias is its power to stretch when used as a facing on curves; and on a straight edge it makes a smoother lining than a straight strip of cloth."

Sample 10.

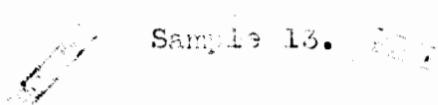
Placket for skirt: This placket is used for under skirts.

Sample 11.

Placket for drawers: This placket is made by stitching a piece of cloth cut lengthwise around the ~~plac~~^{plac} out for the placket. The ~~other~~ edge is then hemmed down.

Sample 12.

Placket for drawers: This sample shows another good placket for drawers. The piece sewed on is cut lengthwise of the cloth. After the placket is finished the lower edge is button holed.



Sample 13.

Gusset: This is a piece of cloth sewed in to strengthen the end of the seam. A triangular piece of cloth is used. The apex of the triangle is placed at the end of the seam, and is over banded three-fourths of an inch on each side. The remainder of the cloth is then folded over on the wrong side, and hemmed down.

Sample 14.

Sewing on buttons and making button holes: The button is sewed on with No. 50 cotton and a No. 8 needle. No. 50 thread and No. 9 needle is used for the button hole. The button hole is worked from the lower left hand end to the lower right hand end. It is finished with a straight bar across the inner end. The thread is doubled in sewing on the button.

Sample 15.

Tucking and sewing on lace: "A tuck is made by folding the cloth straight by a thread from edge to edge, and basting the fold at the desired width. A running seam close below the basting finishes the tuck."

The over handing stitch is used in sewing on lace.

Sample 16.

Hemmed on patch: A square piece of cloth is hemmed down on the under side. The torn place is then cut out, bias cuts are made in the corners and the edge of the cloth hemmed to the patch.

Sample 17.

French hem: This is used in hemming on damask.
The stitch is the same as is our sewing. A No. 9 needle
and No. 70 thread is used.

Sample 18.

Mitring corners: It is necessary to mitre or cut
out the corners in turning wide hems, otherwise the corner
would be thick.

Sample 19.

Hem stitching: This sample shows the plain hem stitching, the hem stitched tuck, and two kinds of cross hem stitching. Work from right to left on the side on which the hem is turned.

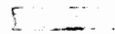
Sample 20.

Stocking darning: It is much better to darn the worn place before a hole is worn in the stocking. If a hole has worn through first draw the edges together. Darn one way making the line of stitches uneven, take up every other stitch in darning the other way.

Sample 21.

Stitched and over sewed patches: Cut the worn part out square. Make a bias cut one-fourth inch in, in each corner. Crease down the edges. Baste a square piece to these edges so it is perfectly smooth at the corners. The patch is either stitched or over sewed.

Sample 22.



Darning on wool: The sample is darned with hair to a piece sewed on underneath.

• Application of third term's work: The table cloth is to be hemmed with the French hem. The handkerchief is to be hemmed ^{stitched} and may be trimmed with lace or footing. The nightdress will apply a number of stitches; basting, stitching, French seam, tucking, button hole, sewing on lace or ruffling, hemming. The child's dress will apply the basting, stitching, hemming, over casting seams, button holes, bias binding, etc. Besides the new garments made worn garments should be mended and the student taught that, 'a stitch in time saves nine,' and that much work may be saved by mending garments when they first begin to wear.

Sample 23.

Piecing on the straight: If stripped goods is pieced the strips must match.

Sample 24.

Piecing on the bias.

Sample 25.

Herring bone and feather stitch: Herring bone or cat stitch is usually worked upward or from the person. The work is held over the first finger of the left hand and held in place with the second finger, and thumb.

Sample 26.

Feather or wire stitch: This is worked toward the person, the wire is held as in the cat stitch, this stitch is varied in different ways.

Sample 27.

Blind stitching: "A hem is blind stitched by catching the under part of the first fold down to the single cloth below it, with running stitches, so that no stitch shows on the upper side."

Sample 28.

Drawn work; The cloth is first hem stitched. The work should be basted on black oilcloth before working.

Applications of the fourth term's work: The shirt waist will give practice in cutting from patterns and fitting. The baby dress must be as dainty as possible, and may be trimmed by hem stitching and drawn work. The wash dress may have the waist lined.

Approved,

Isabella R. Friebe

No. of cotton and No. of needles used on bleached

muslin.	No. needle.	No. thread.
Stitching	8	50 or 60
Back stitching	8	50 or 60
Hemming	9	70
Over handing	9	60
Gathering	7	75
Fell, stitched	8	50
Fell hemmed	9	60
Button sewed to band	7	50
Button holes, worked	9	50
French seam, stitched	8	50
French seam, run	9	60