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SECOND YEAR 4-H CLUB CLOTHING



Montana Extension Service in Agriculture and Home Economics. J. C. Taylor, director. Montana State College and the United States Department of Agriculture, Cooperating. Acts of Congress May 8 and June 30, 1914.



4-H Clothing Club Requirements

FIRST YEAR CLOTHING

Construction

1. Make a hand towel or a break-fast cloth.
2. Darn one pair stockings.
3. Make a tea towel or a pot holder.
4. Make a kitchen apron.
5. Make a simple cotton dress or a nightgown.

Other Phases

1. Shoes and hose for the well-dressed girl.
2. Personal cleanliness.
3. Care of clothing.
4. Clothing judging.

SECOND YEAR CLOTHING

Construction

1. Make a slip.
2. Make a hemmed patch.
3. Make a pair of bloomers or a combination suit, or a pair of pajamas.
4. Make a cotton school dress with set-in sleeves.

Other Phases

1. Color in relation to clothing.
2. Line and design in relation to clothing.
3. Patterns and their alterations.
4. Clothing judging.
5. Demonstration teams.

THIRD YEAR CLOTHING

Construction

1. Make a wool dress or a wool skirt.
2. Renovate some garment in wool or silk.
3. Make a simple silk dress or a silk tailored blouse.
4. Make a woolen darn.

Other Phases

1. Selection of materials.
2. Alteration of patterns.
3. Correct fitting garments.
4. Selection of accessories.
5. Pressing.
6. Appropriate clothing for all occasions.
7. Clothing judging.
8. Demonstration teams.

FOURTH YEAR CLOTHING

Construction

1. Make a complete outfit for traveling, or for school wear, or social purposes, or home wear.
2. Make five articles, one of which must be a renovation problem.

Other Phases

1. Clothing accounts.
2. Buying.
3. Selection of hats.
4. Clothing judging.
5. Demonstration teams.

Second Year Clothing

Qualifications for Membership

Anyone over ten years of age, who has completed the first year of 4-H clothing club work, or who, in the estimation of the local leader and county agent, can handle the work of the club satisfactorily, can enter second year clothing club.

Aims of the Second Year Clothing Club Are:

1. To create an interest in making becoming clothing that will add to the girl's attractiveness, and lessen the expense of her clothing costs.
2. To choose suitable materials for undergarments and cotton outer-garments, keeping in mind appropriate colors and types of materials, utility, and health.
3. To gain a knowledge of the various types of seams and finishes for cotton garments—how to make them, and where to apply them.
4. To gain a working knowledge of the use and alteration of commercial patterns; and how to fit garments correctly.
5. To know something of the principles of color, line, and design, and be able to apply this knowledge to the garments made.
6. To develop continued interest in the judging of clothing.
7. To develop demonstration teams that will demonstrate a worthwhile practice to the public.
8. To develop citizenship and to train members in rural leadership.

Requirements

Each club member is required to do the following:

1. Make a slip.
2. Make a hemmed patch.
3. Make a pair of bloomers, a combination suit, or pajamas.
4. Make a cotton school dress.
5. Make a study of, and discuss at a club meeting, some phase of each of the following:
 - a. Color in relation to clothing.
 - b. Line and design in relation to clothing.
 - c. Patterns and their alterations.
 - d. Correct fitting of garments.
6. Judge each group of articles as they are completed, and help develop a club judging team.
7. Give some type of demonstration.

(The club member is required to make four articles. If she completes all her work in time, she may make the alternating articles.)

Scholarships

The State Board of Education will award a one-year scholarship to be used at any of the branches of the Greater University of Montana to the most outstanding club member in any 4-H club project, provided there are ten members enrolled in the same phase of the project. To be eligible for a scholarship, a club member must have made an *exhibit* of his 4-H club projects at a local, county, or state contest, and must have sent to the County Extension Agent, through his local leader, the *final report blank*, and a *story* containing at least 200 words.

SECOND YEAR 4-H CLUB CLOTHING

The main problem in second year clothing is the making of attractive and appropriate undergarments.

Every club girl has the desire to be well dressed. She can not be well dressed unless she wears simple, neat, inconspicuous, and dainty undergarments.

Underwear is worn as a protection to the body and outer garments, and to form a foundation for outer garments.

In selecting your materials, and designs, and in making your underclothing, keep the following points in mind:

Undergarments should be—

1. Of materials which are inexpensive, launder well, and to which dresses will not stick.
2. Of white or dainty light colors which will look well after several washings.
3. Simple and plain in design, harmonizing with the lines of the human figure.
4. Constructed so that all seams and finishes are as flat as possible, since the undergarments are a foundation for the outer garment.
5. Designed for comfort and health, which means they must fit well.

I

SLIP

A slip is a foundation for your outer garments. Therefore, it must be simple in design, and conform to the lines of the human figure. The curved top following the rounding lines of the neck produces a better effect, and is also much more comfortable than the straight, severe lines of the "strap" type of slip.

Points to Be Emphasized

1. Avoid bulkiness in design, processes of construction, and trimming.
2. Adjust straps (if used) while slip is on. In applying strap to garment, slip it inside the top hem and stitch strap in with top hem stitching. Have straps fastened neatly and securely.
3. Casings should be not more than $\frac{1}{2}$ -inch wide.
4. Fullness at hip line should not be too high, or slip will not fit well. Fullness should be finished down *flat*.

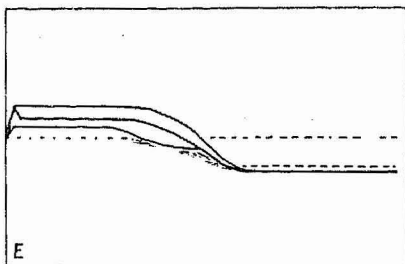
Material

Use a soft undergarment material with a smooth finish, to which outergarments will not stick, such as nainsook, fine muslin, longcloth, pongee, etc. The color should be delicate or of a neutral tone, or

white, depending upon what it is to be worn with. All undergarments should harmonize with the dress.

Making

Any pattern simple in design may be used. Slip patterns are bought by the bust measure. Fullness in the skirt is successfully obtained by placing an inverted plait toward the back, rather than directly on the hips. Gathers may be used, but are not recommended for people with large hips. Slips should be fitted at the top, rather than having fullness and using a draw string. Fullness at the sides should be finished *flat* (preferably bias tape applied flat) with no raw edges. A slip should be at least one inch narrower and one inch shorter than the dress with which it is to be worn.



Flat felled seam

transparency when a thin dress is worn, and should be put in if slip will be used with this type of a dress. Determine the hem length by putting on the slip and having the length taken by measuring with a yardstick, from the floor up. Stitch hem on very edge.

Finishes—Neck and armholes may be finished with lace, facings, hemstitching, simple decorative edges, etc.

Seams—Flat fell seams or narrow French seams should be used. To make a flat fell: place pieces together with one edge extended $\frac{1}{4}$ inch. Stitch $\frac{1}{4}$ inch to $\frac{3}{8}$ inch from inside edge. Trim. Turn the wider, or outer edge over the narrower edge and stitch flat to the garment.

Hem—A slip should have at least a two-inch hem. A shadow hem is a deep hem to prevent

II

HEMMED PATCH

This patch is used for repairing cotton garments, as it will stand repeated launderings. It is suggested that, if possible, this patch be made on a garment that needs repairing.

Points to Emphasize

1. Square corners.
2. Fine, even, inconspicuous hand hemming.
3. Stripes and plaids and thread of material matching.

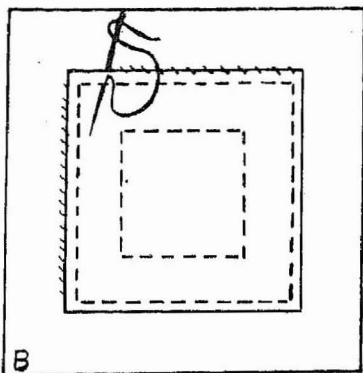
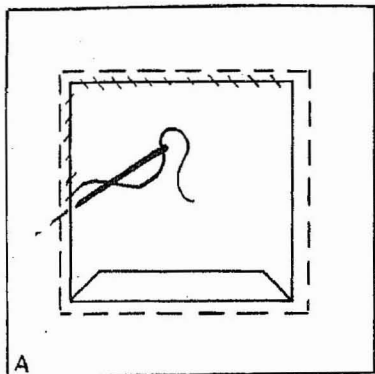
Note: For exhibit purposes the patch may be made on a square of six-inch material.

Material

A piece of the same material as the garment to be patched.

Making

1. Cut away irregular, worn part around the hole, leaving a square or oblong. Cut the patch carefully (following the thread of the material) $\frac{3}{4}$ -inch longer on all sides than the hole, which means that the patch is $1\frac{1}{2}$ inches wider and longer than the hole.
2. Baste the *right side of the patch to the wrong side of the garment* with all stripes or plaids evenly matched, and lengthwise threads in patch parallel to the same threads in the garment.



Hemmed patch. (Right and wrong side)

3. Turn garment to right side, and cut with diagonal slashes at all four corners $\frac{1}{8}$ -inch deep.
4. Turn edge of garment material under $\frac{1}{8}$ -inch all around hole; baste, hem to patch with hand hemming stitch. Take care to make square corners.
5. Turn to wrong side.
6. Turn under edge of patch $\frac{1}{4}$ inch all the way around, baste, hem to garment with fine hand-hemming stitches.

III**BLOOMERS**

Bloomers are more desirable than step-ins or teddies. They must be roomy and comfortable, but not bulky, as bloomers that are made from heavy materials and have too much fullness detract from the trimness of one's appearance.

Points to Emphasize

1. Selection of soft, smooth materials in delicate colors, or white.
2. Even, flat fell seams.
3. Seams meeting exactly at the crotch.

4. Casings not more than $\frac{1}{2}$ inch wide and stitched on both edges.
5. Buttonhole stitch used for opening in casing for admitting elastic.

Material

Should be of good laundering qualities, with a smooth finish, such as nainsook, fine muslin, longcloth, cotton crepe, fine sateen, mercerized cottons, etc., in white or delicate colors, or colors to correspond with the dress.

Pattern

A style suitable to the one for whom it is made. Band or elastic knee may be used. A reinforced crotch makes the bloomers more serviceable.

Making

Seams—Flat fell seams shall be used in bloomers. Seams must meet evenly in the crotch.

Casings—Shall be of even width, carefully stitched on both edges, and just wide enough for elastic. Opening in casing for admitting elastic should be finished with the buttonhole stitch. Casings should not be more than $\frac{1}{2}$ inch wide, and elastic should fit exactly into the casings.

IV

COMBINATION SUIT

For the girl who does not want to make a pair of bloomers, a combination of some type is suggested. A teddy or some other type of combination suit or step-ins may be made.

Points to Emphasize

1. Selection of soft materials which launder well in white or very delicate tints.
2. Even, flat fell seams—or very narrow French seams if the material is very fine and soft.
3. Selection of simple trimmings, applied neatly.

Material

A soft, smooth finished material which launders well, in white or delicate colors, such as nainsook, fine muslin, dimity, cotton crepe, mercerized cottons, etc.

Making

Select any type of pattern which will meet your needs. Loose bands may be used at knee, or the "step-in" style of garment may be made. The rounded neckline is more pleasing, and more comfortable than the straps over the shoulder.

Seams—Flat fell seams should be used on most materials. Narrow French seams may be used on thin materials.

Finishes—Dainty, durable, and neat finishes should be used; fine narrow lace, hemstitching, decorative stitchings, are suggested finishes. Application of narrow bindings are attractive for a tailored type of undergarment.

V

PAJAMAS

If you do not need a pair of bloomers or a combination suit, the pajamas may be made instead.

Points to Emphasize

1. Suitable, attractive material.
2. Even, flat fell seams.
3. Seams must meet evenly in crotch.
4. Casings around waist not more than $\frac{1}{2}$ inch wide.

Material

Soft, light-weight materials such as cotton crepes, sateen, cotton broadcloth, muslin, nainsook, percale, and others.

Making

1. Any simple pattern may be used, suitable and practical for the one who is to wear it.
2. Seams—narrow, even, and *flat fell* seams. Place pieces together with one edge slightly extended. Stitch $\frac{1}{4}$ inch to $\frac{3}{8}$ inch from inside edge. Trim. Turn the wider or outer edge over the narrower edge and stitch flat to the garment.
3. If casings are used for elastic, the casing should be stitched on both edges and be just wide enough for the elastic.

VI

PLANNING YOUR DRESS

If you want a dress that is becoming to you, you must *study yourself*, before you will know what type of design and material to select. Because your friend, Mary, looks lovely in a certain dress, does not mean that you would look as well in the same type of dress.

First, remember that simplicity is the first essential. Simple designs, simple color schemes, simple trimmings and materials are always in good taste.

This is interesting to do—think over the dresses you have worn in the past year. Which one did you feel the most comfortable in, and which one did you like best? Decide *why*.

Answer the following questions about yourself, before you decide on the type of your new dress:

1. What type are you?

2. What color is most becoming to you?
3. For what occasion will you wear the dress?

What Type Are You?

1. *The ingenuous type* of girl, who is dainty, feminine, and usually of light coloring, should select soft, dainty materials, and can wear the fluffy, more extreme kind of clothing. Quaint and unusual designs are usually becoming to her.
2. *The athletic type*, one who likes the out-of-doors, and is a strong, sturdy, type of girl—should choose a simple, sport type of clothing; the kind that is easy to put on, easy to take off, and easily taken care of. Her clothing can be very smart, and should follow tailored lines.
3. *The dramatic or dignified type*—with a rather outstanding personality—should select rich, but modest colors, plain lines, but more extreme than the athletic type wears. The dramatic type is usually tall, with good features and figure, who can wear graceful, modish lines.

The design and material for your dress must be selected, too, according to your figure. To which class do you belong?

1. *The tall, thin girl* should wear lines which break her height. Horizontal effects in the use of belts, ties, or plaids, yoke effects, broad collars, and horizontal tucks are some means of breaking height. Large plaids may be worn.
Avoid—Narrow panels, lengthwise tucks, unbroken lines from shoulder to skirt hem, vertical stripes or lines of any kind.
2. *The tall, heavy girl* should wear straight, simple lines. Plain materials are far better than figured or plaid.
Avoid—Bulky trimmings, ruffles, or extreme designs of any kind.
3. *The short, slender girl* has no definite problem. Almost anything is becoming to her, except skimpy, extremely straight line garments.
4. *The short, stout girl* must wear straight up-and-down lines.
Avoid—Drapes and other bulky designs; horizontal effects of all kinds; figured materials, especially large figures.

In general, simple, clear-cut lines are always more becoming than designs in which the trimming makes a number of lines. The face is the logical center of interest, and no part of the costume should detract from its attractiveness. There are also many becoming colors that will bring out your personality and good qualities.

What Color Is Most Becoming to You?

In some colors you look drab and uninteresting, other colors give color and depth to your eyes, shine to your hair, clearness and color to your skin. It is a shame to wear the colors that detract from your

attractiveness, when there are so many becoming colors that will bring out your personality and good qualities.

Since your eyes, hair, skin, and size of figure have to be considered in selecting a color, there is *only* one way to do it. Study yourself in a looking glass in daylight, and hold various colors up to your face and notice the effect on hair, eyes, and skin. (This might be done at a regular club meeting.) Since there are so many qualities and types of skin, eyes, and hair, and so many qualities of color, it is impossible to say definitely that a blonde can wear blue, green, etc. Study yourself, and the effect various colors have on you, and remember this—

1. Bright, light colors tend to increase the size of the wearer.
2. Bright colors are more tiring than the more subdued ones.
3. The selection of a color depends on the type of dress for which you are choosing it. "Dress-up" dresses may be of lighter, gayer colors; the season determines the color — in winter darker, more subdued shades are used; in summer lighter, gayer colors.
4. Bright colors can be worn by girls with clear complexions and good coloring. Bright colors bring out the bad qualities of a poor complexion.

Color surrounds us on every side. In order that you can make the best use of these beautiful colors, there are certain terms and classifications that you should know.

Primary Colors—From which all other colors are made

Blue	Yellow	Red
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Secondary Colors—Made by combining primary colors.

Green	Orange	Violet
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Tertiary Colors—

Yellow Green	Yellow Orange	Blue Violet
Blue Green	Red Orange	Red Violet

Hue—The name of the color, as red, blue, etc.

Intensity—The brilliancy or amount of pure color which it contains.

Value—The lightness or darkness of a color. If light, it is called a *tint*; if dark, it is called a *shade*.

Neutral shades—Colors that have been combined with gray, white or black, or other colors, to produce a *grayed* effect. Neutral or grayed tones are usually more beautiful and satisfying than the intense colors.

Warm Colors—Those that advance and give a warm effect, as yellow, orange, red, etc.

Cool Colors—Those that recede into the background, as blue, blue-green, violet, green, yellow-green, etc.

Color harmony—The combination of beautiful and pleasing colors produces harmony. Our dress must be harmonious in color as well as design. This knowledge of good harmonies can best be acquired by observing the colors in nature, in beautiful pictures, and good textiles.

For What Occasion Will You Wear the Dress?

Before deciding on any garment, you must first determine what need this dress is going to fill in your wardrobe. Are you going to wear the dress to school, to church, for social wear, for sports wear, or where?

If the dress is to be used for home, school, work, street, or sports wear, it should be plain, serviceable, of a type easily cared for, and attractive.

The dress for social wear will, of course, be of finer materials and more daintily made.

The well-dressed girl *never* wears out her old afternoon and party dresses at school or sports, or home work—*unless* they are made over so that they will be appropriate for school use.

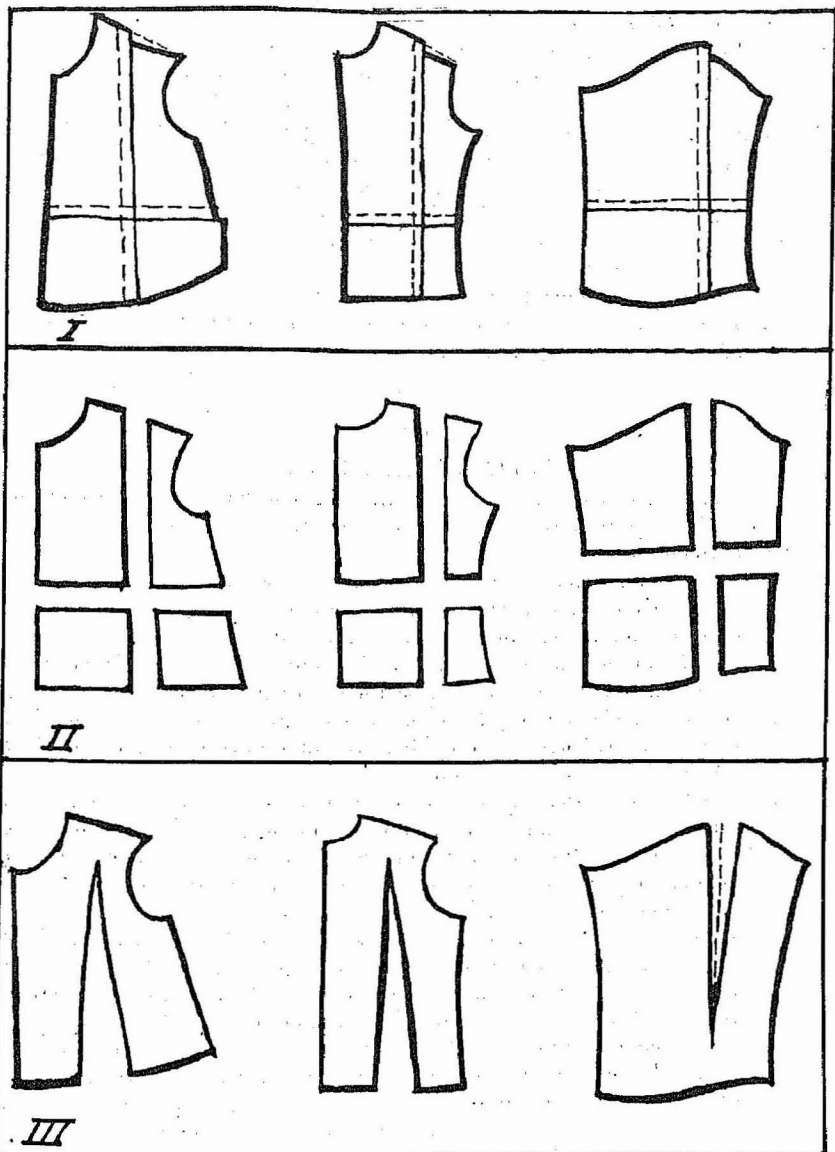
The dress you will make in second year clothing is a school dress. Keep in mind that going to school is your business, and your business dress must be simple in color and design, serviceable, and becoming to you.

VII PATTERNS

Although you buy a pattern which is supposed to fit you, it undoubtedly will need some alterations. Patterns are made according to average proportions of girls of different ages. (Buy a girl's pattern by age, and an adult dress pattern by the bust measure.) You, perhaps, are not exactly of average measurements, so the pattern must be tested, and altered to fit you.

How to Use a Pattern

1. Read directions carefully on outside of envelope.
2. Open pattern and select the pieces you will use.
3. Place those pieces you will not use back in the envelope.
4. Test pattern, and alter if necessary.
5. Pin entire pattern on material before cutting and arrange so as to prevent a waste of material.
6. Note all marks indicating seam allowances, plaits, gatherings, notches, etc.
7. Mark notches and perforations with colored thread, or chalk. Never cut notches. After garment is cut, fold pattern pieces carefully and replace in the envelope.



- I. Decreasing length and width of back and front of waist, and sleeves.
 II. Increasing length and width of back and front of waist, and sleeve.
 III. Adding fullness across front and back without changing shoulder line; adding fullness at top of sleeve.

Alteration of Patterns

1. Decide whether pattern needs alteration or not, by taking individual measurements, and measure the pattern, and see how the two correspond.
2. In order to allow for ease, add the following to the individual's measurements and use for testing pattern:
 - Bust measure plus at least six inches.
 - Width of back plus at least $\frac{1}{2}$ inch.
 - Width of front plus at least 1 inch.
 - Upper arm plus at least 3 inches.
 - Lower arm plus 2 inches.
3. If changes are necessary in pattern, the following explanations and diagrams will be of help.

VIII

FITTING THE DRESS

To insure a garment that fits well, the garment being made should be *basted together and then tried* on for adjustment.

Suggested Helps

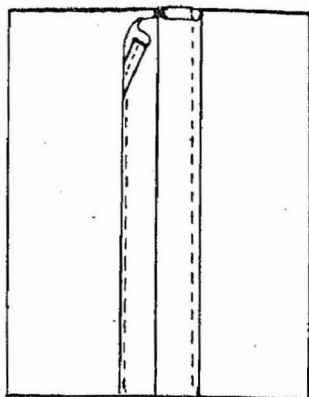
1. The straight, lengthwise thread of the cloth should run down center front and back. Straight crosswise thread should run straight across shoulders, chest, hips, and across top of arm. Lifting or letting out seams at shoulder and placing darts at underarm seam will bring these lines into position.
2. If garments swing to the front, a dart placed on the front piece under the arm will lift the side. Another dart placed right below the waist line will also help.
3. If armseye is too small, trim carefully. If armseye is too large, take underarm seam deeper. Sleeve should join waist of dress in a line even with the point of the shoulder. The armseye line should not extend out over this point, as it detracts from the appearance of the garment.
4. Be sure the sleeve is cut on the straight of the goods. The way the sleeve is basted into the garment will determine how well it will fit. First, match notches in sleeve and in armseye. Hold the sleeve toward you while pinning and basting it in. If there is too much fullness to fit into the armseye, ease it by pushing it along with the thumb of the left hand while basting. *Never allow gathers*—a great deal of necessary fullness can be *eased* in. Sleeves fit better if they are put in with a plain seam, overhanded, or bound. French seams should not be used. They make the sleeve draw.
5. Shoulder seams should be on very top of shoulder except in following case: If shoulders are inclined to stoop, place shoulder seam back a little.

IX

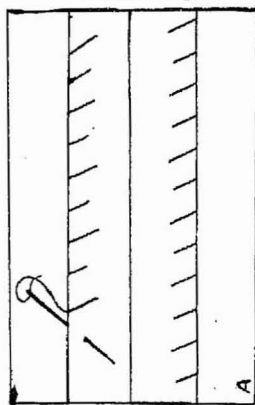
SCHOOL WASH DRESS

Points to Emphasize

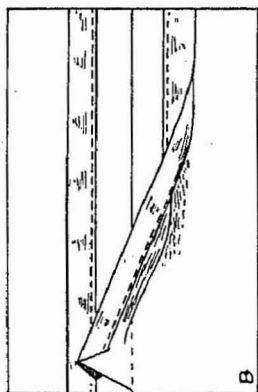
1. Selection of an attractive piece of material suitable for a school wash dress.
2. Selection of a plain and becoming design of a tailored type, having set-in sleeves, suitable to the type of girl who is to wear the dress.
3. Careful construction — plain, open seams, well-finished, or neat French seams; hem may be stitched by machine, unless the material is very fine for the type of dress, such that a hand hem would be more attractive; sleeves put in smoothly with absolutely no gathers.



Stitched Edge



Overhanded Edge



Bound Edge

Material

Use material of good laundering qualities, such as gingham, cotton broadcloth, percale, chambray, linen, poplin, beach cloth, Indianhead, etc.

Making

1. Use any pattern suitable to the individual which has the problem of set-in sleeves. The design should be plain and tailored, a type for school wear. This may be a one-piece or two-piece dress.
2. *Seams*—Open, flat seams with no raw edges. Edges may be turned under and stitched, or bound, or overhanded, depending upon the type of material used. French seams will be suitable on thinner materials. Plain seams with various finishes for cotton dresses.
3. *Hem*—3-inch hem should be made. Stitch on machine for a tailored cotton dress. If material is rather fine, or if there is a possibility that the length will have to be changed soon, it should be done by hand. If hand-hemmed, make the first turn $\frac{1}{4}$ inch and stitch on the machine, and the second turn should be put down by hand.

X

CLOTHING JUDGING

Score Card for Undergarments

		Perfect Score
I. Materials used, including trimmings		30
Hygienic aspects	10	
Durability of material	10	
Laundering qualities	10	
II. Workmanship		30
Choice and neatness of seams, etc.....	15	
Perfection of stitching	15	
III. Design		20
Suitability	10	
Protection and modesty		
Comfort		
Beauty in line and color.....	5	
Originality	5	
IV. General appearance		10
Cleanliness	5	
Pressing	5	
V. Relation of garment value to cost in time and money.....		10
Total.....		100

Score Card for School Dresses

I. Materials used, including trimmings.....		30
Suitability to design and purpose of dress.....	15	
Durability of materials	10	
Laundering and cleaning qualities	5	
II. Design and color		20
Suitability to occasion	10	
Individuality	5	
Beauty of line and color.....	5	
III. Workmanship		30
Choice and neatness of seams, finishes, etc.....	15	
Perfection of stitching	15	
IV. General appearance		10
Cleanliness	5	
Pressing	5	
V. Relation of garment value to cost in time and money.....		10
Total.....		100

Suggestion—Judge each group of articles as soon as they are com-

pleted. For instance, when you complete a group of articles, have them all judged by the club members. It will help you to improve on the quality of your next garment, teach you what points to look for in buying or making garments, and will develop good judgment on the part of all club members rather than just develop a team selected for competition.

EXHIBITS

Why Exhibit?

To find out how your work compares with that of other club members; to help you to improve your work next time; to show the people of your community and state what you have accomplished.

Remember, when you are exhibiting, that only a few can win. The *value in exhibiting* is in the comparisons, which should raise the quality of work for another time—not only in winning prizes.

When you exhibit at a community, county, or state fair, or anywhere else, remember these points:

1. Articles must be clean and well-laundered before you can expect a judge to consider them.
2. All articles *must* be labeled—preferably have name, age, and address typewritten or neatly printed, on a small piece of stiff cloth (paper cambric is good) and *sewed* securely onto the article. Label to be 2 inches by 1 inch.
3. On garments place the label at the back, in center of neckline. Uniformity in placing will save time at fairs.

TEAM DEMONSTRATION

Why Demonstrate?

1. Demonstrations are a valuable method of teaching, since people learn by seeing. You, as a demonstrator, "show, by doing." Thereby, you teach your community and others many valuable practices.
2. Demonstrations create additional interest in club work, and place the value of club work before the public.
3. Preparing and giving a demonstration, develops clear, concise thinking on the part of the demonstrator; develops skill; develops his speaking ability, his poise and personality; and his ability to think quickly and meet a situation readily.

What Shall You Demonstrate?

Demonstrate on a subject that is vital and helpful to your community, and is the result of a practice you have learned during the club year. The subject should contain only *one big idea*.

The following are suggested subjects that might be used for second year clothing demonstrations:

1. Color in relation to dress.
2. The sleeve that looks well.
3. Fitting a dress.
4. Commercial patterns and their alteration.
5. Selection of materials for the summer ensemble.
6. Materials and trimming for school wash dresses.
7. Seams and finishes for cotton garments.

Suggestive Outline for Demonstration

Subject—The Sleeve That Looks Well.

Team—Two club members designated in the following outline as Dem. I and Dem. II.

Equipment Needed—Two tables, two pairs of scissors, thread, needles, pins, pin cushion, tape measure, patterns, dress.

Time—15 to 30 minutes.

DEMONSTRATOR I

Introduction

1. Introduce team mate and self.
2. Tell where team is from and some of the interesting things about club.
3. State subject of demonstration and reason *why* you choose this subject.
4. Points to be brought out in the demonstration—
 - a. Cutting.
 - b. Placing in armseye.
 - c. Fitting.
 - d. Finishing.

DEMONSTRATOR II

Stay at attention while introduction is being made.

Begin arranging materials on front table in preparation for first part of demonstration.

Assist Dem. II.

Discuss and demonstrate Point I.

Cutting.

Cutting a sleeve correctly—

1. Alteration of pattern, if necessary.
2. Placing of pattern on material.
3. Marking notches, etc.
4. Cutting.

Discuss and demonstrate Point II.
Placing sleeve in armseye—

1. Match notches.
2. Baste with sleeve toward you.
3. Ease in fullness. Do not gather.

Asst. Dem. I and clear away unnecessary equipment, and prepare for next part of demonstration.

DEMONSTRATOR I

Act as model for fitting.

DEMONSTRATOR II

Discuss Point III.

Fitting—

1. Test proper placing of arms-eye line. Trim if necessary.
2. Note general fit of sleeve—
 - a. Width.
 - b. Length.
 - c. Position of line where sleeve joins waist at armseye, etc.

Discuss Point IV.

Finishing of sleeve—

1. Show types in order of their appropriateness for sleeve finishes.
 - a. Overhanding.
 - b. Binding.
 - c. Double stitching.
 - d. French seam.

Asst. Dem. I.

Begin clearing away unnecessary equipment.

Model the poorly set-in sleeves while Dem. II has on the properly set-in sleeves.

Stay at attention—

Alternate on answering questions.

Summarize demonstration—

1. Tell briefly reason for selecting this demonstration.
2. State briefly points you have tried to emphasize.
3. Discuss the appearance of two dresses — one with sleeves properly put in and the other improperly.
4. Ask for questions.
5. Thank audience.
6. Conclusion.

SCORE CARD FOR JUDGING 4-H CLUB DEMONSTRATION TEAMS

	Perfect Score	Judge's Score
1. Subject Matter	30	-----
a. Importance of subject matter presented, and relation to fundamental problems of home or farm.		
b. Accuracy of statements made in oral presentation and proper methods of doing the work.		
c. Completeness with reference to giving of all steps necessary to clear understanding of process.		
d. Clearness and definiteness of statements made in simple language easily understood.		
e. Replies to practical questions (judge's questions only should be considered in team scores).		
f. Team should give authority for subject matter presented.		
2. Team Work	20	-----
a. Preparation, arrangement, and use of materials (the team will be responsible for the arrangement and preparation of equipment and its use).		
b. Organization of work, each member busy with a definite part so that work and instructions given proceed without delay. Member not actually directing demonstration should reinforce points at hand, at least not detract from demonstration. Each member of the team should be able to demonstrate the whole process.		
c. Appearance and conduct of team—sincerity, force, and attitude—business-like, pleasant, a unit in action and appearance.		
3. Skill	20	-----
a. Ease of procedure.		
b. Workmanship and efficiency of manipulation.		
c. Neatness and cleanliness in doing work.		
d. Speed, system, or dispatch.		
4. Results	15	-----
a. Effect upon audience—all processes clear.		
b. Effect upon materials used in demonstration or the finished products.		
5. Practicability	15	-----
a. Value of the principles given for the home, farm or community.		
b. Demonstration must show actual club practices.		
c. Actual value as practical demonstration.		
TOTAL SCORE.....	100	-----