

his mental health. In all cases the differences of individuals must be respected. Again we find that the "average" child is a myth. Fear that is overcome is an incentive to discovery and progress. The compensation of fear is achievement, a successful adaptation, "so that fear, leading to curiosity and the knowledge that casteth out fear, may be the occasion of a more perfect adaptation." (Morton, p. 90) And is not civilization a record of the cumulative adaptations of the race to more perfect life?

BIBLIOGRAPHY

- Coriat, Isador H.—*Abnormal Psychology*. Moffat Yard, 1923.
 Mateer, Florence—*The Unstable Child*. Appleton, 1924.
 Morton, G. F.—*Childhood's Fears*. Macmillan, 1925.
 Pfister, Oskar—*Psycho-Analysis in the Service of Education*. Kimpton, 1922.
 Sands, Irving J. and Blanchard, Phyllis—*Abnormal Behavior*. Moffat Yard, 1923.
 Russell, Bertrand—*Education and the Good Life*. Boni and Liveright, 1927.
 Wickes, Frances G.—*The Inner World of Childhood*. Appleton, 1927.
 Williams, Tom A.—*Dreads and Besetting Fears*. Little, Brown and Co., 1923.
 Watson, John Broadus—*Psychology from the Standpoint of a Behaviorist*. Lippincott, 1924.

EDNA EIGHMEY

MAKING AN APRON FOR A FOODS LABORATORY UNIFORM

A THREE WEEKS' CLOTHING UNIT FOR AN EIGHTH GRADE

I. What the Children Will Do

- A. They will select material and pattern.
1. They will study and select materials from samples as to:
 - a. adulteration
 - b. laundering qualities
 - c. durability
 - d. suitability to purpose
 - e. cost.
 2. They will study and select pattern from illustrations as to:
 - a. simplicity of design
 - b. practicability of design

- c. ease of putting on
 - d. ease of laundering.
- B. They will decide upon amount of material required for each and interpret symbols on pattern.
1. They will consider the width of the material.
 2. They will consider design of pattern.
 3. They will each measure a class-mate and record length of skirt, length of side waist from shoulder to waist, both front and back.
 4. They will decide how many lengths of material will be needed.
 5. They will interpret perforations and notches.
- C. They will alter pattern to individual measurements.
1. They will increase bust measure by drawing a line straight down from center of the shoulder through the waistline on both pieces of the pattern, cutting along this line, and separating the pieces enough to give one quarter of the whole amount needed on both back and front.
 2. They will decrease bust by laying a fold from the center of shoulder straight through the waist line on both pieces of the pattern, the fold to take up one quarter of the entire amount the pattern needs to be decreased.
 3. They will lengthen the waist by cutting through the pattern about two inches above the waistline and separating the pieces enough to give the needed length and lengthen the skirt by cutting and separating the pattern about midway between the waistline and bottom of skirt.
 4. They will shorten the waist by laying a fold through the pattern about two inches above the waist and shorten the skirt by laying a fold cross-wise through the middle part of skirt.
- D. They will lay pattern on material in

most economical way and cut aprons.

1. They will straighten edges of material.
 2. They will fold material so that all left on the side will be in one piece.
 3. They will place large end of pattern on outer edge and small end of pattern toward uncut end of material.
 4. They will lay pattern on correct grain of material.
 5. They will pin pattern securely and smoothly.
 6. They will cut materials with long even strokes, following closely the outline of pattern, and marking notches.
- E. They will make aprons.
1. They will study seams and select one most suitable.
 2. They will match notches and pin seams together.
 3. They will baste seams.
 4. They will fit aprons.
 5. They will stitch seams.
 6. They will tie and clip threads at ends of seams.
 7. They will finish sides of aprons by binding, facing, or with braid.
 8. They will hang aprons and finish the bottom.
 9. They will make button hole:
 - a. Cut button hole.
 - b. Overcast opening.
 - c. Work button hole.
 10. They will sew on button.
 11. They will mark aprons by making their monograms in a simple outline stitch.
 12. They will judge finished aprons:
 - a. Workmanship
 - b. Fit of garment.

II. *What the Children Will Learn*

- A. They will learn that in selecting material for an apron many points should be considered.
1. Adulteration
 - a. Sizing is a filling used to make a

material seem of better quality than it is and it can be detected by rubbing material together between fingers, by washing, or by chemical tests.

2. Durability
 - a. Weave of material should be strong and close with long even warp and woof threads.
 3. Laundering
 - a. Material should be heavy enough to stand frequent laundering yet soft enough to be handled easily when wet.
 4. Cost
 - a. Price of material should be within reach of all.
 - b. Cost should be related to purpose of garment.
 5. Suitability to purpose and occasion.
 - a. Material should be thick enough to protect dress.
 - b. Material should be of uniform color.
- B. They will learn that a laboratory apron design should have definite characteristics.
1. Design should be simple in construction.
 2. Garment should cover the dress well.
 3. Garment should be easy to put on.
 4. Garment should be easy to launder.
- C. They will learn that a pattern may be altered to suit the individual requirements.
1. Individual measurements should be taken.
 2. Length and width of pattern should be altered to fit the individual.
 - a. Width may be increased by opening along line drawn from shoulder seam downward both front and back.
 - b. Width may be decreased by making a fold from shoulder seam downward both front and back.
 - c. Length of waist may be increased

- by opening the pattern about two inches above the waist line.
- d. Length of waist may be decreased by laying a fold through the pattern about two inches above the waist.
 - e. Length of skirt may be shortened by laying a fold length-wise through the middle part of skirt.
 - f. Length of skirt may be increased by opening the pattern about midway between waist line and bottom of skirt.
- D. They will learn how to interpret the symbols of a commercial pattern.
1. Perforations are a guide for placing pattern on material.
 2. Notches are a guide for putting garment together.
- E. They will learn to cut a garment economically.
1. Material should be evened.
 2. Pattern should be placed on material with large end on outer edge of material and small end towards the uncut length.
 3. Material should be folded so that all left will be in one piece.
 4. Pattern should be pinned to the material evenly and securely.
- F. They will learn that French seams are particularly suited for a wash garment.
1. Seam will be more durable.
 2. Seam will not ravel.
- G. They will learn the points in constructing a garment before stitching.
1. Notches should be matched.
 2. Seams should be pinned.
 3. Seams should be basted with one long and one short stitch.
 4. Garment should be fitted.
- H. They will learn principles of stitching.
1. Material should be held straight under the presser foot.
 2. Stitching should be within the basting thread.
- I. They will learn to secure seams.
1. Thread should be pulled to inside and tied.
 2. Thread should be clipped.
- J. They will learn finishes for the outer sides of apron.
1. Sides may be faced.
 2. Sides may be bound.
 3. Sides may be finished with braid.
- K. They will learn to make an even hem.
1. Front and sides, front and back, should be measured an even distance from the floor and marked with pins.
 2. Thread should be run along line of pins and pins removed.
 3. Edge should be turned under and basted towards inside of hem before turning, measuring, pinning and basting real hem.
- L. They will learn steps in making a button hole.
1. Opening should be cut along thread of material.
 2. Edge of opening should be overcast to prevent raveling and to strengthen material.
 3. Button hole should be worked with the purling stitch sewing from right to left.
 4. Button hole should be finished at ends.
 - a. Fan shaped end at outside.
 - b. Barred shaped end at inside.
- M. They will learn to sew on button.
- N. They will learn to mark aprons by making their monograms with a simple outline stitch.
- O. They will learn to judge the finished aprons.
1. Workmanship.
 - a. Evenness and neatness of seams.
 - b. Evenness and neatness of edge finishes.
 - c. Qualities of a good button hole.
 - d. Regularity of stitches in outline embroidery.

2. Fit of garment.
 - a. Loose enough to slip on easily over dress.
 - b. Small enough to have a nice appearance.

III. Skills That Will Be Selected for Emphasis

- A. They will develop skill in the selection of cotton material for a laboratory uniform.
- B. They will develop skill in the selection and interpretation of a simple commercial pattern.
- C. They will develop skill in the alteration of a simple pattern to individual measurements.
- D. They will develop skill in matching notches, pinning, basting, fitting, stitching, and tying threads of a garment.
- E. They will develop skill in making a button hole.
- F. They will develop skill in making monograms in outline stitch.
- H. They will develop skill in judging a finished garment.

IV. Attitudes and Appreciations That Will Be Fostered

- A. They will develop an appreciation of standards for selection of plain cotton material for a definite purpose.
- B. They will develop an appreciation of standards for selection of a pattern.
- C. They will develop an appreciation of standards for the interpretation of a simple commercial pattern.
- D. They will develop an appreciation of the need for accuracy in their work.
- E. They will develop an appreciation of the social value of helping one another.
- F. They will develop an attitude of constructive criticism.
- G. They will develop an appreciation of higher standards of workmanship.

BIBLIOGRAPHY For Teacher

Baldt, Laura—*Clothing for Women*, Lippincott Company, Philadelphia. 1924.

Cook—*Essentials of Sewing*, Manual Arts Press, Peoria, Ill. 1924.

Kinney & Cooley—*Shelter and Clothing*, Macmillan, New York. 1918.

Van Rensselaar, Rose Canon—*Manual of Home Making*, Macmillan Co., New York. 1919.

For Children

Baldt, Laura—*Clothing for Women*, Lippincott Co., Philadelphia. 1924. Pages 31, 224—227, 232, 271.

Cook—*Essentials of Sewing*, Manual Arts Press, Peoria, Ill. 1924. Pages 31-41, Chapter IX, pages 130-138.

MARY FINNEY SMITH

WHAT IS A FAIR SALARY?

NOWHERE else in America is there a finer demonstration than in Cincinnati of the advantages that come to children when the principles of teacher-training and salaries advocated by the National Education Association are intelligently applied. The salary schedule put into operation in Cincinnati on September 1 shows what scientific management can do when applied to school problems.

The Association has said persistently through the years that teachers' salaries should provide for *subsistence*, enough to *live on in decency and health; economic independence*, provision for illness and age without which none can give his best; *culture*, that stock of the fine things of life which no teacher can pass on except as he builds it into his own life; and for *professional attainment*, that continuing mastery of principles and technic necessary to maintain the fullest working power. Cincinnati has set its maximum high enough in comparison with the cost of living in that city to enable any teacher to live a life of professional attainment. This maximum is \$3500 with \$300 additional for persons of superior training and skill who may be appointed demonstration teachers.

Keeping Faith With the Younger Children

Incalculable injustice has been done the children in elementary schools and the teachers peculiarly fitted to guide the growth