

NEEDLEWORK

AND

CUTTING-OUT

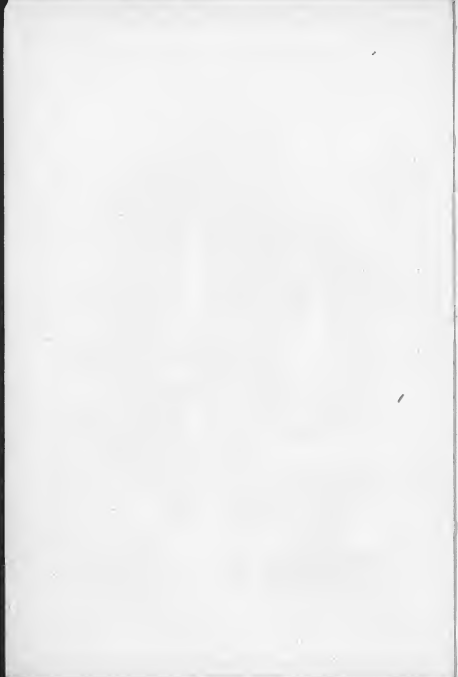
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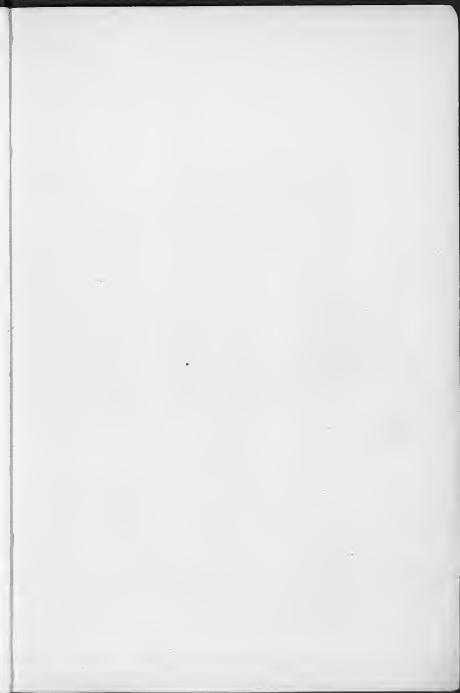
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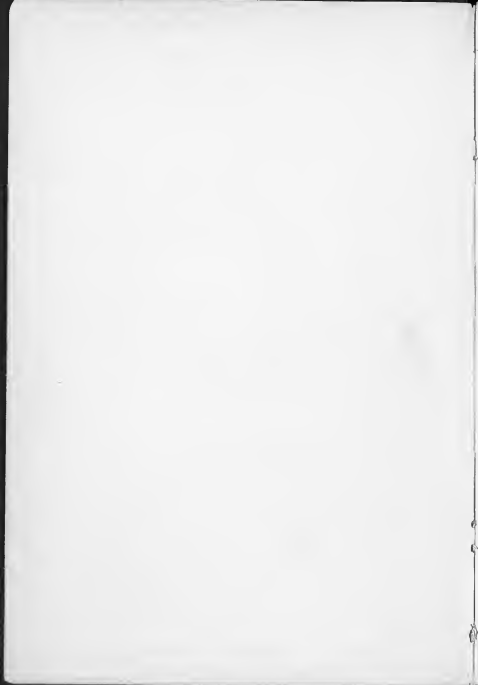
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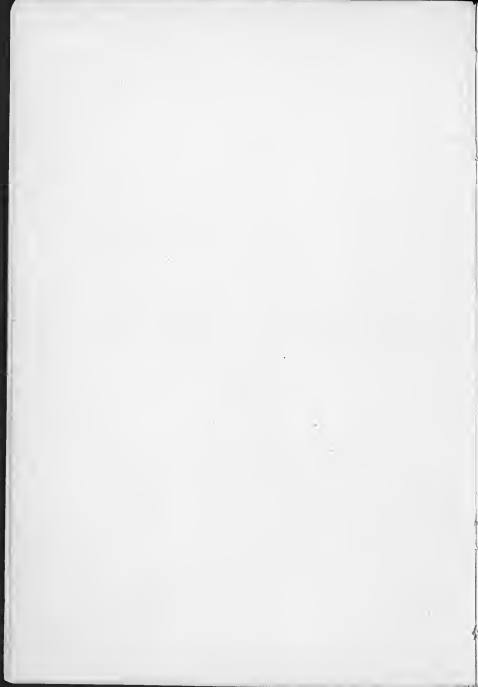
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NEEDLEWORK AND CUTTING-OUT.



NEEDLEWORK AND CUTTING-OUT;

BEING

NOTES OF LESSONS,

SPECIALLY ADAPTED FOR THE USE OF

*TEACHERS IN PREPARING PUPILS FOR EXAMINATION
IN THE GOVERNMENT SCHEDULE III.*

With Diagrams.

BY

KATE STANLEY, F.R.B.S.,

HEAD GOVERNESS AND TEACHER OF NEEDLEWORK AT WHITELANDS
COLLEGE, CHELSEA, S.W.

NEW EDITION, ENLARGED AND RE-WRITTEN.

London :

EDWARD STANFORD, 55, CHARING CROSS, S.W.

1888.

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TO
PROFESSOR RUSKIN, LL.D.

WHO WRITES,

*"A happy nation may be defined as one in which the husband's hand is
on the plough, and the housewife's on the needle; so in due time
reaping its golden harvest and shining in golden vesture"*

("TWO PATHS," i., p. 140),

BY KIND PERMISSION,
THIS LITTLE BOOK
IS AFFECTIONATELY AND RESPECTFULLY DEDICATED,
BY THE AUTHOR.



PREFACE TO NEW EDITION.

TWO editions of the first form of my little book have been rapidly sold. Therefore, by rearranging the old lessons and inserting new ones, I have now endeavoured to make the book more worthy its reputation, of greater use to students preparing for the Needlework Examinations, and better adapted to help teachers generally, by enabling them to carry out the requirements of each distinct stage of Schedule III. of the Government Code.

K. S.

WHITELANDS, *October 1887.*



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NEEDLEWORK AND CUTTING-OUT.

A SERIES OF LESSONS INTENDED TO
MEET THE REQUIREMENTS OF
THE NEW CODE, SCHEDULE III.

PART I.

GIRLS' AND INFANTS' DEPARTMENTS.

CODE.—BELOW STANDARD I.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.—1. Black; 2. Red; 3. Blue.

General Remarks.—A glance at the above-named Schedule shows that the Needlework prescribed for Infants below Standard I. (ages 5-7) is very simple. With a well-arranged time-table and the year before her, an intelligent teacher can easily prepare this section of her school at least, to stand the needlework examination of H.M. Inspector.

The advisability of boys learning needlework is a matter of opinion, and should be left to the discretion of the mistress. Some little boys use their needles more skilfully than girls of the same age,

but, as they receive no lessons on the subject after they leave the infant school, it is doubtful whether such instruction is of any real advantage to them.

The first lesson in an infant school should of course be given to the very little ones (age 3-5) on "threading needles." It would take an endless time to teach this individually, and, if left to themselves, very few of the children would thread their needles in the right way. It is wise, therefore, for the mistress to give a collective lesson to a class of fifty or sixty at once, on what is known as

NEEDLE DRILL.

Materials required.—The teacher supplies herself and each child with:—

1. A "Baby Threader," which is a large-eyed, blunt-pointed substitute for a needle.

These "Threaders" are admirably adapted for the purpose, and may be bought at Moffatt and Paige's, 25, Warwick-lane, Paternoster-row, for 5d. per 100.

2. About eight inches of very coarse cotton.

THE LESSON.

The teacher stands in front of her class occasionally with her back to the children, so as to occupy the same position as they do, and she does each act with them.

STEP I.

The children show right and left hands alternately until they can readily distinguish between them.

STEP II.

(a) The teacher holds the "threader" in her left

hand, about on a level with her mouth or chin, eight or ten inches from her face.

(b) She requires the children to do the same.

Note.—The precise distance must be regulated to suit individual eyesight.

STEP III.

(a) The teacher holds the cotton between the thumb and first finger of her right hand, with the short end pointing towards the eye of the "threader."

(b) She passes it through the eye to show how a needle is threaded.

(c) She unthreads it ready to start again.

STEP IV.

The teacher now requires her class to do exactly as she did without her assistance. In order to secure their doing it simultaneously she uses a simple drill which she thus explains, When I say :—

One, Show right hands,

Two, Take up needle in left hand in position for threading,

Three, Hold cotton in right hand between thumb and first finger,

Four, Pass it through the eye of "threader," and hold it up for teacher to see;

Five, Unthread it and carefully put it and the cotton down in groove of desk in front of you, and sit with hands behind.

The teacher repeats this drill until the children are thoroughly expert at it.

STEP V.

By a series of sharp questions, the teacher ascer-

tains whether all the children have understood and grasped her directions thus:—

(a) How and in which hand must you hold the needle?

(b) In which hand, and how, the cotton?

(c) What must you do when I say *one*? and so on.

STEP VI.

(a) The teacher now encourages the children to work all together, and, merely repeating the numbers, expects them simultaneously to attempt to pass the cotton through the eye of the "threader" when she says *four*, and to complete it while she counts thirty rather slowly. As a rule, the whole class have succeeded in doing this before she has finished counting, and proudly hold up their "threaders" for teacher to see.

(b) Having satisfied herself on this point, she commends the children, and rewards them by allowing them to do it again while she counts twenty only.

(c) She repeats this drill with her class several times, decreasing the number counted each time until they all easily do it while she counts five.

When thoroughly proficient in this exercise with the "threaders," the children are promoted to needles—No. 6 or 7,—and the drill is carefully repeated.

Concluding Observations.—From the very first children should be taught to take care of needles, not to carelessly lose or break them, and never to throw the broken pieces on the floor, because they

have not unfrequently penetrated the hands or feet of people, causing them great suffering and maiming them for life. It is well, therefore, for the mistress to give a simple lesson on "A Needle," in order that the children may have some notion of the labour and pains necessary to make such a tiny implement. A similar lesson on "Cotton" also promotes the intelligent and thrifty use of that material.

POSITION DRILL.

General Remarks.—This is a sort of play lesson, in which the teacher's object is to avail herself of the children's observing faculties and imitative powers, in order to teach them the several positions of their fingers necessary to enable them to hold their work properly. It is rather difficult with such tiny children.

Materials required.—The teacher should provide herself and each of her pupils with:—

1. A needle ready threaded.
2. A thimble.
3. A strip of coarse material on which a hem has been prepared.

She must, of course, do every act with the children.

The Drill.

1. Show piece of work in left hand.
2. Lay work down.
3. Place the left hand opposite the middle of the chest at a little distance from it.
4. Bend the fore-finger until the tip nearly touches the ball of the thumb.

5. Take up work, and put it between the thumb and fore-finger.

6. Join them so as to hold it firmly by the right hand corner.

7. Show right hand, holding the needle between thumb and fore-finger as teacher has hers.

8. Point needle towards left shoulder, and put it into the hem to make a stitch.

9. Hold the work between the thumb and fore-finger of both hands, and turn it over to see if the needle shines through.

10. Turn the work back again.

11. Push the needle through with top of thimble.

12. Draw out the needle in a circular position, and so complete the stitch.

The teacher repeats this drill until the children are sufficiently familiar with it to do each act when she simply names the number.

TO HEM A STRIP OF CALICO.

Preparation for the Lesson.—The teacher supplies each child in her class with :—

1. A needle.

2. A quarter of a yard of coloured cotton.

3. A strip of unbleached calico cut selvage way, nine inches long and two and a half inches wide, along one side of which a hem has been carefully turned down, tacked, and begun.

The children lay all of these on the desk in front of them.

Note.—The teacher is very careful to select for this purpose a calico of loose texture, free from

dress and with the threads clear and distinct ; a suitable quality, thirty inches wide, may be bought for threepence per yard, and one yard will furnish work for forty-eight children.

Now, standing in front of her class and encouraging her little pupils to do their best, the teacher gives

The Lesson, using a simple drill throughout to ensure each act being done by the whole class at once.

STEP I.

(a) The children show right and left hands alternately, saying as they do so, "I hold my needle in my right hand, and my work in my left."

(b) They thread their needles simultaneously while the teacher counts five, and lay them down in the groove of the desk in front.

(c) They examine the calico with the teacher, while, by means of a diagram on the blackboard, she helps them to see that it consists of some threads going down and others across. She tells them that they must always notice this, because, when they are a little older, they will have to count the threads in making the stitches.

STEP II.

(a) The teacher takes up her work and holds the right hand corner of it firmly between the thumb and fore-finger of her left hand ready to fasten on.

(b) She requires the children to do precisely the same. They repeat this until the whole class can hold their work properly.

STEP III.

(a) The teacher shows the children how to hold the needle in the right hand ready for working.

(b) She carefully drills them in this, because it is most important that from the first they should learn to handle their needles well.

STEP IV.

(a) The children point the needle towards the right.

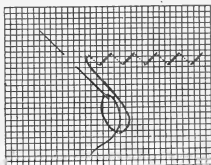


Diagram I.

(b) They put it into the work just below the hem, and draw it out so as to leave an end of cotton as long as teacher's (about half an inch).

(c) With the point of the needle they tuck the end under the hem, and hold it securely there with their left thumb.

(a) They hold up the work for teacher to see, who repeats this step until the whole class can do it perfectly.

STEP V.

(a) The children point the needle towards the middle of the left thumb nail.

(b) They put it into their work again just below the bottom of the hem, and then through the same distance above the edge of the hem in a slanting direction.

(c) They hold up their work so that teacher can see whether the needle shines through on the right side. If not, they must draw it back and repeat *a* and *b* until it does.

(d) They draw the cotton smoothly through the work. This forms one stitch. The children make seven or eight more stitches with the help of the teacher, who explains each act aloud as they do it.

STEP VI.

(a) By means of a diagram on the blackboard, the teacher points out to her class that, when properly made, the hemming stitches all slant nicely up and down, have equal distances between them, and are clearly seen on both sides of the work.

(b) She requires the children to do a few stitches by themselves.

STEP VII.

(a) Now they are far enough from the end to hold the work properly, which, therefore, they are next taught to do. The teacher tells them to imitate her movements and at the same time to say with her the following words:—

“When I am going to hem, I lay my work over the first three fingers of my left hand, and hold it firmly in place with my thumb and little finger.”

(b) She requires the children to repeat this process exactly, without her assistance.

Note.—When they have finished the hemming, they make a double stitch and have the cotton cut off for them.

A separate lesson is given in fastening on and off when the children become more expert in making the stitches.

Concluding Observations.—This completes the year's Needlework for Infants below Standard I, and with care and pains it may be thoroughly and satisfactorily accomplished.

Some similar plan should be adopted for teaching "knitting pin drill," "and knitting on two needles," which are prescribed for this section.

But an intelligent mistress with her heart in her work will possess abundant expedients to ensure success.

CODE.—STANDARD I.

Hemming, seaming, felling. Any garment or other useful article which can be completed by the above stitches, *e.g.*, a child's pinafore, pillowcase, or pocket-handkerchief. In small mixed country schools, strips (18 inches by 2 inches), hemming, etc., may be shown, at the discretion of the managers, in place of a garment.

STANDARD II.

The work of the previous Standard with greater skill. Any garment or other useful article as above.

(a) *HEMMING AND (b) COUNTER-HEMMING.*

Introduction.—The infants who have now mastered the hemming stitch, and have also learnt to fasten on

and off properly, on being promoted to Standard I. are taught to "fix" their own hems. And it is well to let them learn to make the required turns, first, on moderately stiff paper. Leaves from old copy-books serve this purpose admirably, as the lines form some guide to beginners.

The teacher, of course, does every act with her class, and is watchful to discover which of the children need more of her individual attention.

Materials required.—Each child is supplied with:—

1. A piece of tolerably stiff lined paper.
2. A strip of coarse unbleached calico.
3. A short needleful of cotton in each of the following colours: black, red, and blue, and a little white for tacking.
4. A suitable needle.

THE LESSON.

By the use of some simple drill the teacher trains her children to work all together.

(A) HEMMING.

STEP I.

(a) The children take up the paper and hold it securely by the top edge between the thumb and forefinger of the right hand.

(b) They turn down the edge towards them to the depth of $\frac{1}{4}$ of an inch—true to a line.

(c) They crease it along the top between the thumb and forefinger of the left hand.

(d) They hold it up so that the teacher can see if

they have followed her directions so far. She repeats if necessary.

STEP II.

(a) They fold the paper down again to form the hem, the teacher insisting that it must be of the same width throughout.

(b) They make a crease along the upper edge as before.

(c) The teacher examines every child's work, and corrects, commends, assists, or repeats as she sees best.

(d) The children put the paper down on the desk.

STEP III.

(a) They take up the calico and examine it carefully, the teacher helping them to find out which is the selvage way of it.

(b) They hold it in the proper position to make the turn as they learnt to do on paper.

(c) The teacher gives them some practice in counting the threads, which should be distinct enough not to try their eyes.

(d) Beginning from the right-hand top corner of the long side, they turn down the raw edge of the calico towards them, six threads deep and true to a thread.

(e) They pinch it in place with the thumb and forefinger of the right hand.

(f) They hold their work up for teacher to see.

STEP IV.

(a) The children make a second turn in the same way about ten or twelve threads deep.

(b) The teacher again examines every child's work.

(c) They lay it down on the desk while the teacher explains to them what she means by tacking.

(d) Threading their needles with white cotton, they take up the calico and tack the hem in place.

STEP V.

(a) The children fasten on according to the rule previously given, using each colour of cotton in the order named above—black, red, blue.

(b) The teacher examines each piece of hemming carefully, and specially tests the fastenings on and off.

(c) She allows her class to practise the stitch until all of them can do it well, and requires them to break off their cotton at frequent intervals, and begin again with a different colour, in order to ascertain their ability to fasten on and off neatly and strongly.

(B) COUNTER-HEMMING.

This is merely the application of the hemming stitch for the purpose of joining together two pieces of material, or two parts of a garment, by a flat seam. Each child must, however, be furnished with two pieces of paper upon which to learn how to make the proper turns, and the teacher will probably find it necessary to give them considerable practice with paper before they are entrusted with material to "fix" for themselves.

STEP I.

(a) The children fold down the edge of one piece of paper, wrong side over right, to the depth of a quarter of an inch, and crease it along.

(b) They turn down the edge of the other paper to the same depth, right side over wrong.

(c) They lay the two folds together, so that the edges hook lightly one into the other.

(d) The teacher examines each individual child's work, and tacks her paper along to show the class how it should look.

STEP II.

(a) The children are supplied with two pieces of

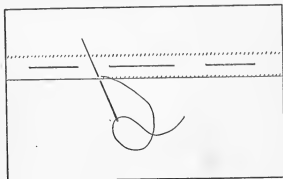


Diagram II.

calico, and with the teacher's help make the turns precisely as they did in the paper, true to a thread.

(b) They hook them together as before.

(c) They tack the seam lightly along.

Note.—Children require to repeat Step II. several times before they succeed in doing it well.

STEP III.

They hem the seam neatly on both sides, taking

special pains to make the fastenings on very secure.

Concluding Remarks.—After such lessons as the above, the teacher shows her class some simple garments, as pinafores of different shapes, made by hemming and counter-hemming. Then by a few judicious remarks she excites in them a desire to be able to produce similar ones. Next she rewards the most diligent and expert of her little pupils by allowing them to make a pinafore entirely by themselves.

(a) *SEWING.* (b) *SEWING AND FELLING A SEAM.*

Introduction.—A mistress who has carefully stored the strips of calico upon which her children have practised hemming, will now be able to turn them to good account, for it is unwise to teach infants to sew on selvages, because they are generally uneven, especially on cheap calico, and learners are, therefore, apt to take the stitches too deep in places, and so form an ugly seam.

Preparation for the Lesson.—The teacher provides herself with a specimen or two of good sewing done in coloured cotton, and by reference to these, and an occasional rough diagram on the blackboard, she leads the children to notice the following :—

1. The stitches form an even line.
2. They are all of the same size, for each covers two threads of the material.
3. They slant on the right side, but are straight on the wrong, for sewing should be done on the right side of a garment.

4. The spaces between the stitches are all equal. By a few well-chosen remarks the teacher next arouses in her pupils a desire to imitate such good work. She then tells them that, in order to succeed, they must be careful;—

(a) How they sit.

(b) How they hold their work.

She supplies herself and each child with two pieces of calico, hemmed along one side; short needlefuls of red and blue cotton, and needles. Teacher and class then tack the strips together by the top of the hems. The teacher now shows the children how they ought to sit, and how to hold their work for sewing. She still farther helps them to understand her directions by doing each act with them and requiring them to repeat the following after her:—

When I am going to sew—

1. I sit upright with my feet flat on the floor.

2. I lay my work at first along the fore-finger of my left hand, and keep it in place with my thumb.

3. When I have sewn two or three inches, I put my work over the first three fingers of my left hand, and hold it firmly there with my thumb and little finger.

4. I keep my elbows away from my sides, else I shall pucker my sewing.

5. I never use a knot when I begin on.

Note.—The children require considerable drill and practice, both in sitting and in holding their work, before they learn the sewing stitch. But

as soon as they have become expert the teacher gives :—

THE LESSON. (A) SEWING.

STEP I.

(a) The teacher does a little sewing before the class, and remarks that in making a stitch she takes up one thread at the top of both hems.

(b) The children fasten on at the right hand side, by putting the needle through the two edges and drawing the cotton out to within half-an-inch of the end.

(c) They secure the end by five or six stitches.

The teacher examines each child's work.

STEP II.

(a) Pointing the needle towards their chests, they put it through their work in a straight direction, just below the top thread of the hem of the calico. They repeat this process until the cotton is almost used up, when they cut it off, leaving an end as long as teacher's.

(b) They fasten on with a fresh needleful of cotton of another colour, by putting the needle through on the under side of one edge of the seam, and drawing the cotton through the work to within half an inch of the end.

(c) They lay this end, and that left from the last needleful, along the top of the seam, and sew them firmly over by working six or seven stitches.

(d) They take out the tacking thread and flatten the seam when they have finished sewing it.

Note.—Teachers often object to the children using

either their nails or their thimbles for this purpose, because they soil the work, and prefer therefore to supply their pupils with bone flatteners, which may be had of Venables, Whitechapel, for 1s. per dozen.

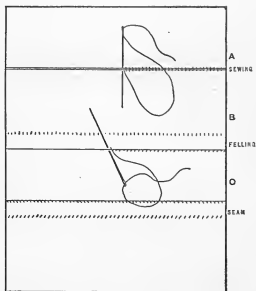


Diagram III.

(B) SEWING AND FELLING A SEAM.

The children now have to learn to make a double fold on one of the pieces of material to be joined, and also to fix the seam. It is not very easy for them to do this. Hence a teacher is wise to let them thoroughly master it on paper first. The

necessary drill is much the same as that required in teaching hemming and counter-hemming. When the children are promoted to using material, they work as follows :—

STEP I.

(a) The children take up one piece of calico.

(b) From the right-hand corner of it they make a turn six threads deep, like the first fold for a hem.

(c) They turn the work quite round, so as to begin at the opposite corner.

(d) They then fold it towards them eight threads deep.

(e) After the teacher has examined the children's work individually they lay it on the desk in front of them.

(f) They take up the other piece of calico and fold the raw edge over to a depth of six threads.

(g) They lay the folds together quite evenly, as they learnt to do in paper, and tack them in place.

The teacher once more examines every child's work.

STEP II.

(a) The children sew the whole seam precisely as before, paying special attention to the fastenings on.

(b) They take out the tacking thread and flatten the seam so that the double fold of the fell turns over the single one, like a hem.

At this stage the teacher again examines each child's work, and remarks that the fell must be of the same width throughout, and the narrower it is the better, provided that the raw edges are hidden.

(c) The children tack the fell in place, securing it

at short intervals by a back stitch to prevent its pulling over.

(d) They hem it down, being careful to take every stitch clearly through to the right side of the calico. When they have hemmed a short piece they again show their work to the teacher.

Concluding Observations.—As soon as the children can sew and fell a seam tolerably well the teacher shows them how to make pleats. And when they have practised awhile on paper they are allowed to pleat up the raw edges of the strips which they sewed together, and the elder children fix each into a little band ready for them to hem on. The teacher calls this a "doll's apron," and her tiny pupils are delighted to think that they have completed a real garment, for they are always disappointed if they are kept working on strips only, as such.

Thus in Standard I. the children are prepared to make pinafores, aprons, pillow cases, and little chemises.

CODE.—STANDARD III.

The work of the previous Standards, stitching, and sewing on strings. Garment, a pinafore, shift, or apron.

Herring-bone stitch. The stitch only on canvas, or flannel.

Darning, simple, on canvas.

STITCHING.

Necessary Appliances.—During the lesson, the teacher should use her demonstration frame, and also have a blackboard at hand, upon which she

ought occasionally to draw diagrams to illustrate the appearance of the stitch when properly made, to correct the children's mistakes and enforce her own teaching.

Preparation for the Lesson.—Before attempting to teach the stitch, the teacher should provide every child with a suitable needle, a small quantity of red ingrain skein cotton, and a square of ordinary canvas, say 6 × 6 inches, neatly lined with Turkey red twill. As the preparation of these little samplers demands some care, the teacher must at least fix

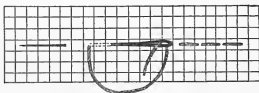


Diagram IV.

them herself, then possibly she might reward a few of the most deft-fingered of her pupils by allowing them to carefully sew round the edges. Each sampler should have the owner's name clearly written on tape and tacked at the back.

THE LESSON. (A) TO TEACH THE STITCH.

STEP I.

The teacher explains the use of the demonstration frame by pointing out :—

(a) That it resembles their canvas in being composed of squares, only larger.

(b) That the tapes in it represent the threads going the warp and weft ways. of the material.

(c) That it differs from their samplers in not being lined.

STEP II.

(a) The teacher fastens on at the right hand side of her frame about four threads from the top, and prepares to make the first stitch by bringing her needle out two threads to the left.

(b) She puts her needle back over the two threads to the right, and takes up two to the left, explaining that after the first one, in making each stitch four threads will be on the needle.

(c) She does several stitches before the class, and points out that the cotton may be kept either above or below the needle, as the worker may prefer, only the same plan must be pursued throughout, else the line of stitches will be irregular and the back of the work untidy.

Teacher illustrates this by diagram on black-board.

STEP III.

(a) The children prepare to begin by slipping the needle between the canvas and its lining to within four threads of the upper edge on the right hand side, and make a repeated sewing stitch so as to fasten on firmly.

(b) They bring their needle out two threads to the left.

(c) They put it back over these and bring it out two threads to the left, and so make the first stitch.

(d) They do seven or eight stitches this way,

being careful to take them quite through canvas and lining.

The teacher having worked thus far with the children, now examines each child's sampler, and corrects mistakes by use of "frame" and blackboard.

(e) The children are then allowed to finish the line of stitching alone.

(f) They fasten off by passing the needle to the back of their work, and making two or three stitches over those already there.

At the first convenient opportunity the teacher should allow the children to test their skill by doing three or four more rows of stitching at regular intervals on their little samplers. These should then be collected and put away until they are wanted by the class upon which to learn the herring-bone stitch and plain darning.

(B) STITCHING.

Preparation for the Lesson.—The teacher examines some excellent specimens with her class, and leads the children to notice that stitching is a strong way of joining seams of skirts, bands, etc. She also points out that, when well done, it gives a pretty ornamental finish to those parts of underclothing to which it is generally applied, such as the collars, wristbands, and fronts of shirts and nightdresses, bands of chemises, etc. She adds that, as far as possible, stitching should be done on the selvage way, and explains:—

1. That it consists of a series of back stitches

worked from right to left on the right side of double material.

2. That the stitches are all of the same size, and stand up roundly from the work.

3. That the stitching must be kept true to a line or crease at a uniform distance from the edge, but a thread must not be drawn as a guide, because that weakens the fabric, and if her little pupils try their best they will soon become clever enough to measure accurately with their eye.

Appliances.—The teacher supplies herself and each of her children with:—

1. A piece of loose-textured rather coarse unbleached calico, free from dress, and six inches square.

2. A little coloured cotton and a needle to carry it.

She does each act with her class, and uses either a blackboard or a demonstration frame to illustrate her directions.

THE LESSON.

STEP I.

The teacher shows the children how to find out which is the selvage way of the calico.

(a) They double their square selvage way and crease it across.

(b) They turn down the raw edges on the three sides.

The teacher examines every child's work.

(c) They tack the edges of the folds quite evenly together, so that they lie perfectly flat.

(d) They sew them neatly round.

The teacher again examines their pieces individually.

STEP II.

(a) The children hold their work securely between the thumb and forefinger of the left hand, with the sewing of the long side uppermost.

(b) They fold down the top edge to the depth of half an inch, and pinch it firmly along to mark the line of stitching.

Note.—The children require some practice in this before they succeed very well, but the teacher encourages them to persevere in trying to make the crease true to a thread.

She once more examines their work.

(c) They fasten on, at the right hand corner, by slipping the needle between the double calico, then, leaving an end about an inch long inside, they secure the cotton by a repeated stitch.

(d) They pass the needle two threads towards the left, and draw it out on the right side.

They are now ready to begin the stitching.

STEP III.

(a) The children put the needle back two threads to the right, and bring it out two threads in front to the left. Thus, in making each stitch, four threads are always on the needle.

(b) They repeat this process several times with the teacher, and then do a few stitches alone. They are careful to put the needle back each time into the place where it came out before, for if even half a thread be left between the stitches, the appearance of the whole is spoilt.

The teacher examines the children's pieces, and corrects by use of the blackboard or demonstration frame. She will find that their chief fault is that of leaving threads between the stitches.

When they have done a short piece of the stitching she requires them to hold their work over the fingers of the left hand as for hemming.

(c) The children fasten off as follows:—

1. They pass the needle through to the wrong side of the work.
2. They loosely sew over the stitches at the back for the length of about half an inch.
3. They slip the needle just below the stitching on the right side, and cut the cotton off, so that an end remains between the double material, to allow for shrinking.

(d) They fasten on each fresh needleful of cotton as at first.

Closing Remarks.—The children should be encouraged to keep their stitching clean, and as soon as they can do it tolerably straight and regular they should be rewarded by being allowed to stitch on some garment where it is needed.

SEWING ON TAPE STRINGS.

Preparation for the Lesson.—A short time before, each child makes a little band in calico.

The teacher provides herself with excellent specimens, and draws her children's attention to the frequent use of strings to fasten the bands of under garments, the waists of children's pinafores, etc. She points out the necessity of their being put on

neatly, so as not to detract from the general finish of the garment, and yet strongly, in order to resist the strain of wear.

She remarks that she is about to teach them an excellent method of accomplishing this.

She now supplies every girl with her little calico band, and about three inches of tape, with suitable needle and cotton. Then with her blackboard at hand on which to illustrate her directions, and working each step with her class, she proceeds to give:—

THE LESSON. TO SEW ON TAPE STRINGS.

STEP I.

(a) The children make a crease across the string at about half the width of the tape from the raw edge to mark where it is to be put on.

(b) They place the tape on the wrong side of the band, so that its raw edge is parallel to the end of the band, and the width of the tape from it. This forms a square when finished, because the measurement is taken from the crease.

(c) They hold the tape firmly in position with the left thumb.

(d) They neatly and securely back stitch it along the crease.

The teacher examines every child's work.

STEP II.

(a) The children turn the tape back, taking pains to keep it perfectly parallel with the top and bottom of the band, true to a thread.

(b) They fasten the tape to the edge of the band by a line of oblique stitches worked from right to left like the under stitch in marking.

(c) They work back again from left to right, and

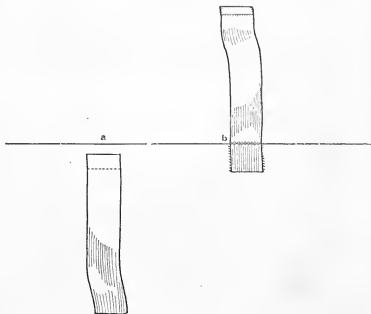


Diagram V.

so cross the above-named stitches, which then resemble a line of marking.

The teacher again examines each child's work.

STEP III.

(a) The children slip the needle under the tape

up to the row of stitching and hem down one side of the interval between.

(b) They pass the needle from thence between the tape and the band to the other end, which they also hem, and after doubling the stitch they slip the needle to the top of the band, and cut the cotton off.

Note.—The teacher carefully explains that it is better not to hem the sides until the last, because otherwise the tape is apt to pucker, and become displaced.

(c) The children hem the loose end of the tape to strengthen it and give it a neat finish, as well as to prevent its wearing rough, or tearing in the wash.

The teacher examines the work individually to see that her directions have been exactly followed.

HERRING-BONE STITCH.

Preparation for the Lesson.—The teacher, of course, has her demonstration frame upon which she works all the time before her class, and a blackboard at hand, which she should use to illustrate her teaching, to remove difficulties and correct mistakes. She supplies each child with the little sampler upon which she learnt to stitch, about a yard of ingrain cotton, and a needle large enough to carry it.

THE LESSON. (A) TO TEACH THE STITCH.

The teacher remarks to her class that this stitch differs from any which they have previously done in being worked from left to right.

STEP I.

(a) She fastens on at the left hand side of her frame, about six threads from the top.

(b) The children count with her four threads vertically down, and then four to the right, and she puts her needle in at that point and takes up on it two threads to the left. This forms the first stitch.

(c) The children count with the teacher four threads, perpendicularly upwards from the point where the needle came out, and four to the right, and she takes up two threads to the left as before, to make the second stitch.

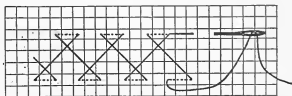


Diagram VI.

(d) The teacher does three or four more stitches before the class, the children counting the threads with her each time.

(e) She draws a diagram on the blackboard to illustrate the stitch and the position of the needle in making it.

STEP II.

By reference to the diagram and the stitches on the frame, the teacher now points out to her children:—

(a) That herring-boning consists of a series of little crosses, of uniform size, and that the spaces between them are equal.

(*b*) That the stitches are made alternately one up and one down, with four threads between the two lines.

(*c*) That the cotton is always behind, *i.e.*, to the right of the needle.

(*d*) That two threads are taken upon the needle for each stitch, and every succeeding stitch should be four threads to the right of the previous one.

STEP III.

(*a*) The children take up their samplers and thread needles at the teacher's command.

(*b*) They fasten on at the left hand side by slipping the needle between the canvas and its lining, and bringing it out about ten threads below the last row of stitching, and four to the right.

(*c*) They hold their samplers as for hemming and count two threads down and two to the right, and take upon the needle two threads to the left.

(*d*) They count aloud four threads vertically up and four horizontally to the right, and take on the needle two threads to the left.

(*e*) They count similarly downwards, and make the lower stitch.

(*f*) They work several stitches by themselves.

The teacher examines every child's sampler, and explains that the beauty of herring-boning depends upon the regularity of the stitches, and the cotton must not be pulled too tightly or it will spoil their appearance.

(*g*) The children complete the row of herring-bone stitches, and then fasten off by slipping the needle through to the edge of their work, making two

or three sewing stitches and cutting the cotton off. They should be allowed to thoroughly practise the stitch by doing three or four rows across their samplers.

SIMPLE DARNING.

Preparation for the Lesson.—The teacher provides every child with a little square of unlined canvas, a small quantity of coloured Shetland wool, and a wool or crewel needle, because the point is blunter than that of an ordinary darner, and therefore less apt to prick the fingers of the worker.

With her demonstration frame and a blackboard at hand on which to illustrate her directions or correct the attempts of the children, the teacher works the whole time with her class.

THE LESSON. TO TEACH THE STITCH.

STEP I.

(a) The teacher fastens on at the left hand side, and at a short distance from the bottom of the frame.

Note.—Some prefer to darn from right to left, but that is quite a matter of choice.

(b) Holding the needle firmly between the thumb and fore-finger of her right hand and pointing it upwards, she alternately takes up and leaves a thread until she has about five on her needle.

(c) She draws it out in a vertical position, leaving a short loop at the bottom, and thus completes the first row.

(d) Starting one thread higher, she points the

needle directly downwards, and works the next row by taking up the threads left down before and bringing her needle out one thread lower than in the previous row, leaving a short loop at the top.

(e) The teacher does a third row, lengthened by a thread at each end, and then two more rows, decreasing in the same proportion.

(f) She then explains to the children that a darn should never have straight edges, or it will pull away from the material which it is intended to strengthen. She makes a diagram on the blackboard to further illustrate this.

STEP II.

(a) The children thread their needles simultaneously and lay them down on the desk in front.

(b) They arrange their work over the first and second fingers of the left hand, and hold it securely in that position with the third and fourth fingers and the thumb.

(c) They take up the needle, and pointing it outwards from the chest insert it about an inch from the left hand side, and the same distance from the bottom of the square of canvas.

(d) They alternately take up and leave a thread until the needle is full of stitches, and then draw it out so as to leave a loop of wool about $\frac{1}{4}$ of an inch long. This finishes the first row.

(e) Beginning a thread higher, they point the needle towards the chest and work downwards in the same way, and taking a thread lower.

(f) They repeat the movements in (d), and thus make the third, central, and longest row.

(g) Under the direction of the teacher they darn two more rows of decreasing length, and thus complete one wave or outward curve.

The teacher examines each child's work and corrects mistakes by diagrams on the blackboard.

STEP III.

(a) The children do four or five rows by themselves.

(b) The teacher again examines their work, and if the result prove satisfactory she rewards the class by allowing them to begin and entirely complete a darn without her assistance.

At convenient opportunities, the teacher gives the children abundant practice until they can do the stitch easily and perfectly.

CODE.—STANDARD IV.

1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on botton. Garment, a plain nightshirt, nightgown, or petticoat.

2. Marking, simple, on canvas.

3. Darning, plain (as for thin places), in stocking web material.

4. Herring-bone, a patch (at least three inches square) on coarse flannel.

GATHERING, STROKING, AND SETTING IN GATHERS.

Preparation for the Lesson.—A day or two before giving this lesson, the teacher furnishes each child with a strip of calico 4 inches long, selvage way, by $1\frac{1}{2}$ inches wide. Under her directions they make this into a little band, which having halved and quartered, they lay aside until they need it.

Then producing some excellent specimens of gathering and setting in gathers, the teacher points out to her class that good gathering is really an ornamental way of putting a quantity of material into a small compass. She adds that it is always worked on the right side and across the weft of the calico or linen, and remarks upon the application of gathering to the parts of various articles of under-clothing.

The teacher next supplies herself and each of her children with :—

1. A piece of coarse loose textured calico free from dress, and about eight inches long by three deep.

2. A small quantity of white cotton of suitable size, and a needle to carry it.

3. About four inches of coloured cotton.

4. A medium-sized darning or straw needle.

And with her specimens at hand for reference, and a blackboard on which to illustrate her directions as occasion demands, working the whole time with her class, she gives :—

THE LESSON.

STEP I.

- (a) The children thread their needles with the coloured cotton simultaneously, and lay them down.

- (b) They fold the calico vertically into halves and quarters.

- (c) Taking up their needles, they mark each of these divisions with a loose stitch or two of coloured

cotton. The value of this to be shown in the course of the lesson.

(d) They turn down a fold, wrong side over right, true to a thread, about fourteen threads from the top edge of the calico.

(e) They press it firmly between the thumb and forefinger of the left hand.

The teacher examines every child's work, and

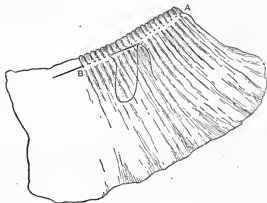


Diagram VII.

cautions her class never to draw a thread as a guide for gathering, because it weakens the fabric.

STEP II.—GATHERING.

(a) The children fasten on securely by two or three close stitches at the right-hand side of the part to be gathered, exactly opposite the crease.

(b) They make each stitch by taking two threads upon the needle, and leaving four, repeating this along the crease throughout the length of the calico.

Note.—At first the children must make each stitch singly, but afterwards they may take three or four stitches at once. After some practice, too, they will be able to keep to the thread in gathering without having the crease to guide them.

The teacher again examines each child's work.

STEP III.—PREPARATION FOR STROKING.

(a) The children draw up the gathering thread tolerably tight, and secure it by winding it round a pin on the left side of the gathers. The teacher shows them how to do this.

(b) With a firm pull they straighten the calico below the gathers.

STEP IV.—STROKING.

(a) The children, taking up the darning or straw needle, hold it lightly, but firmly, between thumb and forefinger of the right hand.

(b) Beginning at the left side close to the pin, they lift each gather in turn with the point of the needle, and gently push it under the left-hand thumb.

(c) Drawing the needle quickly and lightly downwards, they stroke the gathers into a vertical position. They will probably have to tighten the cotton once or twice during the process.

(d) They stroke the gathers above the thread also.

The teacher now again examines every child's work, and explains the difference between "stroking" and "scratching." She cautions her class against using a common pin or a very short needle to stroke gathers with, for either of these will certainly scratch the material into stripes, and cause it soon to drop to pieces in the wash.

STEP V.—FIXING THE BAND.

(a) The children remove the pin at the left-hand side, and set the gathers free.

(b) Taking up the band, they lay the front side of it over the raw edge of the gathered piece, and pin the halves and quarters of the two together exactly.

(c) They regulate the gathers, drawing up the cotton to the required length, and securing the end

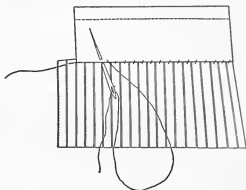


Diagram VIII.

by winding it round a pin at the left-hand side, as if preparing to begin stroking.

(d) They carefully tack the band in place and take out the pins.

The teacher once more examines each child's work, and points out that much of the ultimate success depends on the fixing being well done.

STEP VI.—SETTING IN THE GATHERS.

(a) The children hold their work firmly, so as to

bring the left thumb almost in a line with the gathers.

The teacher cautions her class not to push the thumb along the material, because that will disarrange the gathers, and tells them to lift it gently from time to time instead.

(*b*) They fasten on securely at the right-hand side of their work.

(*c*) Pointing the needle upwards, they take up each gather separately, and by a single stitch attach it to the band, about one thread in. They repeat this until the whole of the front side is put on.

The teacher explains and demonstrates that :—

1. The cotton must be pulled rather tight, so as to make the stitches look small and neat.

2. The gathers must be taken up at even distances.

3. The band must not be hemmed on, or the appearance of the whole will be spoilt.

STEP VII.—FELLING THE BAND.

(*a*) The children first pin and then tack the inside of the band down over the gathers.

(*b*) Holding their needles in the same position, they take up the gathers one by one, precisely as they did on the front side.

(*c*) They fasten off very neatly, being careful that the ends of their work are as presentable as the other part.

The teacher for the last time examines each child's work, and draws the attention of her class to the following points :—

1. The needle must not be held as for hemming, or the band will twist.

2. The felling of the band must be exactly on the line of setting in of the front, so that the stitches made on the wrong side are never to be seen on the right.

Closing Remarks.—Perhaps some of the children may have seen professional shirtmakers do the "stocking," as their peculiar way of setting in gathers is termed. If so, it must have struck them how expertly and skilfully these needlewomen accomplish it. They use no thread, but with the utmost ease and exactness they slide just enough material under the thumb to form a single gather, and the whole is beautifully regular and even.

The above information may be divided into subject matter for two or three lessons, according to the discretion of the teacher and the attainments and capacities of her children.

BUTTON-HOLE STITCH.

Introduction.—A considerable amount of skill and the most vigilant supervision are necessary on the part of the teacher who attempts to give a collective lesson on button-holing, and not more than twenty-four girls can be successfully taught at once.

Preparation for the Lesson.—A few days before giving the above lesson, the teacher shows her class some excellent specimens of button-holes, and draws their attention to the pretty finish which the knotted stitch gives to their edges, as well as to the method of strengthening their ends. She also points out that they are always made on the right side of double material, that the cotton should be as nearly

as possible like the threads of the texture, and that the stitch is worked from left to right. The teacher then supplies each girl with :—

1. A piece of coarse linen, in which the threads are very distinct, six inches long selvage way and four inches wide, cut true to a thread.

2. A needle and a small quantity of white cotton. And taking a larger piece of the same linen herself, with a coarser needle and cotton, she proceeds to show the children how to prepare for learning the stitch thus :—

They double the linen lengthwise, lay the edges quite evenly together, and thickly tack, or slightly overcast them to keep them in place. The pieces are now ready for use, and are stored until required.

The Lesson.—The teacher gives out the pieces, and also provides each child with a little coloured cotton which will show up the stitches well.

She is careful to do every step in the process with her class, standing with her back towards them, to be in the same position as they, but turning round frequently to supervise them. She also illustrates her directions, and makes numerous diagrams on the blackboard, which greatly tend to the success of the lesson.

(A) TO MAKE THE STITCH.

STEP I.

(a) The children simultaneously thread their needles with the coloured cotton.

(b) They fasten on securely at the left-hand top

corner of their work, and lay it down in front of them awhile.

(c) The teacher works two or three stitches, while the children closely watch her movements, and listen intently to her analysis of the process aloud, thus:—

1. I put the needle in at the back of the linen four threads below the top edge, and at that point bring it out on the right side towards the chest.

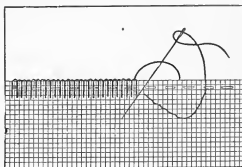


Diagram IX.

2. I draw the cotton out nearly to its full extent, leaving only a short loop.

3. I pass the needle through the back of the loop, and draw the cotton out at right angles to the work, pulling the stitch tight.

4. I carefully keep my cotton vertical, for if I pull it ever so slightly to the right or left, the stitch will be slanting instead of upright.

Note.—Some people turn the cotton round under the point of the needle on its left side, but children learn the above method quickest.

STEP II.

(a) The children take up their work, lay it in a horizontal position along the forefinger of the left hand, and hold it firmly there with the thumb.

(b) They do two or three stitches with the teacher.

She then examines each child's work, removes those who need individual attention, and seats them close to her.

(c) While the rest of the class are practising the stitch, the teacher repeats her directions to the more backward ones, and works four or five stitches with them. After this she probably finds that most of them can do the stitch correctly, but that one or two still require help, therefore :—

(d) She takes each of these in turn, stands behind her, and shows her again until she has mastered the stitch.

By such watchful management and patient guidance the whole class soon thoroughly succeed.

(B) TO MAKE A BUTTON-HOLE.

The teacher sees that each child has a fresh supply of white cotton and a pair of scissors, or, what is preferable, a sharp penknife, and a halfpenny, or a little piece of hard wood upon which to cut. The last-named is important, or the children may be tempted to cut their button-holes on the desks, which would then soon become scratched and spoilt. A penknife is much easier to use for the purpose than scissors, and every good needlewoman knows

that the beauty of a button-hole greatly depends upon how it is cut.

Note.—Some teachers may think it unpractical to prefer knives for cutting button-holes, because they could not readily supply a whole class with them,

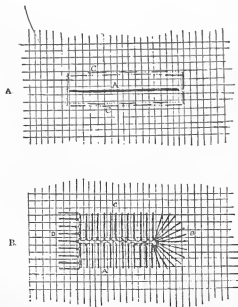


Diagram X.

whereas, at this stage of her school life, each child is required to have a pair of scissors. True, but the difficulty is not insurmountable. Many of the elder girls carry a penknife for erasing, and as soon as they realise how much easier and better they can cut their button-holes with it, they will gladly keep

it sharp for that purpose. But every teacher must use her own discretion about the choice of the particular implement. In this, as in all other practical matters of daily life, the highest wisdom is to adapt herself to circumstances.

STEP I.

(a) The teacher lays her piece on a halfpenny, and with one stroke of the penknife cuts a button-hole.

(b) She repeats this two or three times before her class.

STEP II.

The teacher carefully points out:—

(a) That a button-hole is really a slit cut in the double material, true to a thread.

(b) With few exceptions, to be learnt by degrees, it should be cut on the selvage way, in plain needle-work.

(c) It ought to be long enough to admit the button easily.

STEP III.

(a) The children then cut a button-hole, following the above directions.

(b) The teacher examines each, and requires the process to be repeated until the whole class are tolerably expert at it.

(c) The children tack the edges evenly together as they did in the piece.

Note.—When more advanced, they may substitute loose strands of cotton for the tacking.

STEP IV.

(a) The children work the lower edge of the button-hole with the stitch they have learnt.

(b) They turn the end by making nine stitches in it at regular intervals at the same depth as the sides, but so as to form a semicircle (illustrated on blackboard). This is to strengthen it to bear the strain of the button. Some teachers say that it is better not to use the knotted stitch for the end, but that is quite a matter of opinion.

(c) The children work the second side of the button-hole as they did the first.

(d) They make the square end by working nine stitches in a straight line into the material.

(e) They fasten the cotton off securely on the wrong side of the material.

STEP V.

(a) The teacher examines the children's work individually, and remarks upon the merits or demerits of each, meanwhile drawing their attention to the characteristics of a good button-hole, namely:—

1. It is closed like a slit and does not resemble a hole.

2. Its edges are even.

3. All the stitches are perfectly upright.

(b) She next allows her class to make button-holes as often as possible on increasingly fine textures.

Note.—(A) and (B) may be given as separate lessons at the teacher's discretion.

TO SEW ON BUTTONS.

The teacher now provides herself with a large metal button and a circular piece of cardboard or

double drawing paper, to represent a linen button of sufficient size to be easily seen by the class, some coarse coloured cotton or wool, and a needle. While working with the children the teacher explains the reason for the value of each act in the processes.

(A) PEARL AND SIMILAR BUTTONS.

STEP I.

(a) At the opposite end to that on which they have just put the string the children insert the needle on the wrong side of the little band at about three-quarters of an inch from the place for the button.

(b) They slip it between the double calico to the required spot, holding the end of the cotton firmly down under the left thumb.

(c) They bring the needle out again on the wrong side, and after fastening on securely by two or three stitches, pass it to the right.

(d) From underneath they put the needle through the right-hand lower hole of the button, and then through the left-hand upper one and the band, thus making an oblique stitch and drawing the button into place.

(e) From the under side of the work they bring the needle through the right-hand upper hole.

(f) They put it in the left-hand lower hole, and draw it out through the band on the wrong side, and so complete the cross-stitch.

They repeat *d*, *e*, and *f* in turn about five times more.

The teacher examines each child's work.

STEP II.

(a) The children wind the cotton several times round under the button to form a stem which raises it a little from the calico, and also strengthens it.

(b) They fasten off by three or four repeated stitches on the wrong side, and then, slipping the needle to the top of the band, cut off the thread.

Observe.—The piece of cotton left between the

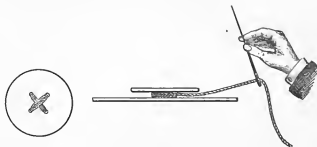


Diagram XI.

layers of the band gives freedom to the button, and allows for shrinking in the wash.

The teacher again examines each child's work, and repeats her directions if need be.

(B) LINEN BUTTONS.

The teacher makes a diagram on the blackboard, and then, by means of it and her specimen, she points out to her class:—

- i. That when a linen button is properly sewn

on, the stitches form a star, each one coming from the centre.

2. That its perfection depends upon all the stitches being of the same length and separated by equal spaces.

3. That the button is not always fastened to the card upon which it is bought exactly by its centre.

4. That the radius of the circle in which to work is regulated by the size of the button, but is always within the metal rim.

Then with her coloured cotton or wool she makes such a star on her cardboard before the class, while they attentively watch her. She next slowly and deliberately gives directions to the children which she requires them to follow.

STEP I.

(a) They fasten on as before.

(b) They find the centre of the button, and pass the needle through it from beneath.

(c) From the centre they make four stitches of the intended length, one to the right, one to the left, one above, and one below. Thus they divide their circle into quarters, which is an excellent guide in making the remaining stitches.

The teacher examines each child's work, and corrects or commends it at her discretion.

STEP II.

(a) The children fill up these four intervals with what skill they can, the number of stitches in each of course being determined by the size of the button.

A little practice soon makes them expert at this.

But the teacher watches over them individually, and points out the importance of bringing the needle back to the centre of the button after making each stitch, because this greatly strengthens it.

(*b*) The children finally pass the needle back through the centre of the button downwards, twist the cotton round several times under it, and fasten off as before. The teacher once more examines the children's work. If they have followed her



Diagram XII.

directions, the stitches will form a similar though not quite so perfect a star on the wrong side of the work also.

The most successful in the class should be rewarded by being allowed to set some buttons on two or three garments.

SIMPLE MARKING ON CANVAS.

Introductory Remarks.—It is astonishing how few people mark really well, and yet it is not difficult to learn. Indeed, a thoroughly efficient, experienced mistress who is an excellent disciplinarian, may give a very successful lesson on the stitch to a large class. But it is unwise for a teacher of inferior ability to

attempt to teach more than twenty children at once.

Of course, some of the pupils learn more quickly than others, hence she may find it necessary to repeat the lesson for the sake of the slower and more backward ones. But the children who have mastered the stitch might be rewarded by being allowed to help those who have not. The teacher herself cannot afford to give individual assistance except in cases where all other means have failed.

Materials and Preparation for Lesson.—Ordinary canvas is the best material upon which to teach marking, because its threads are distinct. It is very cheap too; a yard thirty inches wide, which may be bought for ninepence, will cut up into sixty-three pieces four inches square, quite large enough for the purpose.

If the school cannot afford to provide these, the teacher should charge the children one halfpenny each. She would thus recover her outlay, and also have a surplus to expend in buying some braid, and balls of ingrain red or blue cotton with which to mark.

At a previous lesson, therefore, the teacher provides every child in her class with:—

1. A little square of canvas and enough white cotton braid to bind it.
2. A small quantity of the ingrain cotton, and a needle of suitable size to carry it.

She next explains that they must prepare their tiny samplers before attempting to mark on them. Then, using a large square of sailor's canvas, coarser

braid, coloured wool, and a darning needle, she proceeds to direct and to show them how to do this, as follows :—

(a) The children carefully lay the braid over the edge of the canvas, so as to form a bind of equal depth on both sides, and tack it firmly in place, taking pains to make the diagonal corners match.

The teacher illustrates by a diagram on the blackboard and by reference to her own work.

(b) They hem the braid down neatly on both sides, or stitch it regularly through on the right side near the edge.

The teacher explains that this strengthens the sampler, and gives it a pretty and effective finish.

At an early opportunity should follow :—

THE LESSON ON MARKING. (A)—TO MAKE THE STITCH.

By means of blackboard and demonstration frame the teacher leads the children to notice that the cross stitch is made by covering the diagonals of a tiny square two threads each way, so that, when properly done, all the stitches are exactly of the same size.

STEP I.

In obedience to her directions :—

(a) The children thread their needles simultaneously, and hold them in right hand ready for use.

(b) They take up sampler, and lay it over the fingers of the left hand as for hemming.

(c) They insert the needle about six threads from

the top, and close to the right-hand edge of sampler, and draw cotton through, leaving about half an inch free, and then work from right to left.

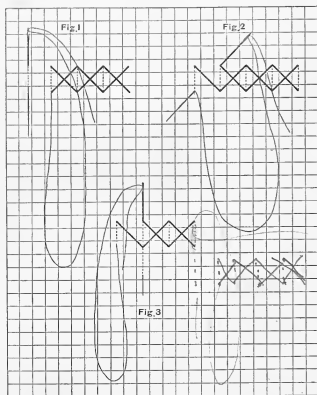


Diagram XIII.

(d) They put the needle in at the left-hand top corner of the little square of two threads, and bring it

out at the left-hand bottom one. This forms a diagonal across the square.

(*e*) They insert the needle in the right-hand top corner of the square, and bring it out at the left-hand bottom one. This completes the cross.

(*f*) The children repeat (*e*) in first stitch to make a secure fastening on, and they can then cut off the loose end of cotton.

(*g*) They make three or four more stitches in a line with the first, while the teacher works with her demonstration frame, deliberately repeating her directions and insisting on their being exactly followed.

The teacher now examines each child's work, and tells her class that they must handle the cotton lightly, for if they draw it clumsily through at every stitch, the warmth of their fingers will soon rot it and cause it to break very frequently.

STEP II.

(*a*) The children complete the line of marking without assistance.

(*b*) They fasten off by slipping the needle to the back of the canvas, neatly sewing over the last two or three stitches, and cutting the cotton off.

(*c*) They may be allowed to do a row of marking one stitch up and one down for practice.

(B) TO MARK LETTERS.

The Government Schedule requires Standard IV. to learn to mark any of the following six letters from memory, E, H, I, L, O, T. But experience shows that this is not the best order in which to teach them. The teacher points out to the class that, as

the diamond $\begin{array}{c} \times \times \\ \times \times \\ \times \times \\ \times \times \\ \times \times \\ \times \times \end{array}$ enters into the composition of five

of them, while the sixth is quite distinct in shape, they may be learnt most easily in the following sequence, I, H, L, T, E, O.

By the aid of blackboard and demonstration frame, also, she points out the natural order in which the stitches should be made, and explains that it is both unskilful and untidy to make long slips between them. It is most important that marking should be neat at the back as well as in the front. After becoming expert on canvas, when advanced to a higher Standard, the children will experience little difficulty in marking on linen, calico, and similar textures.

PATCHING FLANNEL.

Introduction.—Successful lessons in patching flannel may be given to a large number of children simultaneously, but only by a patient, experienced teacher, who can hold the attention of her class by a firm, watchful supervision. A novice invariably fails, and hence is apt to become disheartened after her first attempt. Therefore, it is advisable that the head mistress give these lessons in the presence of as many as possible of her assistants and pupil teachers.

A day or two previously, she shows the children some good specimens of repairing flannel, and points out what constitutes their perfection, namely:—

1. Each patch extends for some distance be-

yond the hole on all sides, in order to strengthen the weak part.

2. Its edges are cut exactly to a thread.

3. Its corners lie square and flat.

4. Its nap runs in the same direction as that of the part to be mended.

5. The herring-boning is beautifully regular, all the stitches being of uniform size and slope, and standing out round and full.

The teacher next tells the children that, as they mastered the above stitch in Standard III., she now intends to show them how they may thus practically apply it.

Materials required.—These are, pieces of flannel, coloured cotton, or, what is far preferable, a small quantity of some bright shade of Shetland wool, and suitable needles.

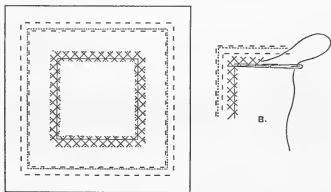
The teacher explains to the children that it is wasteful to use new flannel for lessons in patching, and, therefore, invites them to bring from home old flannel garments that have been laid aside, as these will yield excellent material for the purpose. Of course, she accepts only such offerings as are scrupulously clean, but the coarser the texture the better, because the threads are distinct.

As a rule, children are delighted in this way to contribute to the resources of their school, and even when they cannot afford to give such material, it may generally be bought for a few pence.

It is well for learners to use coloured cotton or wool, as the bright hue attracts them, and enables them more readily to see whether they are making

all their stitches of the same size. It also greatly assists the teacher in discovering defects.

Preparation for the Lesson.—The teacher provides herself and each child with a needle, some coloured cotton or wool, and two pieces of flannel of unequal size, which have been previously prepared. She explains that the larger, which has a hole in it, is



A.

Diagram XIV.

intended to represent a torn garment, and the smaller is for a patch.

Then, with her specimens at hand for reference, and a blackboard on which to illustrate her directions, she gives :—

THE LESSON.

STEP I.

(a) The children thread their needles and lay them down in front of them awhile.

(*b*) They arrange the patch over the injured part, on the wrong side of the garment, so that it extends about an inch beyond the hole on all sides, taking pains to see that the nap of the two goes in the same direction.

The teacher here remarks that some care is needed in cutting a patch, for if it be too small it pulls away the first time the garment is washed.

(*c*) The children tack the patch securely on, true to a thread.

The teacher examines the children's work individually, and commends or reproves as she deems fit.

STEP II.

(*a*) The children cut away the rags on the right side, so as to be within half an inch of the edge of the patch, in order to strengthen the part mended.

(*b*) They herring-bone the edges round, on the right side. If well done, this looks like two parallel rows of stitching on the reverse side.

(*c*) They make the stitches flat across the corners, as before, at the upper edge of the material, representing the garment.

The teacher here examines each child's work, and with the aid of her specimens and a rough diagram on the blackboard corrects whatever errors she finds.

STEP III.

(*a*) The children fasten on as before, and herring-bone along one side of the patch on the wrong side, making the lower stitches come well over the raw edge of the flannel to hold it firmly in place.

(*b*) They work the last stitch of the finished side

and the first of the next straight across the corner of the patch. This keeps it flat and square.

(c) They fasten off the old cotton, by inserting the needle as they would to make an upper stitch, then passing it to the edge of the fold on the left, they draw it out, and cut the cotton off. Thus they make half a stitch.

(d) They fasten on the fresh cotton, by putting the needle in at the top of the fold, about two inches to the right of the above half stitch, then slipping it to the proper place, take up the usual two threads on the needle. Thus they complete the stitch.

Note.—When well done, it is almost impossible to discover where a piece of fresh cotton has been joined on. A little patient and exact teaching soon makes children expert at it.

The teacher once more examines every child's work, and rewards the most diligent and successful by accepting their patches for future use as specimens for the guidance of their less advanced companions.

For the sake of the backward children she may find it necessary to repeat her directions.

The whole class writes them out as a home lesson the same evening, in the notebook which each child keeps especially for needlework exercises.

Concluding Observations.—Besides giving instructions in needlework, the teacher has here an opportunity of inculcating a valuable lesson in thrift, for these strips, flatly joined together, form an excellent inner lining for patchwork counterpanes for cots and cradles and for children's stays. Thus a school-

mistress may easily provide herself with a stock of cheap yet very useful Christmas gifts for the poor, and the children will be proud and happy to feel that they have helped to make them.

After two or three lessons of this sort, the children become tolerably expert in mending, and should be encouraged to bring various flannel garments from home upon which to test their skill in repairing.

The teacher finally tells the children that old flannel should always be employed in mending, if possible, but if by any chance they are obliged to use new, they must wash it first, or the patches will shrink and pull away after they are put on.

CODE.—STANDARD V.

1. The work of the previous Standards and the running of a tuck. Garment as in Standard IV.
2. Plain darning of a hole in stocking-web material.
3. Patching in calico and flannel.
4. Cutting out any garment such as is required in Standard III.

RUNNING TUCKS.

Preparation for the Lesson.—Having learnt to do the work required in the previous Standards, the children are now quite ready to receive a collective lesson on "running tucks." Therefore, the teacher arranges her class, and says a few words to them on the chief uses of tucks, at the same time showing them some on the front of a nightdress, an infant's robe, the bottom of a petticoat, or elsewhere, and

explaining that they both ornament and strengthen those parts of the garments. She also adds that a tuck is a very neat method of hiding the join in lengthening various articles of wearing apparel which children have outgrown, or which have shrunk in the damp or in washing. Then, again referring to her specimens, the teacher points out to the children that sometimes tucks are run close together, in groups of from three to nine, the groups being parted by a wider interval. At other times parallel tucks are separated by spaces, varying with the taste of the worker, but of uniform width throughout their extent. She goes on to tell her pupils that often much care is needed in tucking a garment to ensure that all the seams exactly match. Finally, she encourages them to try their utmost to excel in needlework by a few judicious remarks on the desirability of girls learning to use their fingers skilfully, so that they may be able to make and repair cleverly for themselves.

Materials for the Lesson.—The teacher provides herself and each of her children with:—

1. A piece of tolerably fine calico, six inches long and four inches wide, along the bottom of which a three-quarters of an inch hem has been previously made, to be subsequently used for practice in button-holing.
2. A needle and a small quantity of white cotton of the proper size.
3. An inch tape.
4. A piece of card or folded paper to serve as a guide for distance.

She also works with her class, keeps her specimens near her, and illustrates her lesson by frequent use of the blackboard.

THE LESSON.

STEP I.

(a) The teacher states how far the first tuck is to be from the hem, and with their inch tape the children measure that distance, and fold the calico

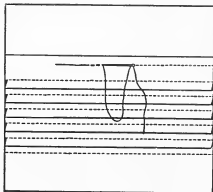


Diagram XV.

down lengthwise, true to a thread, pressing it lightly between the thumb and forefinger of the right hand to flatten it a little.

(b) She names the width that the tuck is to be, say half an inch, as a narrower one is too difficult for beginners, and the children measure it on the card, in which they make a notch at that point.

(c) The children put the top of the card perfectly level with the folded edge of the material, and at the

notch they turn down the doubled calico and crease it along by a thread to mark where the tuck is to be run.

(*d*) They place the card on the calico in the same position as before, and cut a second notch in it to mark the interval between the crease of the tuck and the hem. At this stage the teacher examines the children's work individually, and reminds them that it is necessary to measure frequently in order to make sure that they are keeping the tuck everywhere of the same width.

STEP II.

(*a*) The children tack the tuck along the crease to keep it in place.

(*b*) They fasten on securely at the right-hand side of their piece by two or three repeated stitches, but never use an ugly knot.

(*c*) They hold their work as for hemming, and run along the crease, making neat little stitches by taking up about three threads and leaving three. They take two or three stitches on their needle at once, but are at the pains to see that they make each one clearly through the double calico, and that all are so regular that they look well on the upper side of the tuck.

(*d*) When they have done about half way along, they cut the cotton off and begin on again by slipping the needle between the folded calico, leaving an end about half an inch long, and securing it at the join by a couple of small back stitches.

(*e*) They fasten off neatly and strongly as they have been taught, the teacher insisting on the

positive necessity for this. She then once more examines each child's work, correcting all flaws and defects.

STEP III.

The children prepare and run a second tuck, precisely as they did the first, under the teacher's supervision, but without her assistance.

Note.—They reproduce the above from memory as a home exercise the same evening.

Closing Remarks.—The tucked pieces are collected and stored away to be used for future lessons in knotting and feather-stitching. They are most valuable for that purpose, because the children can thus readily see the effect of such ornamentation above the tucks.

At the earliest opportunity the teacher gives some garments to the children on which to test their skill in running tucks.

PLAIN DARNING A HOLE IN STOCKING WEB.

Preparation for the Lesson.—As the children learnt the plain darning stitch on canvas in Standard III., and to apply it to thin places in stocking web in Standard IV., they have, as it were, laid the foundation for this lesson.

The teacher explains that the object of this darn is to neatly mend a hole in a stocking by filling it with a close lattice work of threads. Therefore, she invites the attention of her class to the following points :—

1. The darn is worked from left to right on the wrong side of the material.

2. The cotton or wool used for such repairing should be soft, and as nearly as possible of the same colour and texture as the surrounding fabric.

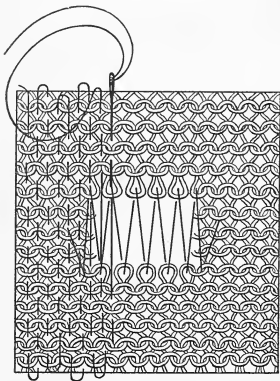


Diagram XVI.

3. The darn should have irregular or wavy edges, so as to afford in all its parts equal resistance to the strain of wear.

4. Loops must be left at the edges as before to allow for shrinking in the wash.

The teacher then supplies each child with :—

1. A little piece of stocking web.
2. A darning needle and a small quantity of suitable cotton for mending.
3. A sewing needle and about half a yard of white cotton.

She works all the time with her class, and illustrates her directions, corrects the children's errors, and shows the proper appearance of the darn at each stage by means of diagrams on the blackboard.

THE LESSON.

STEP I.—TO PREPARE THE HOLE.

(a) The children cut one loop near the middle of the stocking web, and a ladder will immediately begin to form.

(b) They forcibly thrust the forefinger of their right hand through, so as to make an irregular hole at least three-quarters of an inch in diameter.

The teacher should now examine each child's work to ascertain whether her instructions have been implicitly followed. For in order to save themselves trouble in the darning, children often neglect to make the hole of sufficient size for the lesson to be of practical use to them.

(c) With the sewing cotton they gently draw the ends of the broken loops in place, taking pains not to pull the cotton so tight as to pucker the sides of the hole.

Note.—When the darn is completed, these threads may be carefully removed with the scissors.

STEP II.—TO DARN THE HOLE ONE WAY.

(a) The children thread their needles with the mending cotton, and arrange their work in their left hand as they have been taught.

(b) They begin to darn on the left side about half an inch from the edge of the hole, and the same

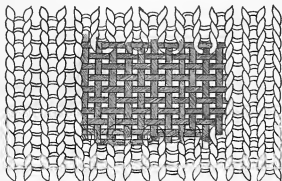


Diagram XVII.

distance below it, and so strengthen the strained or thin parts beyond the torn edges.

(c) They take upon the needle alternate loops, namely those that run upwards in going up, and those that run in the opposite direction in coming down.

(d) They repeat (c) until they have darned across the hole once, being careful not to pull the cotton too tight.

This forms the foundation upon which to make the crossing or lattice.

The teacher examines and approves or corrects each child's work in regard to regularity, wavy edges, etc.

STEP III.—TO CROSS THE DARN.

(a) The children turn the stocking web round, so that the top and bottom of the darning already done now form the sides.

(b) They begin to darn at the same distance from the edge of the hole, and continue as far above and below it as before, being specially careful to take alternate threads across the hole.

The teacher examines each child's completed darn, correcting errors, and judiciously commending skilful work.

It would be well for her to find some early opportunity of testing their skill in darning a hole worn in a stocking, and she might reward the most proficient by allowing them to darn some stockings for her.

PATCHING CALICO.

Introductory Remarks.—Though teaching children to repair well is generally acknowledged to be a difficult undertaking, yet the duty should never be shirked, because ability to mend skilfully is often more really useful in a family than the power to make. The elder girls may render valuable help to their mothers, both by keeping their own clothes in thorough repair, and by neatly and cleverly patching the under garments of their little brothers and sisters.

Hence, no schoolmistress who has the true interest of her pupils at heart will grudge the not inconsiderable expenditure of patience, labour, and pains necessary to secure so desirable a result.

An experienced teacher, who is also a good disciplinarian, can give collective lessons in patching to 50 or 60 girls at once with great success.

A neat and very simple way of mending calico is to hem the patch on the right side of the garment, and fell the material down upon it on the wrong. But many persons prefer the method given below as being stronger, and it is also that most approved by Government examiners.

Appliances.—Each child suspends her scissors at her side for convenience, and the effect is pretty if she use bright-coloured braid for this purpose. In the pocket of her work apron, too, she has needle, cotton, thimble, a pencil, and a piece of paper.

Preparation for the Lesson.—The teacher gives to each child two pieces of calico which have been previously prepared, and keeps two herself. The larger has a hole in it, and is intended to represent the torn garment, the smaller is for the patch, and must be half an inch larger on all sides than the space which it is to cover. While the pieces are being passed round the class, the teacher makes a few judicious remarks on the duty of keeping our clothes in thorough repair, and the pride we ought to take in doing this as skilfully as possible. Then, by means of her own pieces, she shows her pupils how to find out the right and the wrong side, and the warp and the west of the calico, and impresses

upon them the necessity for the threads of the patch being always on the same way of the material as those of the part to be mended.

The teacher, as usual, works with her class, and illustrates or corrects by means of a blackboard.

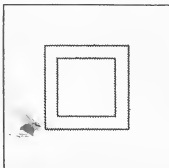


Diagram XVIII.

THE LESSON.

STEP I.

(a) The children take up the larger piece of calico, and cut away the loose rags from the injured parts.

(b) After making a crease round the hole to mark the place for the patch, they lay it on the desk in front of them for awhile.

(c) They turn down the edges of the patch towards them to a depth of six threads, the selvage sides first, and then the other two.

The teacher explains that if the sides be prepared in the above order, the opposite corners match, and all of them set square.

(*d*) They make a second turn away from them, ten threads deep, precisely as for a sewn and felled seam, and pinch it firmly round.

The teacher examines every child's work, and probably finds it advisable to repeat her directions, and to make comments on individual attempts.

STEP II.

(*a*) The children lay the patch over the hole on the right side, so that the threads of the two pieces run in the same direction, and tack it in place.

(*b*) They sew it neatly and regularly round on the right side, paying special attention to the corners.

The teacher again examines each child's work.

STEP III.

(*a*) The children take out the tacking thread, and cut away the calico from the back of the patch to within about six threads of the sewing. They also make a little nick in each corner, to give greater pliancy there when the fell is turned back.

Much painstaking care is needed to do this well.

(*b*) They flatten the sewing in the usual way.

(*c*) They turn the fell of the patch down upon the piece representing the garment, so that it is of the same width everywhere, and the corners square.

(*d*) They tack it firmly in place, and hem it neatly round true to a thread.

The teacher once more examines every child's work, correcting mistakes or pointing out defects by reference to her own specimens, and by the use of the blackboard.

She then questions from her class the rules she has given for putting on such a patch, and requires

the children to write them down in proper order. A few days later she proposes to them the following, to be answered from memory as a home exercise. "How would you put on a calico patch? clearly explain each step in the process." After one or two lessons of this kind, also, the children should be invited to bring various articles of their own underclothing to mend at school. By this means they gauge their personal skill, and gradually learn by experience the practical value of such teaching.

The teacher finally explains that, as in flannel patching, old material should always be used if possible for repairing, and new calico must never be employed for the purpose without having been washed first, otherwise the patches will shrink and strain or pull away at the sides.

Note.—Miss Jones, the late Directress of Needlework, recommended the following method:—

1. Tack the patch on the wrong side of the garment.
2. Cut away the injured part to within about half an inch of the edges of the patch.
3. Turn the raw edges under, and sew it round on the right side.
4. Hem the patch on wrong side.

TO PUT IN A GUSSET.

Preparation for the Lesson.—The teacher shows to her class a specimen gusset properly put in and finished, and leads them to notice:—

1. That it is put in at the bottom of each side

seam of a shirt, either for man or boy, in order to strengthen it, and prevent its readily tearing in wear or at the wash.

2. That it is nicely sewn in on the right side of the garment, where it forms a triangle whose sides are two inches in length.

3. It is neatly hemmed down on the wrong, so that each of the ends forms a smaller triangle of equal sides.

The teacher explains to the children that great care and pains are necessary to enable them to put a gusset in properly, and as much depends on its being well prepared, she will allow them to learn on paper. She therefore supplies every child with a leaf out of an old copy-book, or some equally stiff paper, and proceeds to give:—

THE LESSON.

STEP I.—TO FOLD THE GUSSET IN PAPER.

(a) The children cut a piece of paper three and a half inches square, and letter the corners A, B, C, D.

(b) They turn the edge down to the depth of a quarter of an inch on all four sides.

(c) They fold the square diagonally from A to D.

(d) They measure two inches horizontally, and the same distance vertically from A, and call the points EE.'

(e) They make a diagonal fold connecting EE,' and thus complete the triangle to be sewn in on the right side.

(f) They lay the gusset on the desk right side downwards, so that A forms the apex.

(g) They take the loose point D, and fold it to the centre of the crease joining EE', and pinch it in place so as to make a second crease, FF'.

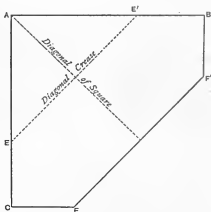


Diagram XIX.

Right side of gusset, folded edges turned under,
and point D removed.

(h) They cut this away to within a quarter of an inch of the edge of the fold FF', and thus obtain the shape of the gusset on the wrong side.

The teacher works all the time with her class, illustrating her directions by diagrams on the black-board, and repeating them when necessary. She now examines every individual child's work.

STEP II.—TO FOLD THE GUSSET IN MATERIAL.

The children prepare this in precisely the same

way as they did the paper, and they should be allowed to practise until they can do it easily and well.

The teacher again examines and corrects each child's attempt.

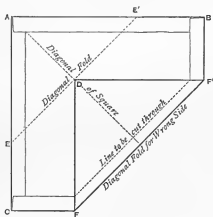


Diagram XX.

Wrong side of gusset, showing point D turned back for cutting.

STEP III.—TO PUT THE GUSSET INTO THE GARMENT.

The teacher now provides her class with the pieces of calico which they have previously joined by a sew and fell seam ready for the gusset.

- (a) The children tack the gusset in place.
- (b) They begin at the corner, and neatly and firmly sew it in on the right side, taking pains to

make the point come exactly in the middle of the opening.

(c) They tack it flatly down on the wrong side, so that the centre of the lower diagonal is just over the apex of the triangle on the right.

(d) They fell it carefully round, keeping the points

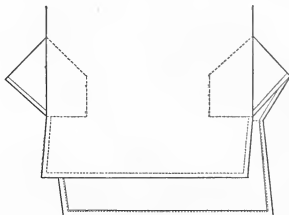


Diagram XXI.

Bottom of body of shirt, showing gussets.

of the triangles at the ends precisely opposite each other.

(e) They take out the tacking thread, and stitch across the part marked EE' in the diagram at about a quarter of an inch from the folded edge, and thus strengthen, finish, and ornament the gusset.

The teacher examines every child's work, and allows them to test their power on a garment at the earliest opportunity.

CUTTING-OUT.

Introduction.—The Government Needlework Schedule requires that girls in the upper Standards of our Elementary Schools should learn to cut out a few simple articles of wearing apparel true to scale and with economy of material. This is a very wise provision, and one which will greatly help them to be really thrifty and useful in after-years. Besides, as these garments are to be made up by the younger children in the same school, the elder ones have a share of the responsibility of their being done properly. Thus Standard V. cut out the work for Standard III., the patterns selected being a pinafore, a shift, and an apron.

The mistress of a large school could not spare the time to give instruction in cutting out to individual children, and the labour would be endless if she could. But in this series of papers it is proposed to offer suggestions as to how, by means of collective lessons, she may easily and successfully teach the subject to from twenty to forty girls at once. True, many children use their scissors very clumsily, but in every school there are some with a natural taste for shaping things, and these an observant teacher will soon discover, and will use them to spur on the more awkward ones. As a rule, these lessons are very popular in a school, but they make considerable demands on the teacher's vigilant discipline. In order to encourage all to do their best, she works the whole time with her class,

and is careful to ascertain that every girl exactly imitates her movements and follows her directions.

NECESSARY APPLIANCES.

For the Teacher.—(a) One or two specimen garments like that to be cut out made up in material.

(b) A full-sized pattern of the same in paper.

(c) A chequered demonstration board, marked off in square inches, upon which she has previously drawn the pattern to be copied by the children on their sectional paper.

Note.—Such a board, 36 × 45 inches, may be had for 25s., and one 45 × 54 inches for 35s., at Venables and Sons, 102, etc., Whitechapel and Commercial-road, or at Cox & Co., 99—101, New Oxford-street, London.

For the Children.—Each girl has her scissors suspended at her right side, as at all other work times, so as not to drop them and to have them always at hand. And in addition she must now be provided with :—

(a) Sectional paper upon which to draw her diagram.

(b) A lead pencil.

(c) A flat ruler or a T square.

(d) Sufficient newspaper or soft yellowish-white paper in which to cut out the full-sized pattern.

(e) A tape measure.

Arrangement of the Class.—For all cutting-out lessons, the teacher arranges her class as conveniently as she can, either at tables or desks. Where

obtainable long tables on tressels are best for the purpose, because the teacher can then more easily supervise her children, and so ascertain the need for individual help or occasional suggestion.

TO CUT OUT A PINAFORE—COTTAGE SHAPE

Preparation for the Lesson.—The teacher, holding up the specimen pinafore before her class, remarks that the old-fashioned shape is still deservedly a favourite, because it forms a useful cover and protection to a child's frock. It takes rather less than three quarters of a yard of thirty inch wide material to make it, either print at 6*d.* or holland at about 8*d.* per yard, and that, though so simple a pattern, it requires careful shaping to make it set well. She next invites the children's attention to the following points:—

1. The bottom is finished and strengthened by a half inch hem.
2. The shoulders are so skilfully cut that the top of the armhole forms a pretty epaulette.
3. The shoulder seams are neatly sewn, and the straight edge is felled over the cross one.
4. The armholes are carefully hemmed round, and the bottom of each is strengthened by a piece of tape or a little gusset.
5. The neck is so deftly sloped that the hem round it lies perfectly flat without the need for an unsightly gusset.
6. The tape run into it is fastened in the middle by a few stitches to prevent its drawing out.

7. The pinafore is also tied at the back of the waist by two tape strings.

As this is a first lesson the teacher next invites the children to examine the sectional paper while she explains its nature and use, and shows its resemblance to the chequered board.

Note.—It may be bought at Venables', Cox's, or any school furniture warehouse at 1s. 6d. per quire.

She explains that :—

1. It is ruled off into square inches, an ordinary sized sheet having about eighteen by twenty-two.

2. Each square inch is subdivided into quarter inches, forming sixteen tiny squares. This is convenient, because the patterns of large garments may thus be readily drawn on a quarter or even one-eighth of an inch scale, and so save space.

3. It is easy to count the squares, calling them inches, and precludes the need for a tape measure while drawing the diagram.

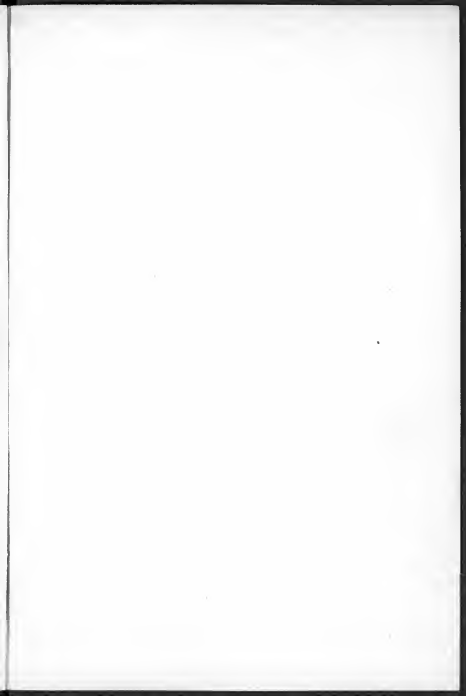
The teacher now questions her class briskly to see if they have understood her thus far, and when satisfied with their answers begins

THE LESSON.

STEP I.—TO MARK OUT THE "FIELD."

In this, as in all subsequent cutting-out lessons, the first thing to do is to mark off the field or area which the proposed pattern is to cover. As both sides of this pinafore are cut alike, it will be sufficient to make a diagram of half back and front only, hence :—

(a) The children place their sectional paper on



HALF PINAFORE: COTTAGE SHAPE.

52 Scale $\frac{1}{4}$ inch = 1 in

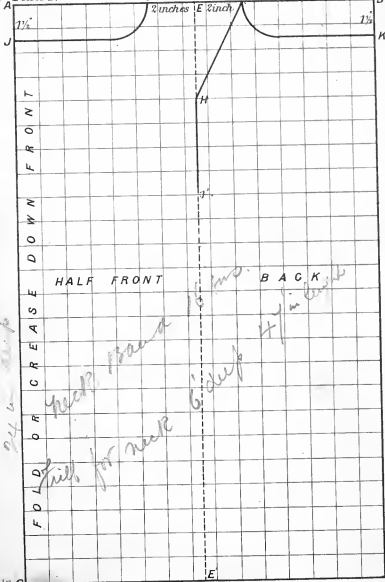
26

1 A Plate I.

G 4 inches F

to face page 57

B



F
R
O
N
T

D
O
W
N

H
A
L
F
F
R
O
N
T

B
A
C
K

F
O
L
D
O
R
C
R
E
A
S
E

HALF FRONT

BACK

neck band
13 in high
4 in high

24 in high

24 C

the desk or table straight in front of them, and on it mark out an oblong twenty-four inches long by fifteen broad.

(b) Beginning from the left-hand top one, they letter the corners A, B, C, D.

The teacher examines each child's drawing.

STEP II.—TO DRAW THE DIAGRAM.

(a) The children find the middle of the oblong and mark it EE' , and label the part to the right of this line, half the back, and the other, half the front, and the left-hand boundary line as representing the middle crease of the front of the pinafore.

(b) They measure two inches horizontally on each side of E, and mark the points F and G respectively, then from E four inches vertically down and call it H.

(c) They join F and H by an oblique line.

(d) From H they draw a line five inches down for the armhole H I.

(e) Both from A and B the children measure one and a half inches longitudinally down, calling the points so formed J and K respectively.

(f) From J and K they draw horizontal lines for four inches inwards, and then carefully curve upwards to F and G. This gives the slope for the neck, which if perfectly done, the hem will lie quite flat.

The teacher again examines each child's drawing, and corrects by reference to her own pattern and the chequered board.

STEP III.—TO CUT OUT THE PATTERN.

(a) The children, now using their tape measure,

mark out on the newspaper or soft paper an oblong twenty-four by thirty inches for a full-sized pattern.

(b) They fold it vertically in half, and crease it to mark the middle of the front.

(c) They double it again lengthwise, which gives EE', thence they measure off, and carefully enter all the dimensions as given in the diagram. The teacher supervises the class during the whole time, making suggestions or repeating her directions as she deems fit.

(d) They cut along the pencil lines to form the pattern.

The teacher examines each child's production.

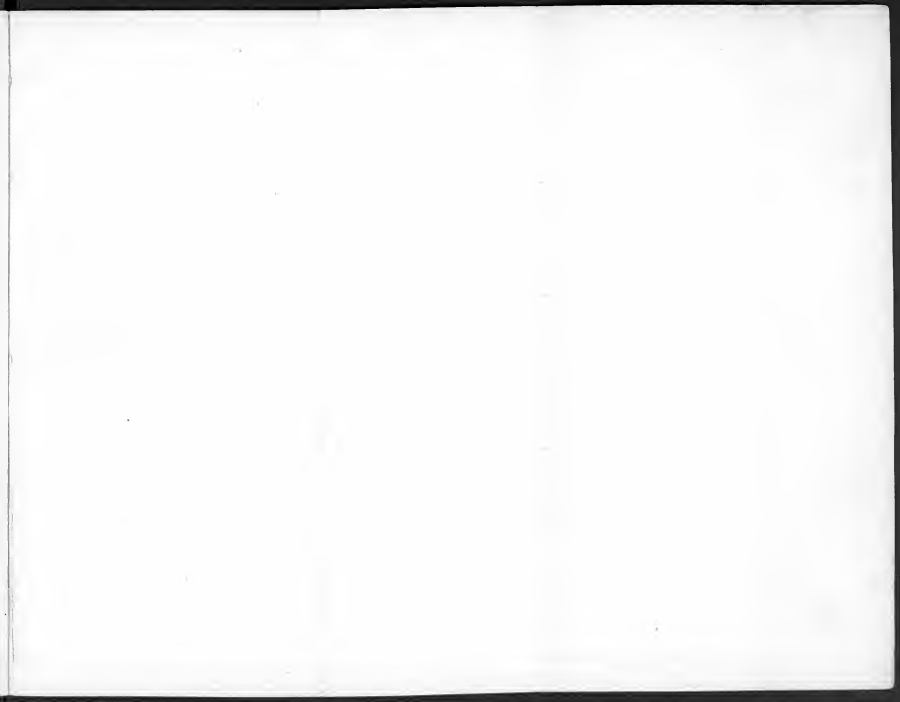
Closing Remarks.—The children should then be allowed to tack their pattern together, while the teacher again reminds them that the shoulder is formed by joining FG and FH, and that the straight edge must be felled down over the cross one. †

The armholes will require a little final trimming with the scissors.

As soon as the children have mastered this pattern in paper they may be allowed to cut it out in material.

*TO CUT OUT AN APRON FOR A CHILD
SEVEN YEARS OLD.*

Preparation for the Lesson.—The teacher provides herself and her class with the necessary appliances for the lesson. She then shows the children a specimen pinafore and draws their attention to its simple yet pretty shape. She explains that it may be made of print, figured sateen, white checked muslin,

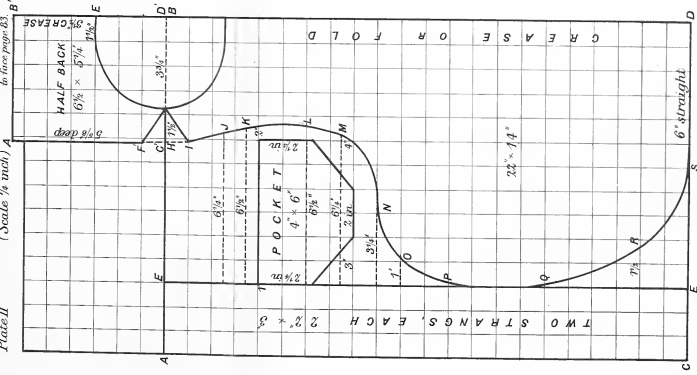


HALF APRON FOR CHILD.

Plate II

(Scale $\frac{1}{4}$ inch)

To face page 83.



lustre, diaper, holland, or any similar fabric from twenty-eight to thirty inches wide, and that it takes one and five-eighth yards of material to cut two. She next points out to the children that:—

1. Including strings, this garment is cut in five pieces.

2. The collar is fastened on to the body by a short seam on each shoulder, counter hemmed.

3. The apron is neatly hemmed all round, and edged with some strong cheap trimming.

4. The pocket is similarly trimmed, and is nicely stitched in place on the right hand side.

5. The apron is fastened at the waist by two strings, strengthened by a narrow hem, rounded and trimmed at the ends; these tied in a neat bow form a sash.

THE LESSON.

STEP I.—TO MARK OUT THE FIELD.

It is not necessary to draw a diagram of more than half the pattern, as both sides are shaped precisely alike.

(a) The children place the sectional paper directly in front of them and mark out an oblong twenty-two by fourteen inches.

(b) As before, they letter the four corners ABCD. The teacher examines each child's drawing.

STEP II.—TO DRAW THE DIAGRAM.

(a) *Of Half Apron.*

(a) On the left hand side of the field the children mark off a strip extending the whole length and

three inches wide, and letter it E E. This is for one of the strings.

(b) From B they measure two and a half inches vertically down, and call it F, and then three and three-quarter inches inwards, G.

(c) They join F and G by a line which is straight for the first one and a half inch, and then curves nicely round to form the slope of the neck.

(d) From G they measure one and a half inches horizontally towards the left and mark it H, and then one inch down I.

(e) Starting from E the children now make a series of measurements for the side curves and letter them thus :—

2½ inches	vertically down	and	6½ inwards	...	J.
3½	"	"	6½	"	... K.
6	"	"	6½	"	... L.
7½	"	"	6½	"	... M.
9	"	"	3½	"	... N.
10	"	"	1	"	... O.
12	"	"			at edge of Field P.

(f) They join I and P by a carefully regulated curved line which passes through all the points marked by the intervening letters.

(g) From P they mark four inches down Q, then from Q four inches down and one and a half in, R, thence two inches down and five in, S.

(h) They unite Q and S by a nicely rounded outward curve. The remaining six inches to D are straight. The teacher examines every child's drawing.

(b) Of Half-Collar.

(a) The children mark out a field six and a half by five and a half inches $A'B'C'D'$.

(b) They measure three and a half inches down from B' and letter it E' .

(c) Thence for one and a half inches inwards they draw a straight line, and then a curve corresponding with the front slope of the neck, round to G .

(d) From A' they measure five and five-eighth inches down and mark it F' .

(e) They join F' and G by an oblique line to form the shoulder.

The teacher examines each child's diagram.

(c) Of Pocket.

(a) The children pencil out a field four inches by six, and to avoid confusion, they number the corners 1, 2, 3, 4.

(b) From 1 and 2 they measure two and a quarter inches down, and from 3 and 4, two inches inwards, and join these points by oblique lines.

The teacher examines this diagram also, and corrects or commends as she deems necessary.

STEP III.—TO CUT OUT THE PATTERN.

(a) The children mark out in pencil on tissue or newspaper an oblong twenty-two by twenty-eight inches for the full-sized pattern.

(b) They fold it vertically in half and crease it to mark the middle of the apron.

(c) They measure off and enter all the dimensions as given in the diagram.

(d) Following the pencil lines, they cut out the apron and the strings.

The teacher examines the patterns individually.

(e) The children draw another oblong, six and a half by ten and a half inches, for the collar, and a third, four inches by six, for the pocket.

(f) They double each of these in half lengthwise, mark the given dimensions on it, and cut it out.

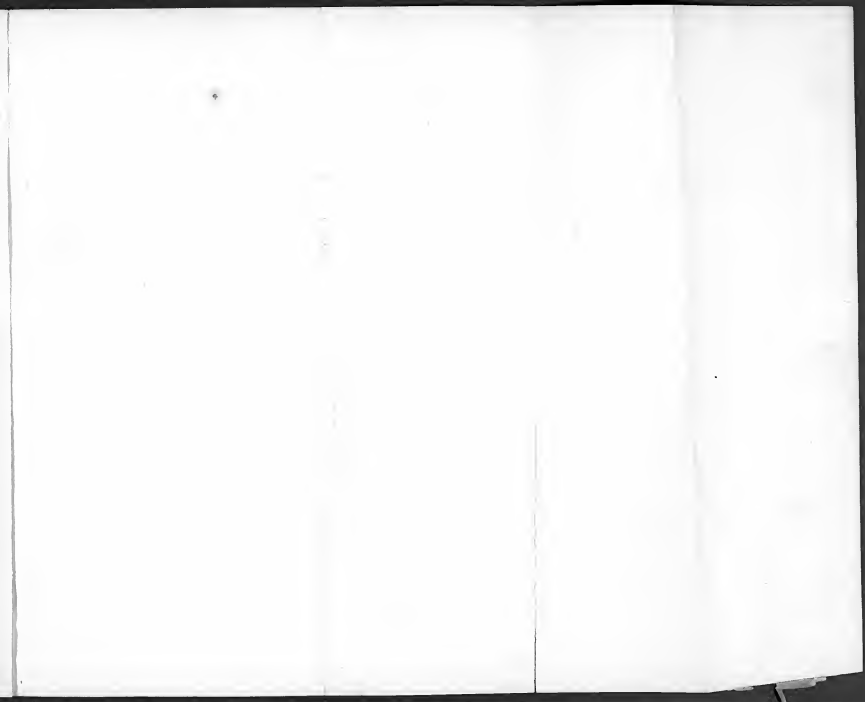
The teacher finally examines every pattern, and when they are correctly cut, she allows the children to tack the parts together.

Closing Remarks.—This apron forms a very pretty addition as well as a useful cover to a little girl's dress. In this, as in all fancy aprons, there will be some pieces of material left in the cutting, which the teacher can best turn to account at lessons in patchwork, patching, setting in gathers, or some other stitch which the schedule demands.

*TO CUT OUT A CHEMISE FOR A CHILD
ELEVEN YEARS OLD.*

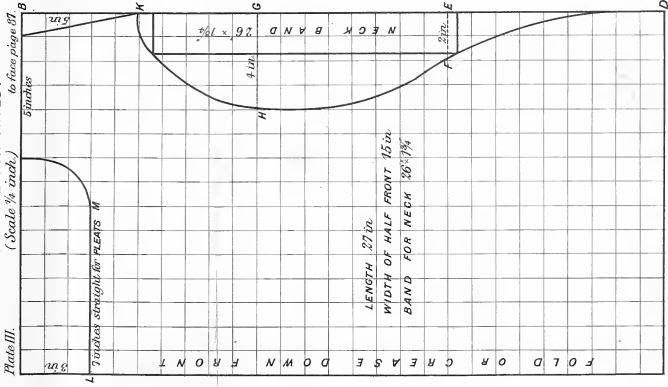
Preparation for the Lesson.—The teacher arranges her class, and supplies herself and each pupil with the requisites for the lesson as before. She then shows them a specimen chemise, and tells them that it is a simple, economical, and very comfortable pattern, and that it takes $1\frac{1}{2}$ yard of 30-inch calico, at 5*d.* or 6*d.* per yard, to make it. She next leads the children to notice that:—

1. With the exception of the band, the entire garment is cut out of one piece of calico.
2. The side seams are nicely curved and neatly and strongly sewn and felled.



HALF CHEMISE FOR CHILD.

Plate III. *(Scale $\frac{1}{4}$ inch.)* to face page 87.



3. The bottom of the chemise is finished by a hem one inch deep, which lies perfectly smooth everywhere.

4. The sleeves are hemmed round the bottom too.

5. The neck is carefully hollowed, and the fulness is pleated into a band twenty-six inches long.

6. The band is cut on the selvage way of the material, is joined round, and ornamented by two rows of stitching.

Note.—This garment must be made to slip over the head, and pleats have to be used, because Standard III. children are not required to gather or to do button-holes.

THE LESSON.

STEP I.—TO MARK OUT THE FIELD. (SCALE, $\frac{1}{4}$ INCH.)

The teacher explains that as both back and front of this chemise are alike, they need only draw a diagram representing half of it.

(a) The children place the sectional paper in front of them and mark out an oblong 27 by 15 inches.

(b) They letter the four corners as in last lesson, A, B, C, D.

The teacher examines each child's drawing.

STEP II.—TO DRAW THE DIAGRAM.

(a) Beginning at the right hand bottom corner of the oblong, from D, the children measure up nine inches, and call it E, and then two inches horizontally in, F.

(b) From E they measure eight inches vertically up and letter the points thus found G, and four inches inwards, H.

(c) From B, along the top line, they measure one inch in, I, and five inches thence in the same direction, J.

(d) They join I and J to form the shoulder and the top of the sleeve.

(e) Going back to B, they measure 5 inches down, and mark it K.

(f) They draw an oblique line joining I and K. This gives the bottom of the sleeve.

(g) Starting from K, they make a carefully rounded inward curve passing through H and F, and then an outward one extending to within two inches of D; these must be left straight to allow the hem to lie flat.

(h) From A, at the left hand top corner, the children measure three inches downwards and call the point L, and then seven inches horizontally inwards, M. Thus they obtain the deepest slope of the neck and the part which is to be pleated.

(i) From M they curve upwards to J, to complete the slope of the neck.

The teacher minutely examines the diagrams separately, to ascertain if the dimensions are correctly marked and the curves as well made as desirable. As she passes from one pupil to another, she makes suggestions and gives hints as to corrections and improvements, always referring to her own diagram on the chequered board as a model.

Note.—It is most economical to cut the neck band, which is twenty-six inches long by $1\frac{3}{4}$ wide, out of the pieces sloped from the sides of the chemise, but it will have a join in it.

STEP III.—TO CUT OUT THE PATTERN.

The children now cut out a full-sized pattern in newspaper or tissue paper. This is very easily done.

(a) With the help of their tape measure, they pencil out an oblong, 54 by 30 inches.

(b) They fold it horizontally in half to obtain the length of the garment, namely, twenty-seven inches.

(c) They double the paper again vertically in half and make a crease to mark the middle of the pattern, both back and front.

(d) From that crease they measure off and exactly enter all the dimensions as given in the diagram.

The teacher works with her class, and from time to time helps all, or individual children, as she sees best.

(e) They then with great care cut along the pencil lines.

The teacher now finally examines all the children's patterns one by one, approving or correcting them. After this, under her direction, they tack them together.

Closing Remarks.—If this garment be cut out of 36-inch calico, of course there will be a strip left, 54 inches long and 6 wide. This would be best utilised by being cut into nine lengths, 18 by 2 inches, as required by the Code, for Standard I. to hem. At the earliest subsequent opportunity, the children should learn the value of their paper patterns by being required to use them for cutting out in material.

CODE.—STANDARDS VI. AND VII.

1. The work of previous Standards, whip-stitch, setting on frill. Garment, a baby's nightgown, or child's frock.
2. Darning, plain, on coarse linen.
3. Patching, in print.
4. Cut out undergarment for making up in Standard IV.

NOTES.

1. Garments must be shown in each Standard, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.
2. At least half as many garments must be shown as there are girls examined in Standards I., II., and III. Each garment must be entirely made by its own Standard. In Standard IV. and upward each girl must present a garment made by herself.
3. Girls should be encouraged to fix their own work in the garments shown. Those above Standard I. will be required to "fix" and cast on in the exercises performed before the Inspector.

WHIPPING AND SEWING ON FRILLS.

Introductory Remarks.—In olden times, hand-made frills formed one of the most approved and general methods of ornamenting underclothing. But of late years, owing probably to changes both in the style and in the trimming of various garments, and also to the introduction of machine-prepared frilling, the whipping stitch has been far less commonly used, and consequently our young people, as a rule, are not clever at doing it; but the use of this strong and pretty stitch is now reviving, and the Government Needlework Schedule requires the girls in Standards VI. and VII. of our schools to learn to whip and sew on frills.

No teacher, however, should attempt to give a collective lesson on whipping to more than twenty girls at once. A large class is difficult to supervise satisfactorily, because the pupils must intently watch her every movement, and most likely they will need individual help also in the course of the lesson.

Preparation for the Lesson.—The teacher shows the children some garments trimmed with hand-whipped frills, and explains that they are preferable to those prepared by machine, because :—

1. Better material can be used at a less cost.
2. They look superior and last longer.

She adds that whipping is an extremely neat finish also for embroidery frills.

The teacher then supplies each child with a piece of cambric six inches long by one and a-half inches wide, previously hemmed, a No. 8 needle, and a small quantity of fine cotton.

She next puts up a blackboard upon which to illustrate her directions or correct errors, and at her discretion stands either at the side or in front of her class, so as to command the whole. Though by far the best position is with her back to the children, her work held so that they can easily see and copy each act as she does it first for, and then with them ; yet none but an excellent disciplinarian ought to venture upon it, because her vigilance will be sorely taxed to keep order. She can secure it, however, by occasionally turning round quickly after giving any direction to see if all the children are obeying it.

THE LESSON.

STEP I.

(A) TO MAKE THE ROLL.

(a) The children simultaneously take up the cambric in their right hand, with the wrong side towards them and the raw edge uppermost.

(b) They hold it between the thumb and fore-finger of the left hand.

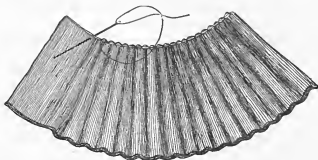


Diagram XXII.

(c) Beginning at the right hand corner, they first press the thumb firmly yet tightly on the cambric, and then move it upwards.

(d) They move it quickly downwards so as to make a neat fine roll in the cambric of uniform thickness throughout, hiding the raw edge. The teacher examines each child's work. Children find it rather difficult to make the roll evenly, and often require a great deal of practice before they succeed, and they are apt to damp their thumb to facilitate the rolling, but this objectionable habit should be

strictly forbidden, because it soils the material. As making the roll must be thoroughly mastered before the stitch is attempted, it is both advisable and economical to let the children practise on soft paper.

(B) TO MAKE THE STITCH.

By means of a piece of material, as well as a judicious use of the blackboard, the teacher clearly demonstrates to the children that :—

1. Whipping is a peculiar method of sewing over a roll—such as they have learnt to make—so as to form a little cord, and it must be regular.

2. It is worked from right to left, and the fastening on should be made secure by two or three repeated stitches, and not by an unsightly knot.

STEP I.

(a) The children fasten on as directed at the right hand corner of their work.

(b) They put the needle in on the right side of the material over the roll, and bring it out in a slanting direction towards the chest, just under the roll, and thus form their first stitch.

(c) They make a dozen more stitches at equal distances, namely, about eight threads apart, which, counting the two where the needle comes through, will make ten from the point where it was last inserted.

The teacher now requires the children to test their whipping, in order to ascertain for themselves whether it will draw easily upon the cotton, as it ought to do. She then examines their work individually, and by means of rough diagrams on the blackboard corrects errors, or further illustrates her directions, as she deems necessary.

(C) TO SEW ON THE WHIPPED FRILL.

As soon as the children can do the whipping stitch tolerably well the teacher provides each with a tiny calico band upon which to set her little frill. She then proceeds to teach them how to do this, and remarks that it is a very easy matter if the whipping has been properly done.

STEP I.

(a) The children halve and quarter both frill and band, and mark these divisions by a loose stitch or two of coloured cotton.

(b) They carefully join the corresponding divisions of each together.

(c) They lightly tack the frill in place about half an inch below the whipped edge, and remove the pins.

The teacher examines every child's work.

STEP II.

(a) They hold the frill towards their chest so as to regulate the whipping from time to time with the point of their needle.

(b) They sew it on firmly and strongly with neat little stitches, slanting their needle so that each stitch falls into the groove of the whip.

Note.—In order to secure plenty of practice for them, the mistress should encourage the girls to trim their underclothing with frills made and whipped by themselves.

PATCHING PRINT.

This is perhaps rather more attractive to children than working on plain material. At any rate, the teacher finds little difficulty in interesting her pupils,

and she soon has the satisfaction of seeing them take the utmost pains to excel in matching patterns and stripes, and making their patches set perfectly.

Appliances.—These are the same as for other patching, namely, two pieces of material for the teacher and for each child, fine needles and cotton.

It is advisable for the head mistress herself to provide the print for these lessons, because she would choose the quality best suited to her purpose, and if any school cannot afford the trifling outlay the children willingly repay it.

Preparations for the Lesson.—The teacher, showing them some excellent specimens, leads her class to notice the following points, which distinguish this from calico patching :—

1. A print patch is let into the hole.
2. The raw edges are turned down to the depth of half an inch.
3. The patch is sewn in either on the right or the wrong side, according to taste, with small regular stitches.
4. Its corners are nicked to make them sufficiently pliable to lie flat, and those of the larger piece are cut obliquely across, with the same object.
5. All the edges are neatly overcast at a uniform depth, the successive stitches being parted by an interval of two threads.

THE LESSON.

STEP I.

(a) The children lay the patch over the injured part until the pattern of the two precisely matches.

This is rather difficult for learners to do, and their first attempts are apt to try the patience of the teacher.

(b) They crease round the rent to mark the area which the patch is to cover.

(c) They cut away the rags to within half an inch of the crease, and turn down the edges of the hole to that depth.

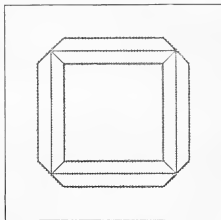


Diagram XXIII.

(d) They turn the edges of the patch down to the same depth.

(e) They carefully pin the patch in place, one side only at a time, taking pains to see that the pattern matches, and that the corners fit well.

The teacher examines the children's work individually, and corrects or commends at her discretion.

STEP II.

(a) The children trim the edges true to a thread, and overcast them, including the corners.

(b) They flatten the sewing by passing the thumb nail of the left hand gently over it.

The teacher examines each child's work.

This is an admirable method of repairing, for if skilfully let in the patch is scarcely visible on the right side, and the edges lie quite flat on the wrong.

Note.—A cloth patch may be inserted in precisely the same way, except that when it is finished a damp piece of the same material should be laid over it on the wrong side, and the sewing pressed with a hot iron until it is perfectly flat.

TO CUT OUT A BABY'S NIGHTGOWN.

Preparation for the Lesson.—The teacher remarks to her class that though many varieties of this nightgown are used at the present time, they are all more or less modifications of the old-fashioned pattern, which cannot be surpassed either for comfort or convenience. She next shows the children a good specimen of the little garment, and draws their attention to the simplicity of its form, the proportion of its parts, and the care with which it has been made. She goes on to say that it takes two and a quarter yards of thirty-six inch calico or longcloth to make such a nightgown, for though the width will allow of the strips being taken off for the strings, which must be on the selvage way of the material, the sleeves cannot be cut out of the pieces from the

slopes, without a join down the middle. The calico selected must be perfectly free from dress and very soft. Its price varies from 6*d.* to 10*d.* a yard. Including the strings and the bands for the neck and the waist, this garment consists of eight pieces. Then inviting the children's close examination of the specimen nightgown, the teacher helps them to observe the following particulars in regard to its making up:—

1. The side seams are very gently sloped and are firmly and neatly sewn and felled down quite flat.

2. The hem round the bottom is 1½ inches deep, which gives it both strength and ornament.

3. The front of the body is gathered twice across at the waist and set into a little band, to the ends of which the strings are nicely and securely stitched, to fasten the nightgown at the waist.

4. The strings are strengthened by a narrow hem all round.

5. The neck is finished by a band eighteen inches long and barely half an inch wide, which serves as a case for the tape to draw it up to the proper size.

6. The opening behind is rather long, to allow the nightgown to pass readily over the baby's head. It is hemmed, and wraps over at the bottom in the usual way.

7. The armholes are large enough to be easy and not to press upon the little arms.

8. The bottom of the sleeve is turned up to a depth of one and a quarter inches to form a tiny cuff.

9. The neck, cuffs, and ends of the strings are trimmed with a narrow frill neatly hemmed and very regularly whipped. One nail of cambric at 1s. per yard is ample for the purpose.

10. The edges of the bands at the waist, the neck, and the cuffs are all ornamented with a row of feather-stitching.

THE LESSON.

The children are now supplied with the necessary appliances for cutting out, and the teacher puts up her blackboard before them and explains that as the back and front of the nightgown are precisely the same in shape, only one diagram is needed for the two. The pattern is drawn on the one-eighth-inch scale, and is very easy to cut out.

STEP I.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE BODY OF THE NIGHTGOWN.

(a) The children place their sectional paper directly in front of them and mark out upon it a field thirty-six inches by sixteen and three quarters, and two and a half inches for the strings, and letter it A, B, C, D.

(b) From the left hand side of the field they measure off the strings twenty-eight by two and a half inches, C, E, F, G, and above that, six by one and a half inches for the little band for the front of the nightgown. The teacher examines every child's drawing, and tells the class they will now begin to pencil out the actual shape of the garment.

(c) From B the children measure one and three-

quarter inches vertically down for the slope of the middle of the neck.

(*d*) Starting from A, they mark ten and a half inches horizontally inwards, I, for the top of the shoulder.

(*e*) Reckoning one and a half inches down from A and nine and a half inches in, they letter the point J, and join I and J to form the shoulder.

(*f*) Again setting out from A, they measure five inches vertically down and then nine inches horizontally inwards, K.

(*g*) They count three inches directly up from G, and letter it L.

(*h*) They join the points thus :—

1. They make a straight line from H for three inches towards the left, and then gently curve upwards to I for the slope of the neck.

2. From J, they draw gradually round to K for the armhole, taking pains to make the curve exactly one inch deep in the middle.

3. They unite K and L by an oblique line to shape the sides, and continue thence quite straight to the bottom to provide for the hem. The teacher examines every child's diagram and corrects where necessary by reference to her blackboard and the specimen garment.

STEP II.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE SLEEVE.

(*a*) The children pencil out an oblong eight and a half by four inches, A', B', C', D'.

(*b*) From A', they measure three and a half inches horizontally in, and letter it *b*, and three-quarters of

an inch down from A' , they call c , and join b and c by a curve for the top of the sleeve.

(c) Starting from C' , they mark two and a half inches vertically up and one and a quarter in, and letter that point d .

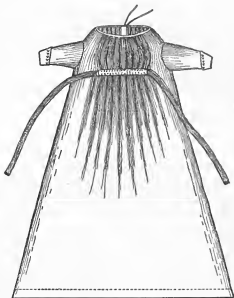


Diagram XXV.

(d) They unite c and d by an oblique line for the slope of the seam, and continue thence in a straight direction to the bottom, e , to form the one and a quarter inch cuff, which turns back. The teacher examines the diagrams individually.

STEP III.—TO CUT OUT THE PATTERN.

(a) The children mark out the fields with the correct dimensions of each part, and draw the diagrams full size on the tissue or newspaper as usual.

(b) They cut off the strings and the bands for the front and the neck,

(c) They then take one of the pieces of paper for the body and double it lengthwise, so as to cut out both sides of the front at once.

(d) They do exactly the same with the other piece of paper for the back. Then, having shaped it, they fold it again vertically in half and cut down six inches from the top to form the back opening.

Note.—At a distance of about five inches below the neck, and rather more than six inches on each side of the middle of the front, the children draw two parallel lines an inch apart to show where the gathers are to come for the waist. The teacher examines the patterns one by one.

(e) They fold the paper in half and shape both sides of the sleeve at the same time.

Concluding Remarks.—The children should be required to make a duplicate, and then to slightly tack one of the patterns together without assistance. At the earliest opportunity afterwards, too, the teacher should allow the girls to cut out this nightgown in material, but it will be advisable to warn them in cutting the sleeves to be careful to face the calico, so as to avoid making the two for the same arm.

*TO CUT OUT A FROCK FOR A CHILD FROM
TWO TO THREE YEARS OLD.*

Preparation for the Lesson.—The children arrange themselves as usual for a lesson in cutting out. The teacher shows them a little frock, and tells them that two yards of print, or one and three-quarter yards of zephyr, at 6*d.* or 8*d.* per yard, are required to make it. She next leads them to examine this garment in detail, and helps them to observe the following points:—

1. The skirt is quite straight, composed of two widths of material firmly run together, and is fifteen inches long.

2. The bottom of it is finished by a hem about two inches deep, and above it is a number of tucks grouped according to taste.

3. The opening at the back, six inches deep, is made in the middle of the width, hemmed and wrapped right over left in the ordinary way.

4. The top of the skirt is gathered and sewn on to the waistband of the body.

5. The body consists of five pieces, viz., one front, two backs, and two sleeves.

6. The seams on the shoulders and under the arms are neatly and thickly stitched, the raw edges are trimmed with the scissors, and overcast either singly or in the double.

7. The backs are strengthened by a one-inch deep hem, and fastened with two excellently worked button-holes and as many little pearl buttons.

8. The bottom of the front is gathered for a

short distance on each side of the middle to give a small amount of fulness over the chest.

9. The neck, which is twenty-one inches, and the waist twenty-four round, are both finished by a half-inch band, often put on with a piping, which greatly adds to the strength as well as the neatness. These bands form cases for tapes by which to draw the body up so as to fit each individual wearer.

10. The armholes are carefully curved and roomy. They measure nine inches round to permit free movement of the arms.

11. The sleeves are gathered both at the top and bottom, which forms a pretty puff, and the fulness at the bottom is set into a narrow band seven and a half inches long.

12. They are firmly stitched into the armholes, the raw edges are pared and then thickly overcast.

THE LESSON.

The teacher puts up her blackboard, and explains that no diagram of the skirt is necessary, and that for the body is drawn on the quarter-of-an-inch scale.

STEP I.—TO MARK OUT THE FIELDS AND DRAW THE DIAGRAM OF THE BODY OF THE FROCK.

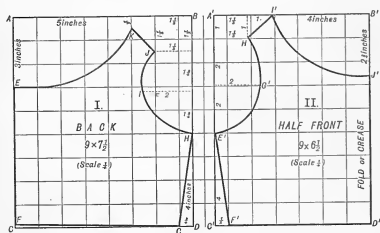
(1) *Of Half-Back.*—(a) The children pencil out a field nine by seven and a half inches, A,B,C,D.

(b) From A they mark three inches vertically down E, and from C a quarter of an inch upwards, F, and join E and F for the hem.

(c) They measure three-quarters of an inch

horizontally in from D, and call it G, and four inches up from the same point, H.

(d) They join F and G for the slope of the bottom, and G and H for the under-arm seam.



(b)

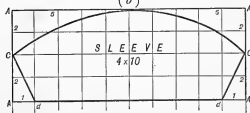


Diagram XXVI.

(e) From H they measure one and three-quarter inches directly up, and then two inches in, and letter it I.

(f) They reckon one and a half inches straight

down from B, and one and a half inches in at that point.

(g) Starting again from B, they measure two and a half inches horizontally inwards and half an inch down, K.

(h) They unite E and K by a line which for the first two inches is quite straight, and then curves gently round to form the slope of the neck. They draw an oblique line between K and J for the shoulder, and then make a nicely rounded curve between J and H for the armhole. The teacher examines the individual diagrams.

(2) *Of Half-Front.*—(a) The children make a field nine by six and a half inches, A', B', C', D'.

(b) From A' they mark five inches directly down E', and from C' half an inch horizontally inwards, F', and join E' and F' for the slope of side seam, and F' and D' for bottom of the front.

(c) They measure three inches down from A' and then two inches inwards, and call it G'.

(d) Starting again from A', they mark one inch down and then one and a half straight inwards, and letter the point H'.

(e) They measure two and a half inches horizontally in towards the right from A', and mark it I'.

(f) Reckoning from B' two and three-quarter inches vertically down, they call that point J'.

(g) They join I' and J' by a nicely graduated curve for the slope of the neck, H' and I' by an oblique line for the shoulder, and E' and H' by a curved line passing through G' for the armhole. This completes the front.

The teacher examines every child's drawing, and corrects by reference to her specimen and the use of the blackboard.

STEP II.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE SLEEVE.

(a) The children mark out a field four by ten inches A, A, A, A.

(b) From the left-hand top corner they measure five inches horizontally inwards, *b*, and two inches

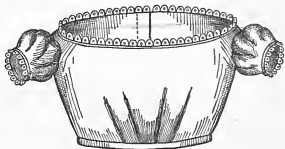


Diagram XXVII.

down from each upper corner, and call the points *c*.

(c) From each of the lower corners they reckon one inch inwards, *d*.

(d) They unite *d d* by a straight line for the bottom of the sleeve, *d* and *c* on either side by an oblique line for the shape of the seam, and *c, c*, and *b* by a rounded outward curve for the top of the sleeve.

The teacher examines and revises as before.

STEP III.—TO CUT OUT THE PATTERN IN PAPER.

(a) The children mark out the fields and enter the exact dimensions, and draw the diagrams full size on the newspaper or tissue paper as they have been taught.

(b) They lay the two backs together and shape both at once. They do the same with the sleeves.

(c) They double the diagram of the front lengthwise, and cut out the two sides at the same time.

(d) They cut off the bands of the required length on the selvage way of the material. The teacher carefully examines every child's pattern, requires the whole class to make a duplicate, and then tack one lightly together, so as to test the accuracy which they have followed her directions.

Concluding Remarks.—The children should next be allowed to cut out the little frock in print, but before they attempt to do so the teacher should explain that:—

1. The above pattern is that of the lining of the body.

2. The material must be allowed an inch deeper and about five inches fuller for the puff of the sleeve.

3. The front requires a fulness of three inches on each side of the centre to give the necessary amount of gathers. It is advisable to cut the pieces straight, and shape them afterwards to the lining in each case.

A WOMAN'S NIGHTDRESS.

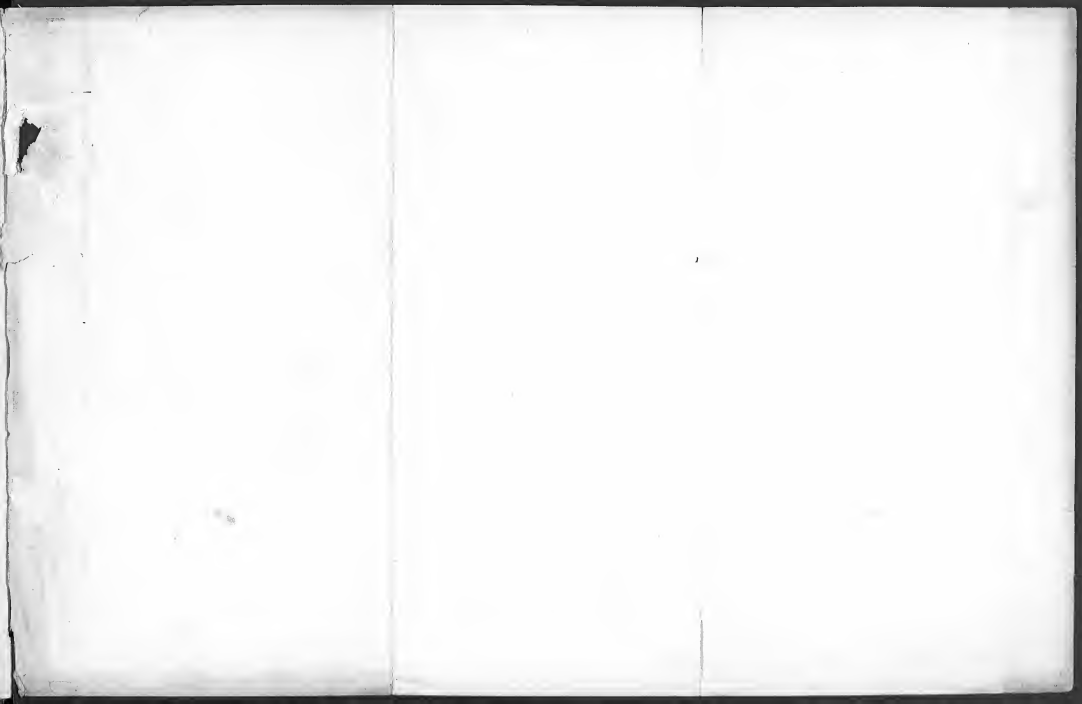
Preparation for the Lesson.—The teacher remarks to her class that in addition to cutting out and making up certain garments themselves, the Code requires them to cut out those to be made in Standard IV., namely, nightshirt, nightdress, or petticoat. She adds that she intends to take the nightdress first.

The pattern selected is that of an extremely well-fitting and comfortable garment, which has been long and thoroughly tested by many wearers, who prefer it to any other.

The teacher then shows a made-up specimen to her class, and explains that it takes four and a quarter yards of thirty-six inch calico at from 7*d.* to 8*d.* per yard. It should be soft and free from dress.

She goes on to tell them, that exclusive of the linings for the front opening, this garment is cut in eleven pieces, namely, back, front, two gores, two sleeves, two wristbands, collar, and two yokes. She next invites the close attention of her class to the specimen nightdress, and helps them to notice the following details:—

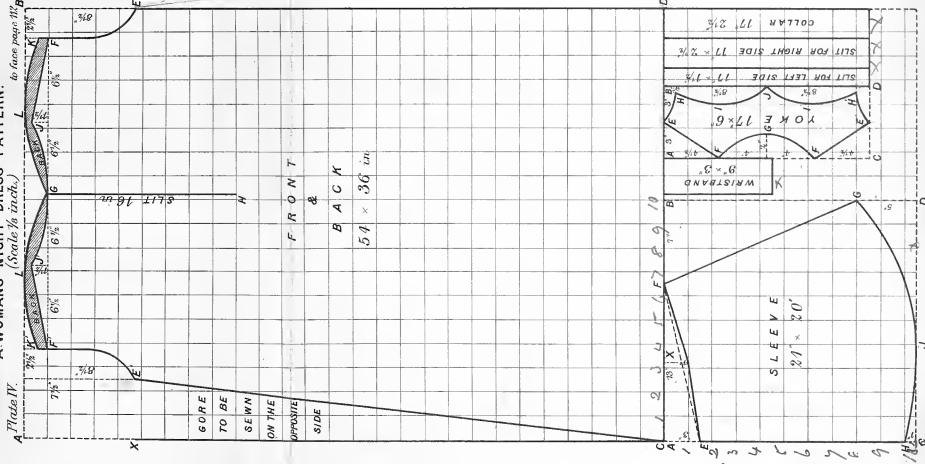
1. The gores are taken off one side, and neatly sewn to the straight part of the other.
2. The side seams are carefully sewn and felled.
3. The bottom is finished and strengthened by a hem about one and a half inches deep.
4. The false hem on the right-hand side of the front opening is turned over and stitched on the



A WOMAN'S NIGHT DRESS PATTERN.

Plate IV.

to face page 112 B



right side, it is also firmly secured at the bottom by a double row of stitching.

5. The back is sloped, gathered, and set into the yoke, so as to leave five and a half inches from the armhole on each side, plain.

6. The fulness in the front is taken up by groups of narrow tucks; these are partly under the yoke on the shoulder, two and a quarter inches from either armhole being left plain.

7. The collar is narrow, and stands up. It is ornamented with a row of stitching, and is stitched in place on the right side and felled on the wrong.

8. The sleeves are joined by a sew and felt seam, the straight edge forming the fell.

9. They are gathered at the wrist and finished by a narrow closed cuff, stitched to match the collar.

10. They exactly fit into the shaped armholes, and may be run or stitched in on the right side, so as to have a fell half an inch deep on the wrong.

This answers the purpose of a binder, which may, however, be substituted if preferred.

11. The nightdress is fastened at the neck and down the front by three buttons and button-holes.

12. The collar, cuffs, and front are ornamented with narrow embroidery—two and a quarter yards needed—or whipped frills.

THE LESSON.

The children are then provided with the usual appliances for a cutting-out lesson, and the teacher, arranging her blackboard, upon which she has drawn

the pattern, before her class, explains that the scale to be used is one-eighth of an inch. She adds that it will be only necessary to draw one diagram for the body of the nightdress.

STEP I.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE BODY OF THE NIGHTDRESS.

(a) The children mark out a field fifty-four x thirty-six inches, and letter it A,B,C,D.

(b) From B they measure down nine and a half inches E.

(c) Starting from B again they count two and a half inches to the left, and two down and mark the point F.

(d) From F they draw vertically downwards for four inches, and then curve gently round to E to form the armhole.

(e) They measure fifteen and a half inches horizontally to the left from B, and two down, and letter it G. Then from G sixteen inches vertically down H for the front opening.

(f) From G they count six and a half inches on each side, and two down, JJ'.

(g) They unite G and JJ' by a curved line to form the slope of the neck.

(h) From J they measure six and a half inches to the left and one and a half inches down, and mark the point F', and join FJ and F'J' by slanting lines for the shoulders.

(i) They count from F seven and a half inches down, and two and a half to the left E', and join F' and E' to correspond with F and E, and E' and C for the slope of side seam.

Note.—The slope for the opposite side is obtained by a gore, shown by lines E' , C , and X in diagram. The shaded portion indicates the slight difference in shape of the back, and may be thus summarised:—

1. One inch up from F and F' gives points KK' ;
2. Five and a half inches from K and K' inwards towards the centre = LL' ;
3. K and K' are connected with G by a curve passing through L and L' .

The teacher examines and revises or commends each child's diagram, and reminds the class that of course no opening is to be made in the middle of the back.

STEP II.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE SLEEVE.

(a) The children pencil out a field twenty-one \times twenty inches, A, B, C, D .

(b) From A they measure down three inches, E , and thirteen inches horizontally to the right, F , and join E and F by a dotted line.

(c) They find the point midway between E' and F , two inches down, and call it X , and unite E and X and F and X by oblique lines.

(d) From B they mark sixteen inches down G , and join F and G by a slanting line.

(e) Starting from C , the children mark one inch up H , and eight inches along both lines to the right, J .

(f) They join H and G by a nicely rounded outward curve passing through J .

The teacher again examines each diagram individually as before.

STEP III.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE YOKE.

(a) The children make an oblong seventeen \times six inches, A,B,C,D.

(b) From A along the top, and C along the bottom line, they measure three inches to the right EE', and from the same starting-points they mark four and a half inches vertically down F and up F', joining FE and F'E' for the shoulder slopes.

(c) From FF' they measure four inches in, and two down G, and unite these two points by a carefully rounded curve passing through G, to form the neck.

(d) Reckoning from E, they take two and a half inches to the right and one down, and from E' the same distance, but one inch up, and call the points HH'.

(e) From the last named points four inches vertically towards the centre of the field II'.

(f) Then the children reckon from II' three and a half inches down and up, and one to the right and mark it J.

They join H and J and H' and J' by a curved line passing through II'.

This completes the pattern of the yoke, which sets much better than if cut quite straight across the back.

The teacher finally examines each child's diagram, and explains that it is unnecessary to draw separate diagrams for the collar and cuffs, as they are perfectly straight.

STEP IV.—TO CUT OUT THE PATTERN.

(a) The children pencil out the fields, and draw the diagrams full-size on common, soft, yellow-white paper.

(b) They cut a duplicate for use in the flat, and tack the other pattern lightly together as an exercise, testing their skill in making all the parts fit exactly.

These the teacher should examine one by one, and insist on their being made as perfect as possible before she allows the children to cut out in material.

Concluding Remarks.—When the children are prepared to cut out the nightdress in calico, the teacher should make one or two helpful suggestions to them, thus:—

1. Arrange the paper pattern on the calico so that the necks of back and front meet, and also the narrower, *i.e.*, the wrist ends of the sleeves, then all the parts will be on the right side for putting together.

2. Leave the top of the body straight at first, it is better not to curve the neck until the tucks are run in the front, and the yoke is ready to be put on.

CUTTING OUT A MAN'S NIGHTSHIRT.

Preparation for the Lesson.—The teacher shows her class a well-made specimen of a nightshirt, and remarks that, though there are many different shapes worn, she has selected this pattern for them to learn, because it is simple and is preferred by a large number of wearers, who find it extremely comfortable.

She then draws the children's close attention to the specimen garment again, tells them that it takes four yards of thirty-six inch calico plain or twilled, at from 6*d.* to 8*d.* per yard, to make. She next leads them to notice:—

1. That the selvages are sewn together to form the side seams, which are, therefore, perfectly straight.

2. That the openings below are finished by a narrow hem, and each is strengthened by a gusset.

3. That the back of the body is five inches longer than the front, and both parts are hemmed along the bottom.

4. That a false fold is put on the left side, but a hem one inch deep is made in the material on the right side of the front opening.

5. That it wraps left over right, and the small amount of fulness is pleated in at the bottom.

6. That leaving about two inches from the arm-hole plain, the remainder of the back and about half the front are gathered and set into the yoke.

7. That the rest of the fulness in front is set into the collar.

8. That the collar turns back; it is cut in two pieces, which are firmly stitched together on the wrong side, turned and ornamented with a row of stitching near the edge on the right.

9. That the sleeves are joined by a sew and fell seam, and finished with closed cuffs turned back, and stitched to match the collar.

10. That the armholes are shaped and the plain



parts of the sleeves are stitched in on the right and felled on the wrong side, the fulness being gathered and set into the yoke at the top.

11. That the shirt is fastened down the front by four buttons and button-holes.

THE LESSON.

The teacher sees that all her children are supplied with sectional paper and pencils as usual, and then puts up her blackboard before them and draws upon it each diagram with them.

She tells them that they are to use the one-eighth-of-an-inch scale, and that only one diagram is required for the body of the shirt, if they indicate the back by continuous and the front by dotted lines as she has. (See Diagram.)

STEP I.—TO MARK OUT THE FIELD AND DRAW THE BODY OF THE NIGHTSHIRT.

(a) The children mark out a field forty-seven by thirty-six inches A,B,C,D.

(b) From A and B they measure down ten inches and call the points EE'.

(c) They start from A and B again, and mark one inch horizontally inwards FF'.

(d) They join FE and F'E' by lines curved round at the bottom to form the armholes.

(e) From B they measure eighteen inches horizontally to the left G, and seventeen inches vertically down H.

(f) They connect G and H by a dotted line to show the front opening.

The teacher examines each child's diagram, and explains that the back is precisely the same with the following slight modifications:—

1. It is two inches longer than the front, *i.e.*, forty-nine inches.
2. It has no opening in the centre.
3. The armholes are shorter, being seven instead of ten inches long.

STEP II.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE SLEEVE.

(a) The children pencil out a square twenty-four by twenty-four inches A,B,C,D.

(b) From C they measure four inches up E, and fourteen to the right F.

(c) They join E and F by a dotted line.

(d) Starting again from C they mark seven inches to the right and three up, G.

(e) They connect EG and GF by oblique lines.

(f) From B they measure seven inches down, H, and thirteen inches horizontally in, J.

(g) They join H and F by an oblique line, and J and H by an outward curve to form shape of top of sleeve.

The teacher again carefully examines each child's diagram.

STEP III.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE YOKE.

(a) The children make an oblong six by eighteen inches, A,B,C,D.

(b) From A and C they measure three inches to the right, EE', and five and a half in a vertical direction, FF'.

(c) They join E and F and E'F' by oblique lines for the slope of the shoulders.

(d) They measure three and a half inches down from F, and two and a quarter in, G, and join F F' by a shapely inward curve passing through G.

The teacher once more examines and corrects the children's drawings.

STEP IV.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM OF THE COLLAR.

(a) The children pencil out an oblong six by eighteen inches A,B,C,D.

(b) From A and C they measure four and three-quarter inches to the right, EE.'

(c) Starting again from A, they take a vertical measurement of nine inches down, and one and a half in, F, and from A, one and a half down, and from C the same distance up, GG.'

(d) They join GG' by a gentle curve passing through F, and thus shape the collar.

The teacher finally examines and revises the children's diagrams.

Note.—The wristbands, false fold for the front opening, and gussets of the nightshirt are all perfectly straight as indicated in the diagram.

STEP V.—TO CUT OUT THE PATTERN.

(a) The children mark out the fields, and draw the diagrams full-size on soft paper, as usual.

(b) They cut duplicate patterns, and carefully tack all the parts of one of them together as before.

The teacher examines the made-up patterns individually, and rewards the children who have been

most successful by a promise of being allowed to cut out in material at the earliest opportunity.

Concluding Remarks.—Before the children begin to cut out the nightshirt in calico, the teacher should help them to arrange the patterns of the parts on the material as they appear in the diagram, because that is found to be the best and most economical plan.

*TO CUT OUT A WOMAN'S GORED FLANNEL
PETTICOAT.*

Preparation for the Lesson.—The teacher shows her class a specimen petticoat, and inviting them to closely examine it, remarks that at the present time undergarments are preferred with very little fulness at the waist, hence this modern gored skirt is highly popular. It is shapely and very economical, for three and a half yards of 27-inch flannel, at 1s. 3d. to 1s. 10d. per yard, is sufficient for two petticoats. But she warns the children that they cannot make one out of half the above quantity without having some of the parts on the wrong way of the material. In order to explain this she reminds her pupils that the woolly side of the flannel is the right, and the "nap" or "ply" ought always to stroke downwards. Therefore, it is advisable to make two petticoats at once, because the gores that would be upside down for the one would be right for the other. Then, by frequent reference to her specimen, the teacher leads her class to observe that:—

1. The petticoats consists of eight pieces, four in the skirt—namely, back, front, and two gores, and

four in the band, two for the outside, and as many for the lining.

2. The front width is sloped, but the back is quite straight, and there is a gore on each side.

3. The seams are formed by a slanting and a straight edge being put together, and care is needed to make them set properly.

4. They are run and stitched together, and the raw edge of the fell is flatly and regularly herring-boned down.

5. The bottom of the petticoat is carefully trimmed with the scissors, and then a single turn is made about three-eighths of an inch deep, and closely tacked in place with small stitches.

6. The second turn is one and a half inches wide, and is hemmed round on the wrong side, but it may be herring-boned instead, or stitched on the right side, or finished with a row of feather stitching in white wool according to taste.

7. The back opening is herring-boned, the wider fold on the right-hand side being wrapped over, and stitched across at the bottom in the usual way.

8. The petticoat is put into a deep band of twilled calico. It is double, and fits smoothly round the waist and over the hips; one and three-quarter yards, thirty-six inches wide, at 8*d.* or 10*d.* per yard, will cut two bands.

9. The pieces of the band are first securely tacked together, and the ends, front seam, and top are thickly stitched on the wrong side. The band is then turned and nicely flattened, and the same parts are regularly stitched on the right side.

10. The band is neatly hemmed on to the top of the skirt, which it exactly fits, and it is fastened at the back by three button-holes and as many linen buttons of medium size.

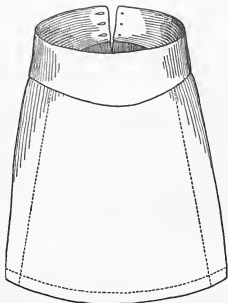


Diagram XXVIII.

Note.—When complete, this flannel petticoat should be twenty-nine inches long in front and thirty behind.

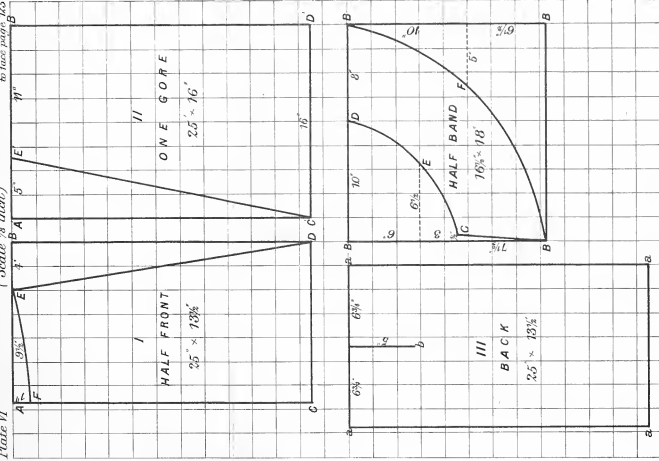
But this pattern is also very suitable for an over-skirt, either in cotton or woollen material, striped



A WOMAN'S GORED FLANNEL PETTICOAT.

Plate VI
(Scale $\frac{1}{8}$ inch)

to face page 123



or plain, but, of course, it would have to be made longer.

The teacher next puts up her blackboard before the class, and explains that the diagram thereon is drawn on the one-eighth of an inch scale.

THE LESSON.

STEP I.—TO MARK OUT THE FIELDS AND DRAW THE DIAGRAMS FOR THE SKIRT OF THE PETTI-COAT.

(i.) *Of Half-Front.*—(a) The children arrange their sectional paper conveniently in front of them, and mark out on it a field, twenty-five by thirteen and a half inches, A, B, C, D.

(b) From B they measure four inches horizontally inwards, and letter it E, and one inch down from A they mark F.

(c) They join F and E by a gentle curve to form the slope at the top, and E and D by an oblique line for that of the side.

The teacher examines each child's drawing, and corrects where necessary by means of the blackboard.

(ii.) *Of One Gore.*—(a) The children make an oblong twenty-five by sixteen inches A', B', C', D'.

(b) They measure five inches inwards along the top edge from A, and call it E', and join E' and C' for the slope of the gore.

The teacher examines the diagrams individually.

(iii.) *Of the Back.*—(a) The children draw another field twenty-five by thirteen and a half inches, a, a, a, a.

(b) Equidistant from either top corner, they measure six and three-quarter inches inwards, and then five inches vertically down *b* for the slit in the middle of the back. This completes the parts for the skirt.

STEP II.—TO MARK OUT THE FIELD AND DRAW THE DIAGRAM FOR HALF THE BAND.

All the pieces are cut of precisely the same shape, therefore one diagram only is needed.

(a) The children mark out an oblong sixteen and a half by eighteen inches B, B, B, B.

(b) From the left-hand bottom corner they measure seven and a half inches up and then half an inch in C, and draw a slanting line between the two points to form the slope for the middle of the band.

(c) Starting from the right-hand top corner, they measure eight inches horizontally inwards D.

(d) They measure six inches directly downwards from the left-hand top corner, and then six and a half inches in, and letter that point E.

(e) They join D and C by a nicely rounded curve inwards, passing through E. This gives the required slope of the band at the waist.

(f) The children next measure six and a half inches vertically up from the right hand bottom corner and then five inches inwards and mark it F.

(g) They join the diagonal corners of the field by a carefully regulated outward curve passing through F for the bottom of the band.

The teacher examines the diagrams one by one, and explains to her class that the other pieces of the band are easily cut from this pattern, attention

being paid to the right and the wrong side of the twilled calico.

STEP III.—TO CUT OUT THE PATTERN IN PAPER.

(a) The children being supplied with the required quantity of newspaper or tissue paper, pencil out the various fields upon it, enter the dimensions, and draw the several diagrams full size.

(b) They cut out all the parts both of skirt and band. The teacher again examines each child's production, and corrects where necessary.

(c) They make a duplicate pattern, to be kept in the flat for future use, and then lightly tack the first together, to afford them some practice in making the parts fit nicely one to the other.

STEP IV.—TO CUT OUT THE PETTICOAT IN MATERIAL.

Some of the most skilful children in the class are allowed to do this under the teacher's direction, while their companions watch them.

A. *The Skirt.*—(a) The children divide the three and a half yards of flannel into five equal lengths, which is enough for two petticoats.

(b) They double each of two widths lengthwise, right side out, lay the paper pattern upon them in turn, and slope the sides of the fronts for both petticoats.

(c) They divide another width vertically in half, and make a slit five inches deep for the opening behind. This gives the two backs. Now they have two widths remaining for the gores.

(d) They fold one of them obliquely, so that the

edge of the upper part measures eleven inches across at the top, and sixteen inches at the bottom. They crease and cut it, and find that they have a couple of gores, but not for the same petticoat, because one of them will necessarily be on the wrong way of the flannel. So they treat the other width similarly, and thus obtain the four gores required for the two skirts. The teacher examines each child's work.

B. *The Band.*—(a) The teacher directs the children how to place the pattern so as to ensure that the middle of the band is on the selvage way of the calico.

(b) She shows them how to "face" the halves, so as to prevent their being both cut for the same side.

(c) She ascertains that her class have understood and followed her instructions, by requiring them to cut the pieces for lining the band without her help.

PART II.

PUPIL TEACHERS' WORK.

First Year.

Garments. See pages on Cutting-out.

Hole in stocking	See page	64
Patching calico	"	68
Sew and fell	"	18
Gathering and setting in	"	34
Sewing on strings	"	26

Second Year.

Garments. See pages on Cutting-out.

Patch in flannel	See page	55
Button-hole and buttons	"	43, 46
Whipping and sewing on frill	"	90
Running tucks	"	60
Calico patch	"	68
Marking	"	52
Grafting and Swiss darning	"	129

Third Year.

Garments. See pages on Cutting-out.

Hole in stocking web	See page	64
Patch in print	"	94
Pattern of nightdress	"	110
Pattern of nightshirt	"	115

Fourth Year.

Garments. See pages on Cutting-out.

Repairing house-linen	See page	139
Hedge tear and cross-cut darns	"	142
Gusset	"	72
Coral stitch and knotting	"	146
Marking	"	52
Tape string	"	26
Button	"	46
Button-hole on left side of shirt or back of infant's robe (see Notes 1 and 2, on p. 128).	"	43
Roll of 3 yards' length (see sheet of Diagrams at end of book).		

NOTE 1.—Both on the left side of shirt front and the back of infant's robe, the button-holes are cut vertically with the selvage.

NOTE 2.—On the bands at neck and waist of infant's robe they are cut horizontally, which, however, is also in the direction of the selvage.

SECOND YEAR.

GRAFTING AND PATCHING IN STOCKING- WEB MATERIAL.

Introduction.—Girls who have become skilful in Swiss-darning will find little difficulty in learning to graft and patch the ordinary stocking-web material, whether knitted or woven. The two processes, which are sometimes included under the general term of "grafting," are exceedingly useful for repairing socks, stockings, vests, jerseys, and similar garments. And, as they are very closely connected with each other and with Swiss-darning, they can be easily taught together. But the class must be small, in order that the pupils may have a considerable amount of individual attention from the teacher.

Materials and Preparation for the Lesson.—The teacher and every pupil are provided with an old stocking, or a piece of vest or jersey, coarsely but very regularly knitted or woven, some cotton or

wool to match, and a needle large enough to carry it. Then, passing some specimens of excellent grafting and patching round the class, the teacher helps the girls to examine them, and leads them to observe what constitutes the special merits of each. And by a few judicious remarks she arouses in them an earnest desire to imitate such admirable work. She then places her blackboard so that she can conveniently make rough diagrams upon it as occasion demands, and, working the whole time with her pupils, she gives :—

THE LESSON.

GRAFTING.

This is really a very simple, neat, and effective way of joining new feet or tops to children's stockings, and is far better than darning them overmuch.

STEP I.

(a) The teacher cuts a strip off her piece, and explains to her class that it is necessary to ravel out the wool or cotton until the loops of both edges to be joined are perfectly clear and distinct.

(b) The girls prepare their pieces in the same way. The teacher examines each individual's work.

STEP II.

(a) The girls exactly match the ribs of the two pieces to be joined and fasten on securely at the right hand side.

(b) They lay the work flatly over the fingers of the left hand, and hold it in the same position as for hemming.

(c) They make the stitch according to the teacher's directions given aloud thus:—

1. Put the needle horizontally through two loops of the upper edge and draw out the thread.

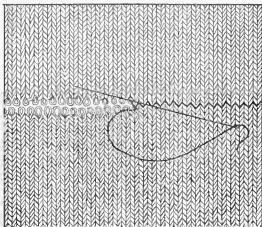


Diagram XXIX.

2. Insert the needle one loop back on the under edge and take one loop forward.

3. Repeat this process, alternately taking two loops at the top and two at the bottom to the end of the piece.

This is of course nothing more than Swiss-darning the edges together, and if well done the seam is almost invisible.

SWISS DARNING.

As a rule, girls readily learn Swiss darning, because the stitch is unlike any which they have hitherto been called upon to master, and variety is especially charming to the young. The title sounds rather alarming, perhaps, but in reality Swiss darning is only a very simple method of thickening and so strengthening thin places in all articles of clothing made of the plain stocking web tissue, whether knitted or woven. It is worked in horizontal lines on the right side of the material, and consists in covering the slanting stitches of the webbing so exactly that the darn is almost invisible. Hence it is the neatest, as well as the most effectual way of mending socks, knees and legs of children's stockings, jerseys, undershirts, etc.

Preparation for the Lesson.—The teacher supplies herself with various excellent specimens of repairs in Swiss darning, and by reference to these draws the attention of her pupils to those parts in each garment which most frequently need to be so strengthened, and explains why. She also points out that the wool or cotton used for mending is of precisely the same texture and shade of colour as that of which the garment is made, hence the darn is scarcely perceptible. And she farther remarks that all the darns have slanting sides to resist the strain in wearing and to prevent their tearing away.

Necessary Appliances.—The teacher next provides herself and each pupil with :—

1. A piece of an old under-vest or stocking or

stocking web, very evenly knitted or woven, either coloured or white—the coarser the better.

2. A card or a piece of cardboard.
3. A wool or crewel needle and suitable cotton or wool.

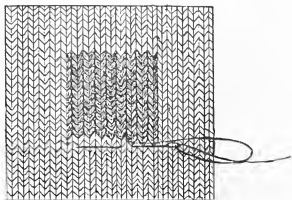


Diagram XXX.

THE LESSON.

The teacher puts up a blackboard before her class, upon which, in the course of her lesson, she makes rough diagrams from time to time to farther illustrate her directions as occasion demands.

STEP I.

(a) She invites the girls to examine the webbing with her, and leads them to notice that the stitches slant alternately upwards and downwards, forming ribs on the right and loops on the wrong side.

(b) She explains that the object of Swiss darning is exactly to imitate this.

(c) She shows her class how to lay the card under the part to be darned in order to firmly support it.

(d) They carefully tack it round so as to hold the work securely without straining the ribs. The teacher examines every girl's work.

STEP II.

By means of her own piece and the use of the blackboard, the teacher demonstrates to her class how the stitch is made, explaining each act aloud, thus:—

1. I find that the stitches are worked in continuous lines, horizontally from right to left.

2. I therefore fasten on at the right hand side of my work, and for the sake of convenience, bring my needle out between two stitches that slant upwards.

3. I insert my needle in a slanting direction upwards, and at that point pass it horizontally under the rib to the left and draw it out.

4. I put it in at the place whence I started to make the first stitch, and pass it under the next rib as before, repeating these movements in turn to the end of the row.

5. Then I invert my piece and cover the stitches that slant downwards in the same way.

STEP III.

(a) The teacher makes on the blackboard a rough diagram of a single row of stitches.

(b) With the help of this illustration she slowly and patiently repeats her directions as follows:—

1. Calling the starting-point 1, put the needle

in at 2, pass it horizontally under the rib to the left, and bring it out at 3.

2. Insert it at 1, pass it under the next rib, and bring it out at 4.

3. Put it in at 3, and bring it out at 5, and so on to the end of the row.

STEP IV.

(a) The pupils take up their pieces and fasten on securely.

(b) They work a row of stitches without the aid of the teacher, referring to the diagram on the blackboard when they require help.

(c) They then do a second row, because that involves inverting the piece.

The teacher again examines every girl's work, and seats those who have succeeded least nearer to her, so that she may give them more individual attention. Meanwhile the pupils who have mastered the stitch are doing another row or two.

She once more examines each piece.

Closing Observations.—After two or three lessons of this kind, girls generally become expert at Swiss darning. A diamond is considered the best shape in which to make such repairs.

The teacher rewards the most painstaking and skilful by allowing them at the earliest convenient opportunity to repair actual garments. It cannot be too often repeated that ability to mend all kinds of textures in the best possible way is a possession which every girl and woman should covet, if they wish to be thrifty, useful, respectable and respected members of society.

THIRD YEAR.

STOCKING-WEB TISSUE.

Introductory Remarks.—Up to the close of the second year of their apprenticeship, Schedule III. requires merely that Pupil Teachers show themselves competent to do the work prescribed for Standards VI. and VII., with the addition of grafting and Swiss darning. But in their third year they are expected “to fill in a hole not less than one and a half inches square in stocking-web stitch on stocking material.” This really means to weave in a patch which shall exactly correspond with the surrounding fabric. Beginners sometimes find it rather tedious to do, but a little patience and perseverance will enable them to thoroughly accomplish it, for the stitch used is precisely the same as that employed in Swiss-darning and grafting, the only difference being that in stocking-web tissue a foundation has to be made upon which to work. It saves both time and trouble to give a collective lesson upon the subject to a class of Pupil Teachers, though of course they will require some individual attention.

Necessary Appliances.—These are the same as for Swiss-darning and grafting, and if there be no hole in the pieces of webbing each pupil must cut one. The teacher works all the time with her class, making rough diagrams on the blackboard at frequent intervals, either to illustrate her directions or correct mistakes.

THE LESSON.

STEP I.

(a) The pupils unravel the top and bottom of the hole until they come to a clear row of loops strong enough to bear the threads for the foundation.

(b) They turn back the worn sides so as to

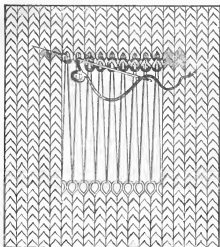


Diagram XXXI.

present an even edge, and leave half a rib on each side of the hole at the top.

(c) They lay the part to be repaired over the card and tack it firmly in place, taking care that the hole is allowed its proper dimensions, being neither strained nor contracted, and that the ribs are perfectly vertical, so that the corresponding loops at the top and bottom are exactly opposite each other.

The teacher examines each pupil's work to see if they have all closely followed her instructions.

STEP II.

With some stout sewing cotton the pupils, with a little assistance from the teacher, now make the foundation as follows :—

(a) They knot the end of the cotton and pass the needle through the card and the first loop at the bottom.

(b) They put the needle through the half and the next loop at the top, then back again through the first loop at the bottom, taking up the next one also on the needle.

(c) They put it in the two next loops at the top and continue this process, taking alternate loops top and bottom right across the hole, drawing the needle out each time.

(d) When they have thus completely stranded the hole, they pass the needle through the last half loop and the card and fasten off securely at the back.

Much care is needed to prevent the cotton from pulling up the hole and tearing the sides.

The teacher here again examines the pieces individually, and not unfrequently finds it necessary to have the strands cut out and put in a second time. When properly done, they appear as a double row of threads, and upon these the stocking-web has to be worked.

STEP III.

The pupils now thread their needles with wool or cotton, which as nearly as possible matches, both in colour and texture, the fabric to be repaired ; thus :—

(a) Slipping the needle under their work, they fasten

on at the right hand bottom corner, about two ribs from the edge of the hole, and Swiss-darn over these.

(b) On reaching the hole, they put the needle through the first loop to the left and draw it out.

(c) They insert it under the two threads coming out of that loop.

(d) They put the needle back into the middle of the same loop, and after taking up the next loop to the left, carefully draw it out.

(e) They repeat (c) and (d) alternately across the hole, and Swiss-darn over two ribs on the left side of it.

The teacher once more examines each pupil's work, and points out to her class that they must hold it firmly with the thumb and little finger of the left hand. She also shows that occasionally it is necessary to push the stitches into place with the point of the needle, so as to secure that they lie in perfectly horizontal rows.

STEP IV.

(a) The pupils invert their work and do another row in precisely the same way, the teacher carefully guarding them against being puzzled by finding that the strands are now below, not above, their line of working.

(b) They repeat the stitch, inverting their work for alternate rows until the hole is filled up.

(c) They join the new web which they have just made to the loops at the bottom of the hole by grafting.

(d) They remove the card, trim the back of their work if needful, and gently cut and draw out the foundation threads.

Closing Observations.—This is generally acknow-

ledged to be the neatest and most perfect method of mending jerseys, the legs of children's stockings, and injured parts of all other garments made of stocking-web material where an ordinary darn would be unsightly. Intelligent girls soon learn the stitch, and it is advisable, after such a lesson as the above, to take the earliest convenient opportunity of testing their skill by setting them to teach some of their less successful companions.

FOURTH YEAR.

REPAIRING HOUSE LINEN.

Introduction.—All girls should aspire to become clever needlewomen, and good, thrifty housewives, for thus they not only increase their own happiness, but also greatly add to the comfort and well-being of those around them. And one of the most critical tests of household management is the state of the linen. Articles of wearing apparel are best repaired by neat patching, but bed and table linen ought to be carefully darned. When it has been in use for some time, it should be frequently examined, and the thin places strengthened to prevent their becoming holes. It often happens that sheets and pillow-cases are either torn at the wash or by being caught on hedges or bushes in taking them in after drying, and tablecloths are sometimes cut by the thoughtless use of knives at meals. It is, of course, desirable that such injuries should be so skilfully mended as to make them as little observable as

possible. Therefore, the Government Schedule wisely demands that pupil teachers in the fourth year of their apprenticeship shall be able to "darn a three-cornered or hedge-tear and a cross cut on old calico, flannel, or table linen."

A teacher may give a very successful collective lesson on this darning to several pupils at once,

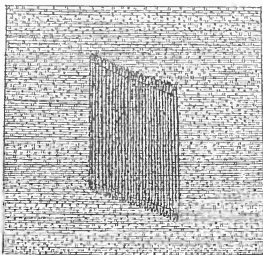


Diagram XXXII.

because, if they have been well trained hitherto, they will require little individual supervision.

Necessary Appliances.—These are, pieces of old sheeting and damask, rather coarse at first, and needle and cotton to suit the texture of the material. Moravian or flax thread is admirable for the purpose. It is advisable for the teacher to work each step

with her pupils, and to have a blackboard at hand upon which readily to illustrate her directions whenever she finds that they are not quite understood. A previously prepared sketch of the darns, as they ought to appear when finished, is also a valuable guide to the workers.

The teacher provides herself with some excellent specimens of such repairs, and passing them round the class, draws the attention of her pupils to the special value of each and the exact purpose which it is intended to serve. She adds that they are all worked on the wrong side of the material.

THE LESSON.

(A) TO STRENGTHEN THIN PLACES.

(a) The pupils lay their work across the first three fingers of their left hand, and hold it firmly in place with the thumb and fourth finger.

(b) They begin at the left side a little below the weak part, and using the ordinary darning stitch, taking up one thread and leaving one alternately, they darn right across the thin place.

The teacher now examines each pupil's work, and points out that:—

1. The slanting edges at the top and bottom of the darn enable it to present equal resistance throughout its extent to the strain of wear, and prevent its pulling away when washed.

2. The loops of cotton must be of uniform length to allow for shrinking, but there are differences of

opinion as to the advisability of cutting them or leaving them whole.

This darn does not require to be crossed.

(B) TO MEND A HOLE.

This is a very simple darn. It should extend for at least half an inch beyond the hole on all sides, and the loops everywhere must be of the same size. It ought not to be made square, because it is much stronger if the edges be either irregular or wavy. A diamond is a good shape to form. Of course, small holes only are mended in this way, larger ones should be patched.

(a) The pupils carefully cut away the rags from the edges of the hole.

(b) Beginning at the left-hand side, they thickly darn across it, drawing the needle out gently each time to avoid pulling up the threads of the material.

(c) Changing the position of their work, so that what was before the bottom of the darn is now the left side, they cross it, and thus fill the hole with a thick lattice of threads, which closely correspond with those of the surrounding fabric.

The teacher examines the pieces individually, and probably finds that in some cases the crossing is too loose and thin. She therefore points out the defect, and gives her pupils ample opportunity for remedying it by practice.

(C) TO DARN A THREE-CORNERED OR HEDGE-TEAR.

As a rule, beginners find this rather tedious to do, but they must not, on that account, feel disheartened,

for perseverance and patient application will soon reward their efforts with success.

STEP I.

(a) The pupils carefully tack the injured part upon a card at the depth of an inch on all sides of the torn square.

(b) They prick the ends of the broken threads

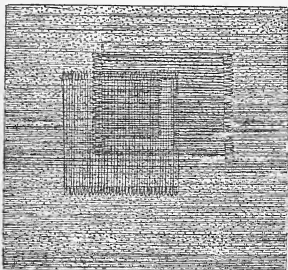


Diagram XXXIII.

through to the wrong side with the point of their needle.

(c) With some fine sewing cotton they gently fine-draw the edges as nearly as they can into their original position.

The teacher examines each pupil's work and

corrects errors in the preparation, because so much depends upon this being done well.

STEP II.

(a) The pupils darn backwards and forwards from left to right, about double the length and width of the rent, taking pains to keep the broken threads flat under the cotton during the whole time.

(b) They turn their work round as before, and repeat the process in the opposite direction. When complete, the tear will form two sides of a square of crossed darning. They then remove it from the card.

The teacher again examines every piece individually, pointing out mistakes or flaws and commending success. If properly done, this darn is scarcely noticeable on the right side.

(D) TO DARN A CROSS-CUT IN A TABLECLOTH.

When girls can mend a hedge-tear cleverly, they experience no difficulty with a cross-cut. For though the material is different, the preparation and actual working of the two are almost precisely similar.

STEP I.

(a) The pupils trim the jagged edges of the cut.

(b) As before, they take the part to be repaired on a tolerably stiff card.

(c) Passing the needle in and out as for fine-drawing, they gradually bring the severed edges into place, being careful to keep all the broken threads upon the wrong side.

The teacher examines every girl's work, to ascertain if her directions have been followed thus far.

STEP II.

(a) They begin as usual on the left-hand side at a short distance from the end of the cut, and darn throughout its length, taking up the same threads on the opposite sides of it.

(b) They cross it as above, darning to a uniform depth all round the cut.

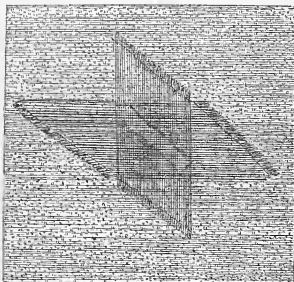


Diagram XXXIV.

They take their work off the card and once more subject it to the teacher's criticism.

This darn ought to be almost invisible on the right side, and when nicely finished it looks very pretty on the wrong. It consists of two oblongs

laid crosswise, thus forming a couple of triangles, the apex of the one coming exactly in the centre of the base of the other, and the cut itself is the diagonal of a square of crossed darning, hence it is sometimes termed a "diagonal cut."

KNOTTING OR SEEDING, AND CORAL STITCH.

Introductory Remarks.—These are both purely decorative stitches, and their present widespread use is only the revival of an old fashion. They were introduced into the Needlework Schedule probably in order to suggest to elder girls a less tedious and more effective means of ornamenting baby-linen and underclothing generally, than fine stitching, which is very trying to the sight. Either singly or combined knotting and coral stitch certainly give an exceedingly pretty finish to the collars, cuffs, and fronts of nightdresses, bands of chemises, infants' robes, and similar garments. They can be easily and very successfully taught to a large class at once.

Materials and Preparation for the Lesson.—A short time previously, the teacher supplies every pupil with a piece of Java canvas about five inches square, and sufficient brown holland to line it, and under her direction they make a little sampler upon which to learn these stitches. This done, the teacher gives to each girl a small quantity of coloured cotton or Angola wool, and an embroidery or crewel needle to carry it. She next passes one or two specimen samplers round the class, so that the pupils may see

exactly what they are expected to copy. Meanwhile she directs their attention to the following points:—

1. Both knotting and coral stitch are worked in horizontal lines from right to left.

2. The stitches in knotting are equidistant and of uniform size, but in coral stitch they are of irregular length.

The teacher works all the time with her class, and as usual has a blackboard at hand upon which to illustrate her directions when necessary.

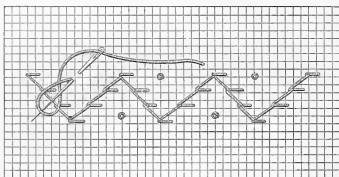


Diagram XXXV.

THE LESSON.

(A) KNOTTING OR SEEDING.

STEP I.

(a) The pupils thread their needles simultaneously.

(b) They take up their samplers, and holding them as they would for hemming, they slip the needle between the canvas and its lining, and bring

it out on the right side at the place where the first knot is to be made, and call it A. They are careful to leave an end to prevent the cotton pulling through.

(c) From A they draw the cotton first to the left towards themselves, and then to the right, and thus form an oval loop about half an inch in diameter, which they hold firmly down with the left thumb.

(d) They put the needle in, two threads to the right of A, and call the place B, bringing it out again at A.

(e) They then pass the needle through the loop and draw it out vertically upwards. This completes the knot.

(f) They once more insert the needle at A, and after passing it through to the back of the sampler, bring it out again on the right side at the point where the next knot is to be made. The teacher examines every pupil's work.

STEP II.

(a) The pupils make about six more knots in a straight line without the aid of the teacher.

(b) They next work a few, alternately one up and one down.

The teacher again examines the girls' work individually, and probably finds that nearly or quite all of them have mastered the stitch.

(B) CORAL STITCH.

This is really the same as that used in the modern crewel work. It was formerly called feather stitch, from its fancied resemblance to the

the cotton firmly down under the left thumb. This completes one stitch.

The teacher examines each pupil's work, and by reference to her own specimens and the use of the blackboard corrects mistakes or repeats her directions as she finds it advisable.

STEP II.

(a) The pupils count four threads straight down from C, and taking up two threads to the left make another stitch as before, being careful to keep the cotton held securely down by the left thumb, and always to draw the needle out above it.

(b) They work six or eight stitches by themselves, alternately to the right and left.

The teacher again examines each girl's work, and, showing her specimens, draws the attention of her class to the symmetrical arrangement of the stitches, namely, that the beginning of an upper one is exactly over the end of the last lower stitch, and the beginning of an under one is precisely below the end of the previous upper stitch.

Closing Observations.—When the pupils have become skilful in doing knotting and coral stitch on canvas they should practise a while on a piece of calico which they have previously tacked, and as soon as possible the teacher should reward the most painstaking and successful by allowing them to ornament some garments for her with these stitches. Coarse crochet cotton is best suited for this purpose.

PART III.

EXTRA LESSONS NOT REQUIRED BY THE CODE.

MARKING BOTH SIDES ALIKE.

Materials and Preparation for Lesson.—Ordinary canvas is the best material upon which to teach this marking, because its threads are very distinct, and it closely resembles other fabrics upon which the children will subsequently mark. It is cheap, too; a yard, eighteen inches wide, may be bought for 8*d.*; and this will cut into eighteen pieces, six inches square, quite large enough for the purpose. If the school cannot afford to provide these, the teacher should charge the children $\frac{1}{2}$ *d.* each; she would thus recover her outlay for canvas, and would also have a surplus to expend in buying some balls of ingrain red crochet cotton, with which to mark.

At a previous lesson, the teacher supplies every child in her class with:—

1. A little square of canvas, and enough white cotton braid to bind it.
2. A small quantity of the ingrain cotton, and a needle of suitable size to carry it.

She next explains that they must prepare their tiny samplers, before attempting to mark on them. Then, using a larger square of sailors' canvas, coarser

braid, coloured wool, and a darning needle, she proceeds to direct them to do this, as follows :

(a) The children carefully lay the braid over the edge of the canvas, so as to form a bind of equal depth on both sides, and tack it firmly in place, taking pains to make the diagonal corners match.

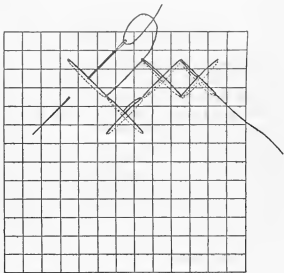


Diagram XXXVII.

The teacher illustrates by a diagram on the black-board and by reference to her own work.

(b) They hem the braid down neatly, on both sides, or stitch it regularly through on the right side, near the edge, or if they are skilful enough they may feather-stitch it instead.

The teacher explains that this strengthens the

sampler, and gives it a very pretty and effective finish. This should be followed at an early opportunity by:—

A Lesson on Marking-stitch.—The teacher, as usual, begins by passing some excellent specimens of marking round her class, and inviting the children's close examination of them. By means of blackboard or demonstration frame, or both, she leads the children to notice that the cross stitch is made by covering the diagonals of a tiny square two threads each way, so that when properly done, all the stitches are exactly of the same size. Then, in obedience to her directions:

STEP I.

(a) The children thread needles simultaneously, and hold them in right hand ready for use.

(b) They take up sampler and lay it over the fingers of the left hand, as for hemming.

(c) Leaving about three inches free, they hold the remainder of the cotton firmly under the thumb, and work from right to left.

(d) They put the needle in at the left-hand top corner of the little square of two threads, and bring it out at the right-hand bottom one. This forms a diagonal stitch across the square on both sides of the material.

The teacher now examines each child's work, and repeats her directions, if need be. She also tells her class that they must handle the cotton lightly, for if they draw it clumsily through at every stitch, the warmth of their fingers will soon rot it, and cause it to break very frequently.

STEP II.

(a) The children insert the needle in the centre of the square and bring it out at the left-hand bottom corner. Hence this corner of the stitch is double.

(b) They put the needle in at the right-hand upper corner, and bring it out again at the left-hand bottom one. This completes the cross.

(c) The children make three or four more stitches in a line with the first, while the teacher deliberately repeats her directions, and insists on their being exactly followed.

(d) To fasten off, they work over the last two or three stitches carefully, and cut the cotton off. They also secure the end which they left when they fastened on in the same way.

As a rule, children soon learn to do this marking-stitch perfectly, and then both sides of it are equally neat and clear.

Concluding Observations.—It is advisable that the children have considerable practice in marking on canvas, first in straight lines, and then in rows one stitch up and one down.

The teacher gives a separate lesson in marking letters, and by the aid of the blackboard and the demonstration frame she points out the natural order in which the stitches in each letter are to be made.

After completing the alphabet on canvas, the children should next mark on coarse linen, or holland, and then, by degrees, on fine calico, and similar textures.

PATCHING CLOTH AND WOOLLEN DRESS
MATERIALS.

Introduction.—Perhaps one of the most unsightly objects connected with dress is a badly-mended cloth or woollen garment. And young children, especially boys, so frequently tear their clothes that any thrifty mother or elder sister finds it a great saving of expense to be able to repair such injuries cleverly and well. Therefore, though this kind of patching is not actually required by the Government Schedule III., yet at least those girls in the upper Standards who have a taste for needle-work, as well as pupil teachers, should be encouraged to become proficient in it.

THE LESSON.

(A) PATCHING CLOTH.

First Method.—This is easily learnt. It is strong, and suitable for the general repair of boys' knickerbockers, jackets, and similar garments, upon which there is considerable strain in wear.

(a) The pupils prepare the hole as for a print patch.

(b) They cut the patch half-an-inch larger on all sides than the space which it is to fill.

(c) They lay the edges of both patch and hole evenly together and fasten them in place with a pin, one side at a time, being careful that the "nap" goes the right way.

(d) They hold the raw edges of their work in the

position for hemming, and using that stitch secure the four sides of the patch in succession, leaving turnings half-an-inch deep.

(e) They nick the corners to make them set well, open the seam and trim the edges uniformly.

(f) They lay a damp piece of the same material upon the wrong side, and press the seam firmly with a hot iron until it lies quite flat.

Note.—If the cloth be of good firm quality the raw edges are left, but if it be inferior or very loose in texture, it is better to firmly buttonhole them over.

Second Method.—This is rather more difficult, and, as a rule, children cannot be expected to do it well. But pupil teachers ought to thoroughly master it, because it is undoubtedly the neatest and most effectual way of mending women's outdoor jackets, men's coats, waistcoats, etc., where there is comparatively little strain in wear.

(a) The pupils trim the edges of the hole so as to make it square, oblong, or of some other regular shape.

(b) They cut a patch of cloth exactly the size of the hole and lay it in place, taking pains to see that the nap goes the same way as that of the surrounding material.

(c) They slightly fasten it there, with a few loose stitches of white or coloured cotton, which can be easily drawn out afterwards.

(d) They hold their work so that the two edges to be joined lie perfectly flat along the forefinger of the left hand.

(e) Using cotton of suitable size, they pass the needle backwards and forwards through the thickness of the two pieces of material on the wrong side, and pulling the cotton rather tightly each time, thus "fine-draw" the raw edges together.

The teacher reminds her pupils that in "fine-drawing" the stitches must be invisible on the right side, and the set of the corners of the patch needs special care.

(f) They take out the tacking thread, lay a damp piece of material over the patch, and press the seam with a hot iron to flatten it as before.

When cleverly done, the patch is scarcely perceptible on the right side.

(B) PATCHING A WOOLLEN DRESS.

(a) The pupils cut away the longer fringes only from the torn edges.

(b) They lay a piece of the same material under the hole, so as to extend for some distance beyond the weak part in all directions. They must, of course, be at the pains to see that the patch is on the right way of the stuff.

(c) They lightly tack it round.

(d) They gently stroke the broken threads into place with the point of their needle.

(e) Either with fine cotton of the same colour as the fabric, or with some of its own ravellings, they carefully darn the edges of the worn place down on to the patch on the right side.

PATCHING AND TAKING UP A LADDER IN STOCKING-WEB MATERIAL.

This is rather more difficult, and consequently makes greater demands upon the teacher's patience, than grafting. It consists of putting a patch of sound stocking-web into a space from which an unsound piece has been cut. The teacher and pupils must do every step together. There are two ways of patching, both of which are valuable.

FIRST METHOD.

STEP I.

(a) The teacher, explaining each act aloud to her class, cuts the sides of the hole in her piece evenly to a thread, and picks away the half threads left.

(b) She ravel it out top and bottom until she comes to a row of loops strong enough to bear the join.

(c) She clears the loops precisely as for grafting.

(d) Her pupils prepare their pieces in exactly the same way, while the teacher repeats her directions slowly, and illustrates occasionally by a rough diagram on the blackboard.

(e) With some tolerably fine cotton they thickly buttonhole the sides of the hole.

The teacher examines the girls' work individually.

STEP II.

(a) The teacher now cuts a piece for the patch and points out :—

1. That its sides must be true to a thread, and
2. That it should be longer than the hole which

it is intended to fill, lest it should draw up in working. It can easily be ravelled out to the required length at the last, and will then fit the space exactly.

(*b*) She makes a rough diagram on the blackboard in order to show the children that the loops on the top and bottom must look just like those of the hole.

(*c*) The children prepare their patch thus far, and then buttonhole its sides.

The teacher again examines each child's work.

STEP III.

(*a*) The children graft their patch in at the top.

(*b*) They neatly and firmly sew the sides of the patch into the hole on the wrong side, taking the upper edge of the button-holing.

(*c*) They ravel out the bottom until it perfectly fits, and then graft it in.

The teacher finally examines every child's work, and corrects or commends at her discretion.

SECOND METHOD.

STEP I.

(*a*) The children cut the sides of the hole evenly; and ravel out both top and bottom as far as is necessary—just as they did before.

(*b*) They lay the part to be mended upon a stiff card, and tack it down firmly on all sides about an inch and a half from the edge of the hole.

The teacher examines their work.

STEP II.

(*a*) They prepare their patch as they were taught in the first method, being careful to have it longer than the hole at first.

(*b*) They tack it exactly in place.

(*c*) They graft it in at the top and bottom, and then Swiss-darn each side about six stitches beyond the edge of the hole.

Many experienced needlewomen prefer this last method, and, when skilfully followed, the result is certainly admirable. But, as a rule, children find it so very difficult to do that it is unwise to tease them with it.

TAKING UP A LADDER.

Breaking a loop in a woven stocking or dropping a stitch in a knitted one produces what is known as a ladder.

This is very unsightly, and though easily mended if taken in time, it is troublesome if neglected awhile, because it rapidly extends. Intelligent children learn to take up a ladder properly in less than half-an-hour.

In addition to the piece of stocking-web upon which they have been working, each child now requires a crochet hook of medium size, a wool needle with a rather blunt point, and some coloured cotton or wool to match the texture of the material to be repaired.

STEP I.

(*a*) The teacher shows the children how to make a ladder in the stocking-web, by cutting one of the oblique stitches of the rib and letting it run back for a couple of inches.

(*b*) The children then fasten the ends of the cut

stitch, either by tacking them down, or running them through the loops on the wrong side.

(c) They insert the crochet-hook in the loop at the bottom of the ladder on the right side, and drawing through it the bar immediately above, thus form a new loop.

(d) They repeat this process, which is really like making "chain" in crochet, until all the bars are worked up.

(e) They prevent the last loop from running back by passing a pin through it to keep it in place awhile.

STEP II.

(a) The children fasten on and Swiss-darn, three stitches to the right of the ladder, in an exactly horizontal line with the top of it.

(b) They remove the pin and graft the one whole loop to the two half loops above it, and then Swiss-darn three stitches to the left of the ladder.

(c) They fasten off by passing the needle to the wrong side and drawing the cotton through about six loops.

Note.—It often happens that two or more loops become broken at different levels in a stocking, and so several ladders are formed. When this is the case, the easiest plan is to run them all back to the same level, and then deal with them separately, picking them up in turn from right to left and securing each top stitch by a thread of cotton. When all are picked up, the last row is grafted as before, but to whole instead of half loops, except at the ends.

TO CUT OUT A BABY'S ROBE.

Preparation for the Lesson.—The class, properly arranged and furnished with the necessary appliances for a cutting-out lesson, are invited by the teacher to examine a specimen robe. Meanwhile she remarks upon its dainty appearance, and the perfection of the needlework in it, and tells her pupils that it takes two and a quarter yards of nainsook, a fine kind of jaconet, at 1*s.* 3*d.* per yard, to make such a garment, adding that, though an inferior quality ought never to be used for the purpose, a more expensive one can be bought if desired. The teacher next helps her class to observe that:—

1. The skirt is composed of two widths of material a yard in length, and the front one is sloped from the top downwards, four and a half inches on each side.

2. The hem at the bottom is one and a half inches deep, and is trimmed round with embroidery, and, as a rule, the sides of the front are similarly ornamented.

Note.—The skirt may, however, be perfectly plain, in which case it is advisable to have a deeper hem.

3. Above the hem there is a group of nicely run tucks, by which means the skirt is shortened to thirty-three inches, exclusive of trimming.

4. The back opening is eight inches long, and is hemmed round and finished exactly as in the child's frock previously given.

5. The top is turned down about half an inch,

and gathered in the double, ready to sew on the body.

6. The body consists of five pieces, namely, the front, two backs, and the shoulder straps. It is put together with extreme care and neatness, and no raw edge is visible anywhere.

7. The short curve of each shoulder strap is at the neck, and the longer one, edged with a frill of embroidery about two inches deep, forms the sleeve.

8. The bottom corners of the shoulder strap are two and a half inches apart, or one and a quarter distant from the under arm seam on each side. It needs a little skill and exactness in fixing so as to ensure its setting perfectly.

9. The embroidery is carried up the sides of the front, and from the waist over the shoulder, where it forms a second frill, and then along the back of the neck.

Note.—Whipped frills of nainsook plainly hemmed, or finished with narrow washing edging, may be substituted for the embroidery if preferred, but they do not look nearly so pretty.

10. The backs have each a half-inch hem and a pleat of about the same width.

11. The armhole measures ten inches round, for it is most desirable that it should be roomy, so as not to press upon baby's delicate arm.

12. The neck is twenty-three and the waist twenty inches long, and both are finished by bands half an inch wide, ornamented by a row of feather stitching, and they serve as cases for the narrow tape by which to draw the body up to the required

size. The teacher ascertains that the class have taken accurate notes of the above information. She then puts up her blackboard, upon which she has previously drawn diagrams of the body, and remarks that no diagram is needed for the skirt, because it is quite straight.

THE LESSON.

STEP I.—TO MARK OUT THE FIELDS AND DRAW THE DIAGRAMS OF THE BODY OF THE ROBE. ($\frac{1}{4}$ -inch scale.)

(i.) *Of half-front.*—(a) The pupils make a field five and three-quarter by five and a quarter inches, A, B, C, D.

(b) From A half an inch down they letter E, and from B two and a half inches horizontally inwards F, and join E and F for slope of neck.

(c) They count one and a half inches vertically down from B, and call the point G, and then carefully curve round from F to G to form the armhole.

(d) They measure half an inch directly up from D, and a quarter of an inch in, and mark it H, and draw an oblique line between G and H for the side seam.

(e) They join H and C by a gradual curve outwards for the first three inches, and then a straight line. This completes the front, and the teacher minutely examines the individual diagrams.

(ii.) *Of half-back.*—(a) The children pencil out a field five and a quarter by nine and a half inches A', B', C', D'.

(b) They make three measurements and letter them as follows:—

1. From B' , half an inch down e .

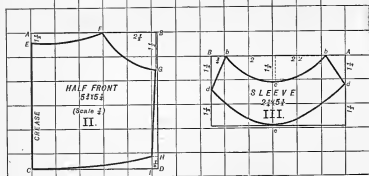
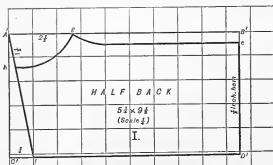


Diagram XXXVIII.

2. From e five and a half inches horizontally in towards the left f .
3. From A' two and a half inches directly inwards to the right g .

(c) They draw a straight line from e to f a dis-

tance of five and a half inches, and then gently curve round to *g* to finish the neck slope.

(*d*) They measure one and a half inches down from *A'* and then a quarter of an inch in, and call it *h*.

(*e*) From *c* three-quarters of an inch horizontally to the right they mark *i*, and draw an oblique line thence to *h* for side seam.

The teacher now examines every girl's drawing.

(iii) *Of sleeve or shoulder strap.*—(*a*) The children make an oblong two and three-quarters by five and a half inches, *A, A, A, A*.

(*b*) From each of the upper corners they measure three-quarters of an inch in and letter it *b*, and one and a quarter inches vertically down *d*.

(*c*) They join each *b* and *d* by an oblique line.

(*d*) Starting from *b*, two inches inwards and one and a quarter down they call *c*, and unite *b b* by a curve which passes through *c*.

(*e*) They join *d d* by an outward curve passing through *e*.

The teacher again examines the separate drawings and corrects by reference to her blackboard.

STEP II.—TO CUT OUT THE PATTERN IN PAPER.

(*a*) The children pencil out the fields, enter the measurements accurately, and carefully draw the diagrams full size on the newspaper or tissue paper as usual.

(*b*) They double the front vertically in half and shape the two sides at the same time.

(*c*) They lay the backs one upon the other and

cut out both at once. They do the same with the shoulder straps to form the sleeves.

(d) They cut off the bands for the neck and waist on the selvage way of the material.

The teacher tells the children to cut a duplicate to be kept in the flat, and then to tack one together so that she may see how well they can make the parts fit. She finally examines.

Closing Remarks.—The pupils should cut out the robe in material at the earliest convenient opportunity. Many shapes of this garment are in vogue at present, but all mothers who have tried it highly value the pattern given above, because they say it is an extremely comfortable one.

TO CUT OUT A COOKING APRON FOR AN ADULT.

Preparation for the Lesson.—The teacher having supplied herself and her class with the requisites for the lesson and arranged her pupils as usual, shows them a specimen apron of this pattern. She next puts it on before them, in order that they may see that it fits well and that it affords an ample cover and protection to the dress of the wearer. She goes on to explain that it takes two and one-eighth yards of forty-five inch coarse linen at 10*d.*, or holland at 8*d.*, per yard to make it. The teacher then invites the girls to inspect the apron more closely, and leads them to notice that:—

(a) It consists of eight pieces, namely, three for the body, the same number for the skirt, one for the pocket, and one for the band.

(b) The seams are all neatly sewn and felled, or they may be counter-hemmed.

(c) The fulness of the skirt is carefully pleated to the proper size, and put into a band which has been previously stitched into the body.

(d) The whole garment is nicely and firmly hemmed round, the hem at the bottom being about half an inch deep.

(e) The apron is fastened at the waist and at intervals down the back by pairs of tape strings.

(f) The pocket is back-stitched in place on the front of the skirt.

The teacher now, putting up the blackboard with the pattern marked out upon it, tells the girls that as the backs of the skirt are of precisely the same shape as half the front, one diagram will serve for these three parts of the apron.

THE LESSON.

STEP I.—TO MARK OUT THE FIELD.

(a) Arranging the sectional paper conveniently in front of them, the children mark off an oblong thirty-three by twenty inches.

(b) They letter it A B C D.

The teacher examines the children's drawings.

STEP II.—TO DRAW THE DIAGRAM.

(A) OF HALF-FRONT OF SKIRT.

(a) From A the children measure eleven and a half inches horizontally inwards and mark it E.

(b) They measure three inches vertically up from

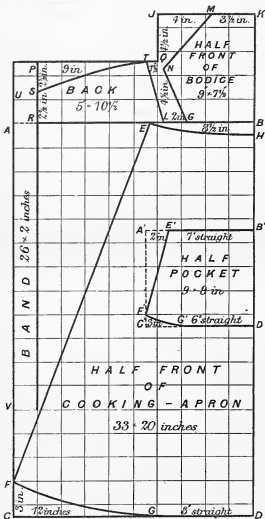


Diagram XXXIX.

C and letter it F, and twelve inches horizontally to the right from C to G.

(c) They join E and F by an oblique line, and F and G by a nicely-rounded curve, and then draw straight along the edge of the oblong for the remaining eight inches to D.

(d) From B they measure one inch down H, and then join E and H by a gentle curve for the first four and a half inches, and onwards by a straight line.

The teacher examines every child's diagram and tells the class that the band, which is twenty-six by two inches, and must be on the selvage way of the material, can be cut out of the side slopes of the front. She illustrates by reference to diagram on the blackboard.

(B) OF HALF-FRONT OF BODICE.

(a) The children draw an oblong nine by seven and a half inches J K L B.

(b) They measure four inches horizontally in from J and call that point M, then four and a half inches down N, and join M and N by an oblique line.

(c) From L they mark two inches inwards O, and carefully join N O to form the slant for the under arm seam, and then draw straight lines between K and M and B O for the top and bottom of the bodice front.

The teacher examines and revises every girl's diagram.

(C) OF HALF-BACK OF BODICE.

(a) The children make a field five by ten inches P Q R L.

(b) From P they mark two and a half inches down S, and again starting from P they measure nine and a half inches inwards T, and join S and T by a gently sloping line.

(c) They complete the diagram by joining R S and T L.

The teacher once more examines the drawings separately.

(D) OF HALF THE POCKET.

(a) The children draw a square nine by nine inches A' B' C' D'.

(b) They measure two inches inwards from A' and call it E', and one inch up from C' they mark F'.

(c) They join E' and F' to form the side, and E' and B' for the top.

(d) From C' they mark three inches horizontally inwards G', and after joining F' and G' by a very gradual curve, they continue the line perfectly straight to D'.

The teacher finally examines each girl's diagram, and corrects or commends as she judges best.

STEP III.—TO CUT OUT THE PATTERN.

(a) Either in tissue or newspaper, the children draw a field thirty-three by forty inches, and fold it vertically in half, and crease it to mark the middle of the front of the skirt.

(b) They measure off and enter the proper dimensions as given in the diagram,

(c) Following the pencil lines, they first cut off the front and then the band from the pieces left after sloping the sides.

(d) They mark off a second piece exactly the same as for the front, double it lengthwise, and cut it through the middle to form the backs.

The teacher examines, and is careful to point out that in making up the apron the straight side of the back must be joined to the sloped one of the front.

(e) The children draw another oblong, nine by fifteen inches, for the front of the bodice, and a third, eighteen by nine inches, for the pocket, double each of them vertically in half, mark the dimensions, and cut them out.

(f) They next take two pieces of paper, five by ten and a half inches, and lay them exactly together, copy the proper dimensions from the diagram and enter them, and then cut the two backs of the bodice at once.

They next tack the parts of the apron together under the teacher's supervision.

Closing Remarks.—The teacher explains to her children that in cutting out this apron in forty-five inch material, the pocket, the front, and one back of the bodice can be obtained out of the width, but the second back must be cut above the first. The pocket is drawn in the diagram to show its proper position in the front of the apron. There will be only a few pieces left, which the teacher can utilise in various ways. By this time the children will have become tolerably expert in marking out diagrams,

and will feel an interest in discovering various expedients and contrivances for economising material.

*TO CUT OUT AND MAKE UP AN INFANT'S
"BARROW."*

Introduction.—The teacher arranges her class, and sees that each child is furnished with the usual appliances for a cutting-out lesson. She works the whole of the time with them, and has at hand a blackboard, on which she has previously drawn the pattern. (*See* Diagram XL.) Then, producing a well-made specimen of an infant's barrow, she invites the children to examine it, and explains that :—

(*a*) Three yards of 27-inch flannel will cut two, though one and a half yards will not make one, because each garment is thirty-six inches long, and a breadth and a-half wide.

(*b*) The flannel chosen must be all wool, and soft ; mixtures of wool and cotton are too harsh for infants' wear.

(*c*) The price, of course, varies with the quality, but a good, useful flannel for the purpose may be bought for 1*s.* 8*d.* or 1*s.* 10*d.* per yard.

By means of the specimen also the teacher shows her class how the barrow is put on the baby, points out how neatly it is made, and draws attention to the various stitches employed thus :—

(*a*) The half-width is thickly run on, and the fell is herring-boned down very flat, the stitches are quite regular, and sufficiently deep to hold firmly.

(*b*) The barrow has a nicely herring-boned hem about three-quarters of an inch wide all round it.

Special pains are taken to make the corners perfectly neat and square.

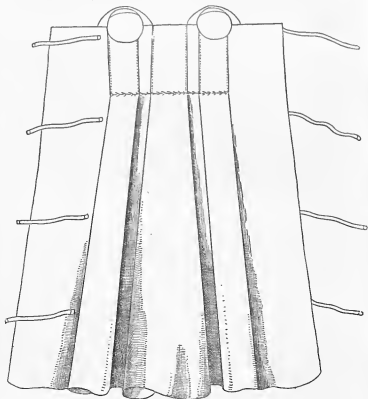


Diagram XL.

(c) The top of the body part is bound with flannel binding, carefully stitched on to make it firm.

(d) The shoulder-straps are also made of the binding, doubled and stitched along to strengthen them.

(e) The pleats forming the body are stitched, so as to secure their four edges, and they are made firm at the bottom by a double row of stitching, or a row of feather-stitching right across them.

(f) The garment is fastened down the front by four pairs of strings, which are of tape, because the binding is not strong enough, and they must be sewn on as the class learnt in Standard III.

The children take notes of the above information, and by this time are tolerably familiar with the make and general appearance of the garment. Hence, they will quickly learn to cut it out.

The teacher, putting the blackboard up before her class, now gives

THE LESSON.

STEP I.

(a) The children cut off a piece of paper thirty-six inches long and forty inches wide.

(b) They double it in half lengthways, and mark the centre.

(c) They fold the paper over towards the centre, to a depth of one and a half inches on each side of it, and tack it in place.

(d) Leaving one inch plain between, they make a similar pleat on each side, one and a quarter inches deep.

(e) They carefully tack down the four edges of each pleat, to a depth of five and a half inches, to form the body, and twice across the bottom of them, to mark where they should be double-stitched.

The teacher here examines every child's work, and

corrects by reference to the pattern on the black-board, as well as by the one she is cutting.

STEP II.

(a) The children measure one and a half inches down the middle of the side pleats, and mark the point A, for depth of armhole.

(b) On each side of A, but along the top edge, they measure one and a half inches, and mark the points B and C.

(c) They join B and C by a curved line passing through A, and then cut to it. This gives the armhole.

The teacher examines every child's work, and sees that all the dimensions, curves, etc., are properly marked on each pattern.

STEP III.

(a) The children turn down a hem all round the garment.

(b) They tack a strip of paper along the top and round the armholes to represent the binding.

(c) They put on the shoulder-straps, which should be four and a half inches long.

(d) They tack on the four pairs of strings, those on the left side close to the edge, but those on the right about six inches in.

The teacher explains that this arrangement is to admit of the right side folding under, and still being perfectly secured. She also remarks that when finished, the body should measure twenty-two and a half inches from edge to edge.

Conclusion.—The barrow is at present made of various shapes, but the simplest and most comfortable is that of which the pattern is described above.

THREE YARDS ROLL FOR FOURTH YEAR PUPIL TEACHERS

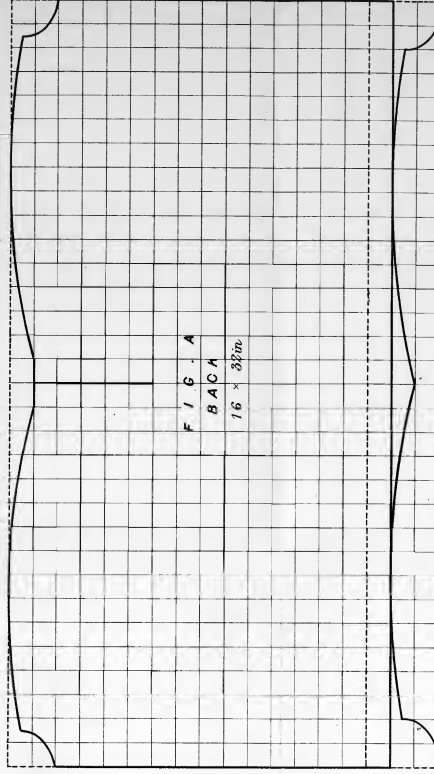


FIG. A
FRONT
16 x 32 in.

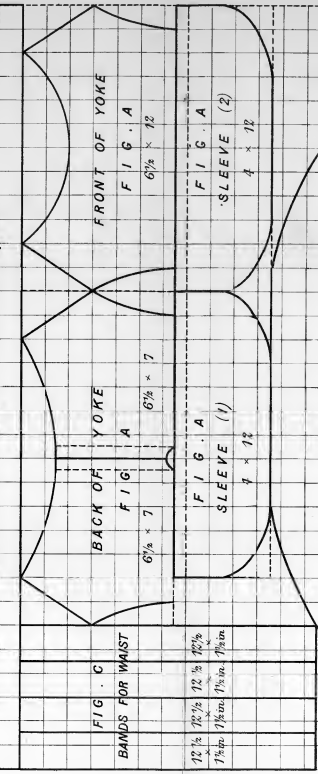


FIG. A
BACK OF YOKE
6 1/2 x 7

FIG. A
FRONT OF YOKE
6 1/2 x 12

FIG. A
SLEEVE (1)
7 x 12

FIG. A
SLEEVE (2)
4 x 12

FIG. E

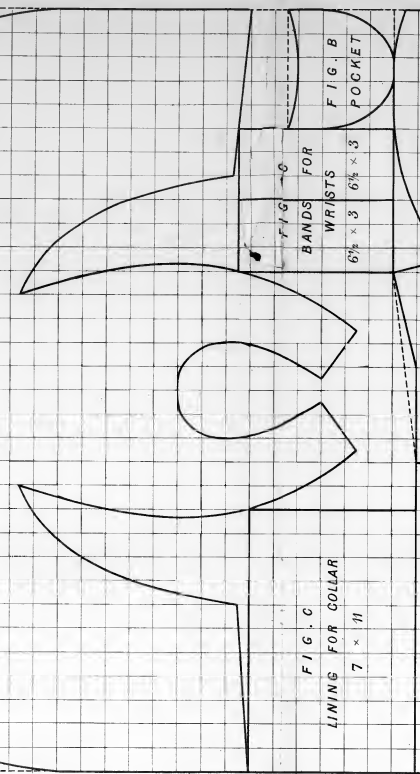


FIG. C
LINING FOR COLLAR
7 x 11

FIG. B
BANDS FOR WRISTS
6 1/2 x 3 6 1/2 x 3

FIG. B
POCKET

FIG. C
SLEEVE (1)

FIG. C
SLEEVE (2)

FIG. C
TUNIC
24 x 13

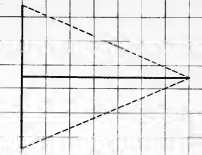


FIG. C
BACK WIDTH OF SKIRT
13 x 19

FIG. C
FRONT WIDTH OF SKIRT
13 x 52

HOLLAND GARMENTS

FIG. A. YOKED PINAFORE. For child of 5 years

FIG. B. APRON. For child of 5 to 7 years

FIG. C. SAILOR COSTUME. For a girl of 3 or 4 years.

NOTE: The little Vest usually worn with the Sailor Costume is made of the same coloured material as that selected for the upper side of the Collar & Cuffs.



APPENDIX I.

SCHEDULE III, 1887.

NEEDLEWORK.

GIRLS' AND INFANTS' DEPARTMENTS.

BELOW STANDARD I.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz. :—1. Black.

2. Red. 3. Blue.

Knitting-pin drill.

A strip knitted (15 inches by 3 inches) in cotton *or* wool.

STANDARD I.

1. Hemming, seaming, felling. Any garment or other useful article which can be completed by the above stitches *e.g.*, a child's pinafore, pillow case, or pocket-handkerchief. In small mixed country schools, strips (18 inches by 2 inches) of hemming, etc., may be shown, at the discretion of the managers, in place of a garment.

2. Knitting. 2 needles, plain, *e.g.*, a strip on which to teach darning in Upper Standards, or a comforter.

STANDARD II.

1. The work of the previous Standard with greater skill. Any garment or other useful article as above.
2. Knitting. 2 needles, plain and purled, *e.g.*, muffatees.

STANDARD III.

1. The work of the previous Standards, stitching, and sewing on strings. Garment, a pinafore, shift, or apron. Herring-bone stitch. The stitch only on canvas, or flannel.
Darning, simple, on canvas.
2. Knitting. 4 needles, plain and purled, *e.g.*, muffatees.

STANDARD IV.

1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on button. Garment, a plain nightshirt, nightgown, or petticoat.
2. Marking, simple, on canvas.
3. Darning, plain (as for thin places), in stocking web material.
4. Knitting. 4 needles, a sock.
5. Herring-bone, a patch (at least 3 inches square) on coarse flannel.

STANDARD V

1. The work of the previous Standards and the running of a tuck. Garment as in Standard IV.
2. Knitting. 4 needles, a sock, *or* stocking, ribbed or plain.
3. Plain darning of a hole in stocking-web material.
4. Patching in calico and flannel.
5. Cutting out any garment such as is required in Standard III.

STANDARDS VI. AND VII.

1. The work of previous Standards, whip-stitch, setting-on frill. Garment, a baby's nightgown, or child's frock.
2. Darning, plain, on coarse linen.
3. Patching, in print.
4. Knitting. 4 needles, a long stocking with heel thickened.
5. Cutting out any under-garment for making up in Standard IV.

NOTES.

1. Garments must be shown in each standard, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.
2. At least half as many garments must be shown as there are girls examined in Standards I., II., and III. Each garment must be entirely made by its own standard. In Standard IV, and upwards each girl must present a garment made by herself.
3. Girls should be encouraged to fix their own work in the garments shown. Those above Standard I. will be required to "fix" and cast on in the exercises performed before the Inspector.

*PUPIL-TEACHERS (GIRLS).**First Year.*

1. A garment in calico, or print, showing all the stitches required in Standard IV.
2. A hole correctly mended in stocking material.

3. A patch, not less than 2 inches square, on calico.
4. A sock.

Second Year.

1. A garment in long cloth, showing all the stitches required in Standard V.
2. Grafting and Swiss darning on stocking material.
3. A patch, not less than $2\frac{1}{2}$ inches square, in flannel.
4. A boy's knickerbocker stocking.

Third Year.

1. A garment in longcloth or print, showing all the stitches required in Standard VI.
2. A hole filled in with stocking-web stitch, on stocking material, not less than $1\frac{1}{2}$ inches square.
3. A patch on print.
4. A pair of knitted baby's boots.
5. Pattern of a shirt or nightdress (full size) drawn to scale ($\frac{1}{4}$ size) on sectional paper; quantity and quality of materials to be stated.

Fourth Year.

1. To show a garment, suited to Standard IV., cut out and neatly "fixed" or "tacked" together.
2. A three-cornered (or hedge-tear) darn, the tear not less than 1 inch square, and a cross cut-darn, on coarse linen.
3. A roll or piece of sectional paper ($\frac{1}{4}$ inch scale) representing a piece of calico or Holland, 32 inches wide by 3 yards long, on which patterns of garments, suitable for children attending public elementary schools, are drawn, so arranged as to show the greatest economy of materials.

NOTES.

- *. In all cases the specimens, garments, and drawings

shown to the Inspector must be done without assistance, and presented as they left the worker's hands. All garments must have been cut out by the makers.

2. No embroidery is to be used. The garments should be of plain simple patterns, showing intelligence and good workmanship, but without elaborate detail.

APPENDIX II.

EXAMINATION IN NEEDLEWORK (SCHEDULE III)

1. At least forty-five minutes should be given to this examination.

2. A table of exercises, to be worked in this time, is annexed. The material required for each is shown.

3. It is desirable that, as a rule, and when the numbers in the standards to be examined are sufficiently large, the whole of the exercises should be given. You should therefore, as far as may be practicable, divide the scholars in each standard examined into as many groups (A., B., C., etc.) as there are exercises to be performed, and assign one exercise to the children of each group. Thus, for example, standard four would be divided into five groups, and each of the five exercises would be worked in one of the groups.

4. Suitable needles, cotton, thimbles, and scissors, if not given out beforehand, should be in readiness for distribution with the other materials, so that time may not be lost at the examination. Each girl should fasten securely together the different specimens if the exercise include more than one.

5. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and the whole made up in standards, and fastened up, with the name of the school outside.

6. Coloured cottons are recommended throughout. The

object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

7. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on, and off, and to general neatness of finish.

8. In cutting out, more credit should be given to correct proportions, and useful intelligent work, than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

9. It is of great importance that teachers, of all grades, should give evidence of their power of teaching needlework by demonstration, and by the simultaneous method. You should therefore, whenever practicable, call upon one or more of the pupil-teachers and assistant teachers in each school, and especially the certificated assistants, to give an oral lesson in your presence.

10. In infants' classes the children, including those who are too young to work exercises, should be prepared to go through the movements of needle position, and knitting pin drill, in your presence.

In the following Table the requirements of the Code for each Standard, with the Materials necessary for the exercise, are divided into groups of moderate length, any one of which may be given by the Inspector in their respective Standards:—*

INFANTS, LOWER DIVISION.

N.B.—It is desirable to use "Betweens" for sewing needles, short pins for knitting, and fine cotton generally throughout the Standards.

A.—To hem 3 inches in one colour.		A.—A piece of calico 5 inches by 2½, fixed for hemming, and coloured cotton.
-----------------------------------	--	------------------------------------------------------------------------------

* The material required should be carefully prepared and arranged beforehand. The quantity provided should be sufficient to furnish work to children grouped according to Rule 3—*i.e.*, for 24 children in Standard V. It will be sufficient to have six packets of material prepared for four children in each group.

See Note 5 in Schedule III. of the Code (Needlework) as to "fixing" and "casting on."

INFANTS, UPPER DIVISION.

- | | |
|---------------------------------------------------|------------------------------------------------------------------------------|
| A.—To hem 5 inches in one colour. | A.—A piece of calico 5 inches by 2½, fixed for hemming, and coloured cotton. |
| B.—To knit 6 rows of 12 loops previously cast on. | B.—A pair of knitting pins, with 12 loops cast on, and cotton. |

STANDARD I.

- | | |
|---------------------------------------------------------------------|-----------------------------------------------------------------|
| A.—To work in two colours (so as to show a join) a hem of 5 inches. | A.—A piece of calico 5 inches by 2½, and cotton of two colours. |
| B.—To knit 12 rows of 12 loops with chain edge, and cast off. | B.—A pair of knitting pins and cotton. |
| C.—To work a sew and fell seam of 5 inches. | C.—Two pieces of calico 5 inches by 2½, and coloured cotton. |

STANDARD II.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| A.—To fix and work a sew and fell seam of 5 inches, in cotton of two colours, so as to show a join in the cotton, both in seam and fell. | A.—Two pieces of calico 5 inches by 2½, and cotton of two colours. |
| B.—To cast on 12 loops, and knit 12 rows, ribbed, purl, and plain, and afterwards cast off. | B.—A pair of knitting pins and cotton. |

STANDARD III.

- | | |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| A.—To fix for stitching, and work not less than half of 5 inches, and sew on a string. | A.—A piece of calico 5 inches by 2½, and a piece of tape 2 inches long. |
| B.—To cast on 30 loops and knit with 4 pins 10 rounds, breaking and joining the cotton at least once, and cast off. | B.—A set of 4 knitting pins and cotton. |
| C.—To darn on canvas 20 rows 1½ inches long, and to work 3 inches of herring bone. | C.—A piece of canvas 4 inches square. |

STANDARD IV.

- | | |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| A.—To gather and stroke down 7 inches, and fix into a band of 3 inches, and set in 1½ inches. | A.—A piece of calico 7 inches by 3, and a piece 3½ inches square. |
| B.—To put in a flannel patch about 2 inches square. | B.—A piece of flannel 4 inches square, and a piece 2 inches square. |

STANDARD IV. (continued).

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>C.—To cast on 21 loops and knit with two pins 30 rows, showing seam stitch, and three decreases on each side as for the back of a stocking.</p> <p>D.—To double down as for a band, and on this cut and work a button-hole, one end round, the other braced, and to sew on a linen button.</p> <p>E.—To mark on canvas two letters chosen by the inspector from the following: E, H, I, L, O, T, and to darn an irregular space about 1 (square) inch on stocking material.</p> | <p>C.—A pair of knitting pins and cotton.</p> <p>D.—A piece of calico 3 inches square, and a linen button not pierced.</p> <p>E.—A piece of canvas 3 inches square, and a piece of stocking web 3 inches square.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

STANDARD V.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A.—To turn down a hem $\frac{3}{4}$ in. wide, to fix two tucks 5 inches long, and to run at least half of one.</p> <p>B.—To put in a calico patch 2 inches square.</p> <p>C.—To cast on 25 loops, and with two needles knit the heel of a stocking, turn it, and cast off.</p> <p>D.—To cut out and tack together the pattern of a pinafore for a child, and to cut and work a button-hole.</p> <p>E.—To plain darn a hole in stocking material, and mark on coarse linen a letter chosen by the inspector.</p> <p>F.—To sew and fell together 1 inch of two pieces of calico, and to put in a gusset as for the body of a shirt and stitch it across.</p> | <p>A.—A piece of calico 5 inches square.</p> <p>B.—A piece of calico 5 inches square, and a piece 2 inches square.</p> <p>C.—A pair of knitting pins and cotton.</p> <p>D.—A piece of tissue or lined paper about one square yard, and a piece of calico 3 inches square.</p> <p>E.—A piece of stocking material 3 inches square, and a piece of yarn or coarse linen 3 inches square.</p> <p>F.—Two pieces of calico 5 inches by $2\frac{1}{2}$, and one piece for gusset, square or triangular.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

STANDARDS VI. AND VII.

- A.—To cut out and tack together a pattern of girl's chemise or child's frock body, and cut and work a button-hole.
- B.—To darn on coarse linen a diagonal cut $\frac{1}{4}$ inch long.
- C.—To put in a print patch about 2 inches square.
- D.—On a prepared piece of knitting with four pins, divide for and knit a heel, turn it, pick up the gusset, knit six rows, and cast off.
- E.—To hem and whip 6 inches of frill and set on to a calico band.
- A.—A piece of tissue or lined paper and a piece of calico 3 inches square.
- B.—A piece of yarn or coarse linen 3 inches square.
- C.—A piece of print 5 inches square and one piece $2\frac{1}{2}$ inches square.
- D.—A piece of knitting on four pins containing five rows of 41 loops.
- E.—A piece of mull muslin 6 inches by 1, and a piece of calico 3 inches square.

NOTE FROM CODE.—SCHEDULE V.

On the occasion of Her Majesty's Inspector's visit to the School, female pupil-teachers must be prepared to afford evidence of their skill in teaching Needlework, by a lesson given in his presence, in their first year to the Third Standard; advancing a Standard in each successive year of their engagement.

The scheme for their yearly examination in this subject is given in Schedule III.

PUPIL TEACHERS.

On the day of Annual Examination an exercise will be given testing the pupil-teachers' knowledge of the needlework of their year, in accordance with the requirements of Schedule III.

Each pupil-teacher must provide herself with material as follows:—

First Year.

- 1 piece of calico, 9 inches square.
 1 piece of tape, $2\frac{1}{2}$ inches long.
 1 linen button (unpierced).
 Suitable needles and sewing cotton.
 1 pair of knitting pins and knitting cotton.

Second Year.

- 1 piece of calico, 9 inches square.
 1 piece of tape, $2\frac{1}{2}$ inches long.
 1 linen button (unpierced).
 1 piece of flannel, 6 inches square.
 Suitable needles and sewing cotton.

Third Year.

- 1 piece of calico, 9 inches square.
- 1 piece of tape, 2½ inches long.
- 1 linen button (unpierced).
- 1 piece of print, 6 inches square.
- 1 piece of stocking-web, 4 inches square.
- 4 knitting pins and knitting cotton.
- Suitable darning and sewing needles and cotton.

Fourth Year.

- 1 piece of calico, 9 inches square.
- 1 piece of mull muslin, 1 by 6 inches.
- 1 piece of tape, 2½ inches long.
- 1 linen button (unpierced).
- 1 piece of coarse linen, 4 inches square.
- 1 piece of stocking web, 4 inches square.
- Suitable darning and sewing needles and cotton.

APPENDIX III.

REVISED INSTRUCTIONS TO H.M. INSPECTORS AS TO EXAMINATION IN NEEDLEWORK (SCHEDULE III).

The following circular has been issued from the Education Department.

1. Forty-five minutes should generally be given to this examination.

2. A table of exercises, to be worked in this time, is annexed. The material required for each is shown. *The exercises, if completed so far as to furnish a proper test, will satisfy the requirements of the examination.*

3. It is desirable that, as a rule, and when the numbers in the standards are sufficiently large, the whole of the exercises should be given. You should therefore divide the scholars in each standard examined into as many groups (A., B., C., etc.) as there are exercises to be performed, and assign one exercise to the children of each group. Thus, for example, Standard IV. would be divided into five groups, and each of the five exercises would be worked in one of the groups.

4. Suitable needles, cotton, thimbles, and scissors, if not given out beforehand, should be in readiness for distribution with the other materials, so that time may not be lost at the examination. Each girl should fasten securely together the different specimens if the exercise include more than one.

5. If the specimens are taken away for examination, it is desirable that, at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and the whole made up in standards, and fastened up, with the name of the school outside.

6. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

7. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

8. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

9. It is of great importance that teachers of all grades should give evidence of their power of teaching needlework by demonstration and by the simultaneous method; you should therefore, whenever practicable, call upon one or more of the pupil-teachers and assistant-teachers in each school, and especially the certificated assistants, to give an oral lesson in your presence.

10. In infants' classes children, including those who are too young to work exercises, should be prepared to go through the movements of needle, position, and knitting pin drill in your presence.

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BY

SARAH J. HALE,

Formerly Teacher of Method, St. Katherine's College, Tottenham.

NOTE.—This work is specially designed to assist Teachers of Infants' Schools and Classes towards the attainment of that degree of excellence which is the aim of every true teacher. It is necessarily based upon Art. 106 (b) New Code, and paragraphs 6 and 32, Instructions to Inspectors, Aug. 9, 1882 (the Merit grant and conditions upon which "Excellent" is awarded). The First Part takes up, in detail, discipline including organisation, and the various subjects of instruction, viz. reading, writing, arithmetic, object lessons, etc., appropriate and varied occupations, needlework and singing,—giving hints on the methods of class management and teaching, together with plans and outlines of lessons. The Second Part consists of outlines of lessons (72 in all) on objects and on the phenomena of nature and common life, *i. e.* natural history, natural phenomena, in a stricter sense, food plants and others, common objects and employments. These sketches contain sufficient subject-matter for lessons, each of twenty minutes' duration, and indicate how it should be handled and what illustrations should be employed in order to make the subject sufficiently interesting and intelligible to the pupils.

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24 wide in depth Cut one piece
in half & join to each side of
other, so as to have no join in
center of diameter, but ~~in the~~
spaces.

allow 2 in width for front &
2 in ————— back



Neck Band (Front)

Length (class)	23"	
Wristband	<u>2½</u>	25½ that length
Neckband	17	
Yoke	22	+
Back length	48	from wrist
Front	44	" Collar

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