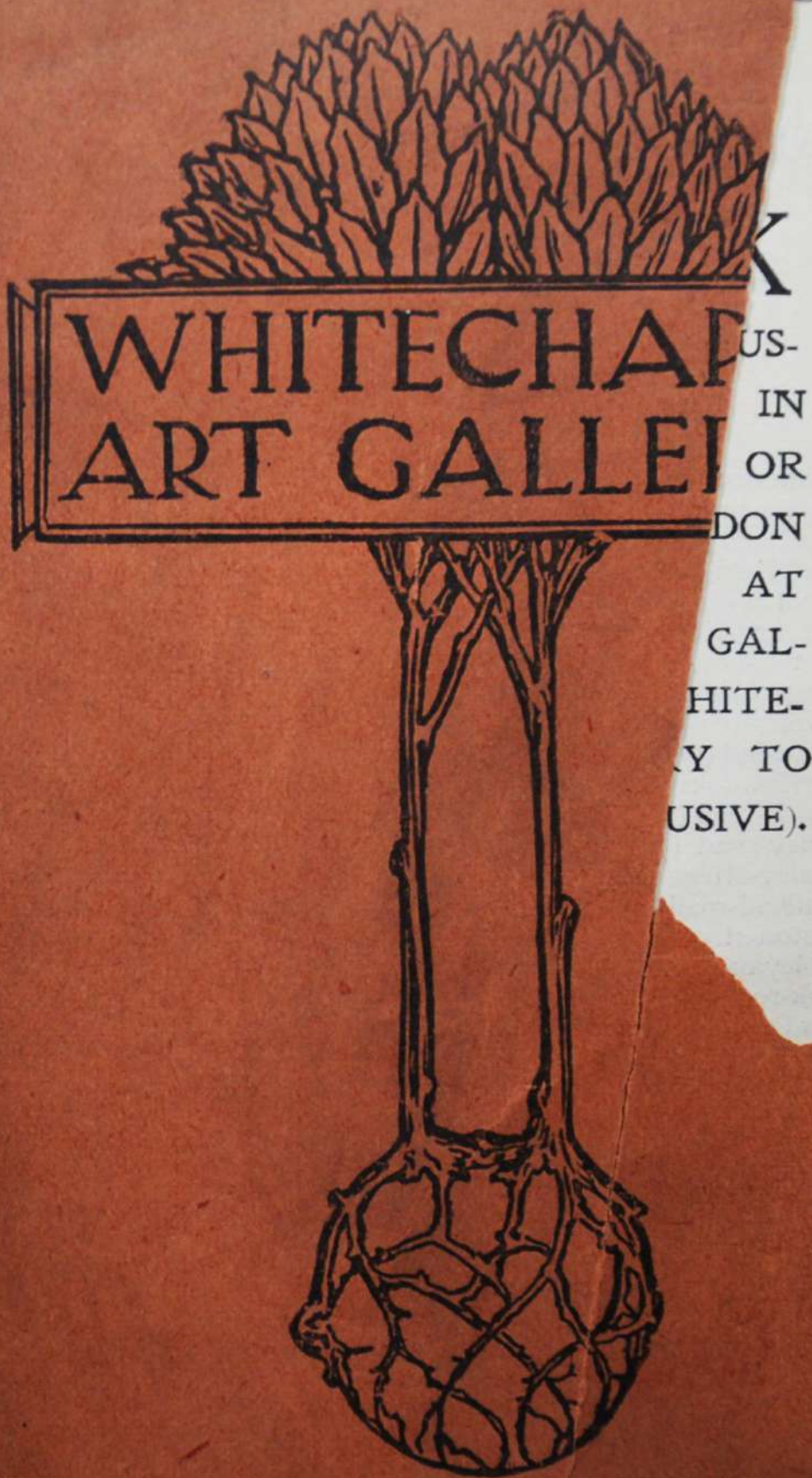


*Reference*  
LONDON COUNTY COUNCIL.



K  
US-  
IN  
OR  
DON  
AT  
GAL-  
HITE-  
Y TO  
USIVE).

**Needlework Exhibition.**

29th January to 28th February, 1911

Officer.

No. 1650. Price 1d. Post free 2d.

C. 1882

LONDON COUNTY COUNCIL.

# HANDBOOK

OF AN EXHIBITION, ILLUSTRATIVE OF NEEDLEWORK IN SCHOOLS, MAINTAINED OR AIDED BY THE LONDON COUNTY COUNCIL, HELD AT THE WHITECHAPEL ART GALLERY, HIGH STREET, WHITECHAPEL, E., 29th JANUARY TO 28th FEBRUARY, 1914 (INCLUSIVE).



L.C.C. EDUCATION OFFICES,  
VICTORIA EMBANKMENT, W.C.  
January, 1914.

R. BLAIR,  
Education Officer.

# LIST OF SCHOOLS FURNISHING EXHIBITS.

## SECTION A.

### ELEMENTARY SCHOOLS.

No. of Exhibit.	School and Department.	Page.
1	Latimer-road (I.) .. .. .	10
2	Ancona-road (G.) .. .. .	11
3	Brandlehow-road (G.) .. .. .	12
4	The " Ensham " (G.) .. .. .	14
5	Farrance-street (G.) .. .. .	15
6	Hanbury-street (G.) .. .. .	15
7	Hoxton-house (G.) .. .. .	15
8	Hungerford-road (G.) .. .. .	17
9	Latimer-road (G.) .. .. .	18
10	Mina-road (G.) .. .. .	19
11	Nynehead-street (G.) .. .. .	20
12	Plough-road (G.) .. .. .	20
13	Sidney-road (G.) .. .. .	21
14	Stanley-street (G.) .. .. .	22
15	Swaffield-road (G.) .. .. .	23
16	Weston-street (G.) .. .. .	24
17	Wesleyan Practising Schools (G.) .. .. .	24
18	York-road (G.) .. .. .	26
19	Bow Creek (M. & I.) .. .. .	26
20	Denmark-hill (J. M.) .. .. .	27
21	Queen's Head-street (J. M.) .. .. .	28

### CENTRAL ELEMENTARY SCHOOLS.

22	Mina-road Central (G.) .. .. .	29
23	Morpeth-street Central (M.) .. .. .	30
24	Sherbrooke-road Central (G.) .. .. .	31
25	Sherington-road Central (G.) .. .. .	32
26	Thomas-street Central (G.) .. .. .	32

## SECTION B.

### SPECIAL SCHOOLS.

#### SCHOOLS FOR THE MENTALLY DEFECTIVE.

27	The " Brecknock " (M.D.) .. .. .	34
28	Cromer-street (M.D.) .. .. .	35
29	Offord-Road (M.D.) .. .. .	35
30	Shillington-street (M.D.) .. .. .	36

### SCHOOLS FOR THE PHYSICALLY DEFECTIVE. Page.

31	Holland-street (P.D.) .. .. .	36
32	Pigott-street (P.D.) .. .. .	37
33	Tavistock-place (P.D.) .. .. .	38
34	Tennyson-street (P.D.) .. .. .	39
35	Turney-road (P.D.) .. .. .	39

### SCHOOLS FOR THE DEAF.

36	Anerley Residential (Deaf) .. .. .	40
37	Oak Lodge Residential (Deaf) .. .. .	40
38	Hugh Myddelton (Deaf) .. .. .	41
39	Pigott-street (Deaf) .. .. .	42
40	Somerford-street (Deaf) .. .. .	43

### SCHOOLS FOR THE BLIND.

41	Elm Court Residential Blind .. .. .	43
----	-------------------------------------	----

## SECTION C.

### SECONDARY SCHOOLS.

42	The Camden School for Girls .. .. .	44
43	The County Secondary, Chelsea .. .. .	45
44	The George Green's School .. .. .	45
45	The County Secondary, Peckham .. .. .	46
46	The County Secondary, Plumstead .. .. .	47

## SECTION D.

### DOMESTIC ECONOMY SCHOOLS.

47	Albany Institute .. .. .	48
48	Northern Polytechnic .. .. .	48

## SECTION E.

49	.. .. .	49
50	Class at Northampton Institute .. .. .	50

## SECTION F.

### TRAINING SCHOOLS FOR DOMESTIC SUBJECTS.

51	Battersea Polytechnic .. .. .	51
52	National Society's Training College .. .. .	52
53	National Training School of Cookery .. .. .	53

## SECTION G.

### TRAINING COLLEGES FOR TEACHERS.

54	Fulham Training College .. .. .	55
55	Moorfields Training College .. .. .	56

## SECTION H.

## TRADE SCHOOLS FOR GIRLS.

	<i>Page.</i>
56 Trade School for Girls, Bloomsbury .. ..	58
57 Borough Polytechnic .. ..	59
58 Trade School for Girls, Hammersmith .. ..	61
59 Newcomen's Foundation .. ..	61
60 Paddington Technical Institute .. ..	62
61 Shoreditch Technical Institute .. ..	62
62 Woolwich Polytechnic .. ..	63

## SECTION J.

## TECHNICAL INSTITUTES AND ART SCHOOLS.

63 Battersea Polytechnic .. ..	64
64 L.C.C. Camberwell School of Arts and Crafts .. ..	64
65 L.C.C. Central School of Arts and Crafts .. ..	65
66 L.C.C. Clapham School of Art .. ..	65
67 Clapton and Stamford Hill School of Art .. ..	66
68 L.C.C. Hammersmith School of Arts and Crafts .. ..	66
69 L.C.C. Norwood Technical Institute .. ..	66
70 L.C.C. Paddington Technical Institute .. ..	67
71 L.C.C. Putney School of Art .. ..	67
72 Woolwich Polytechnic .. ..	68

## SECTION K.

73 COLLECTION OF NEEDLEWORK LOANED BY THE VICTORIA AND ALBERT MUSEUM .. ..	69
---	----

## SECTION L.

## MISCELLANEOUS.

74 Small Loan Collections .. ..	73
75 Japanese Embroidery .. ..	73

## ARRANGEMENT OF EXHIBITS.

The exhibits are placed in separate sections according to the type of school from which they come. The exhibit from each school bears a number corresponding with the number of the description in the handbook.

The lower gallery contains the work from the Ordinary and Central Elementary Schools, Secondary Schools, Schools for Domestic Economy, Training Colleges, Schools for the Training of Domestic Economy Teachers and Lecturers on Needlework.

The small room adjoining the lower gallery is devoted to the specimens from the Schools for the Blind, the Deaf, and the Mentally and Physically Defective.

In the upper gallery is shown work of the Trade Schools for Girls and the Technical and Art Schools.

In the upper gallery are shown also examples of Historic Needlework, and a small collection of articles interesting to needlework students.

The exhibits are arranged in the following Sections :—

- Section A.—Ordinary Elementary and Central Schools.
- „ B.—Schools for the Mentally Defective, Physically Defective, the Blind and the Deaf.
- „ C.—Secondary Schools.
- „ D.—Domestic Economy Schools.
- „ E.—Articles shown by Lecturers in Needlework.
- „ F.—Training Schools for Domestic Subjects.
- „ G.—Training Colleges for Teachers.
- „ H.—Trade Schools for Girls.
- „ J.—Technical Institutes and Art Schools.
- „ K.—Examples of Historic Needlework.
- „ L.—Miscellaneous Loan Collections.

## NEEDLEWORK IN LONDON COUNTY COUNCIL SCHOOLS.

### PREFACE.

THERE is a revival of interest in Needlework as a School subject; the narrow notion that sewing could be taught by repeated exercises upon specimen strips has faded before a bright vista of possibilities.

There is no doubt that the subject has wonderful charm for most little girls, and some boys, so soon as they can feel power in the use of pencil, scissors, fingers and needle.

The feeling dawns (for each separately), that they can themselves make something for real use, something of real value, and the joy that comes with that feeling is among the most delightful experiences of life.

Needlework is comparable with woodwork as School handwork; such comparison is useful to teachers because of the likeness and differences between the materials and method used in these crafts. In needlework as in woodwork the shape in outline of the article in hand can be planned in pencil in a *working drawing* and a *specification of cost* (in time as well as in money) may be compiled, even in the case of young children of seven years of age, with measures and pencils they can plan for a doll's sheet, or a handkerchief for mother.

Practice with scissors comes in the *cutting-out* of paper patterns and material.

Finger dexterity and much ingenuity are brought into play when the pattern is placed upon the material economically, and the fixing processes have to be mastered.

Next comes the work for the needle, the stitches (which have previously been practised to a certain extent upon pieces of material, although the elaborate use of practising pieces and the making of miniature garments is discouraged, come into active service and some article for real use is happily finished and perhaps decorated with handwork according to the pleasure of the worker.

When needlework is treated in this way the subject becomes aglow with interest and a live factor in the curriculum. The fact

that the call for mental and physical action is different and that the materials used need less exact treatment than is required in woodwork is no argument that self-adjustment and self-restraint are less encouraged, nor that accuracy, skill and resourcefulness are not equally developed in a useful manner.

While this larger conception of needlework as a school subject is growing, the time is opportune for an Exhibition showing the work done and the methods followed at the present time in primary and secondary schools, domestic economy schools, trade schools, training colleges, training schools for specialist teachers, schools for mentally and physically defective, and the blind and deaf and also in the art schools.

This is not the time for showing triumphant results, but rather an opportunity for observing the present stage of progress as demonstrated through the kindness and labour of the exhibitors, and to gain the help of kindly criticism from visitors and inspiration from the historical section arranged by the Art Inspectors.

## SECTION A.

### NEEDLEWORK IN ELEMENTARY SCHOOLS.

The Introduction to a "Treatise on Teaching Plain Needlework in Schools," written in the middle of the last century, begins with these words: "An Art, it is said, is the way of doing a thing surely, readily and gracefully. Needlework is an Art—one that is useful and indeed indispensable to women of all ranks."

Everyone will be in accord at any rate with the last part of this proposition, and it will be seen from a survey of the needlework on view in the Exhibition how earnest the headmistresses and staffs of the elementary schools of London are in the endeavour to train their scholars, not only in the arts of needlework and cutting-out, but also in those of knitting, crochet, embroidery and the use of the machine in combination with handwork.

Instruction in needlework has been included in the curriculum of the elementary schools since 1871, and since then has undergone many changes and developments. The instruction has many aims which (in the hands of the skilled teacher) are blended together into one harmonious whole.

Briefly, these aims are—

To train the children in manipulative skill in the use of implements.

To teach the various stitches and processes required in needlework and knitting.

To develop intelligence in the direction of planning, cutting-out and putting together under-garments of all descriptions as well as simple blouses and skirts. (Any of these articles, can be bought by the pupils at cost price, the money being often taken in instalments by the teacher.)

To ornament under-wear and blouses with simple embroidery and handmade trimmings.

To consolidate the instruction given, so that the children may be able to continue working on good and practical line in their after life, whether in the home or the workshop.

Mending and "making-over" old garments also forms part of the curriculum of many schools, and the improved appearance of the scholars testifies to the value of this branch of instruction, re-paying in some measure the extra labour these mending schemes involve. It has sometimes been found possible to include quite little children in these weekly

mending classes, and the importance of inculcating habits of thrift and neatness early cannot be over-estimated.

All this far-reaching work has to be accomplished in the seven years of the child's school life, the time for instruction varying from 120 to 180 minutes per week, 45 weeks forming the school year. In some schools the time given has of necessity to be even less, and the absences of the children from different causes have also to be considered. It will thus be realised that to attain the object in view, very careful organisation and wise foresight are necessary; and although the schemes of work shown at the Exhibition may vary as regards arrangement of detail to meet special needs of individual schools, their underlying principles are the same, and all are instinct with the keen desire to take the children as far on the road as it is possible for them to travel. The early development of constructive power, the cultivation of an idea of proportion and sense of colour and accuracy in measurement, are all integral parts of a good and solid scheme of work. The arithmetic and drawing lessons are also utilised to teach pattern drawing and specification of cost of garments. More advanced work in the direction of designing, frame embroidery, simple millinery and frock-making are undertaken in the Central Schools of London.

The children of the Elementary Schools are keenly interested in their work, and the after careers of many bear full testimony to the usefulness of the teaching given to them.

#### 1. LATIMER-ROAD INFANTS' SCHOOL (*Hammersmith*).

This exhibit is mainly the work of children between 6-7½ years of age and consists of:—(i.) Specimen pieces to illustrate the method of teaching the various stitches to be employed in later work. (ii.) Various small articles in which the above stitches are used. (iii.) Dolls' beds and bedding, and dressed dolls. (iv.) Various knitted articles. (v.) Paper patterns of dolls' garments. No. (i.) is the work of the teacher, Nos. (ii.), (iii.), (iv.) and (v.) are the work of the children.

The aim of the needlework lessons in this department is to arouse the children's interest from the first by allowing them to make something which they can use. Two stitches only are taught, viz.—Running (which includes tacking) and blanket stitch. From the beginning the children are taught to begin on, join, fasten off and fix their own work. Running stitch is first taught on canvas with coarse coloured cotton. Any odd pieces of soft material are used for teaching blanket stitch. These two stitches are then combined for making

simple articles, which are commenced by the children as soon as they can work the stitches fairly well. Beginning with simple articles such as mats, kettle-holders, pin-cushions, hair-tidies, egg-cosies, needle-cases, etc., they are soon able to proceed to the making of bags, pillows, mattresses and bed clothes for dolls' beds, and finally to dressing dolls. Whenever possible the children cut out the articles they are to make and opportunities are given them for cutting out paper patterns of clothes to fit their dolls. This is entirely free work. Sectional and individual teaching is employed in the working of this scheme. At Christmas or Easter the children are encouraged to choose for themselves some small article they would like to make for their mothers, by this means attracting and sustaining the parents' interest in their work at school.

#### 2. ANCONA-ROAD GIRLS' SCHOOL (*Woolwich*).

The Exhibit comprises two groups:—

- A. Articles, garments, etc., illustrative of the needlework scheme in use.
- B. Typical handwork exercises.

##### A. I. The various stages of this group are as follow:—

- (a.) The pattern of the article to be made is drawn to scale by each girl, and notes are made with regard to kind, quantity and cost of material required.
- (b.) A paper pattern is then cut out by each girl.
- (c.) Each girl then cuts out her article in the material.
- (d.) The various stitches and fixing processes needed in the respective articles are learnt by the girls, each girl fixing and working all her own article—the aim being to make all the girls practical needlewomen.

##### II. The grading of the articles commencing at the lowest class, is as follows:—

- Handkerchiefs, bags, nightdress cases.
- Kimono pinafores.
- Children's chemises and pinafores with bands.
- Knickers.
- Drill-dresses (with machining), and camisoles.
- Women's chemises and children's overalls.
- Children's frocks and girls' blouses—with embroidery.

The embroidery is worked from the girls' original designs previously drawn and painted in the drawing lessons.

III. The knitting commences with dish-cloths, and proceeds to doll's clothes, vests, bed-socks, bedroom slippers, knee-caps, gaiters, gloves and socks.

B. The handwork scheme is planned in connection with various subjects of which needlework is one.

The fancy articles (handkerchief cases, bonnets made from handkerchiefs, tidies, needle-books, pin-cases, etc.), the crochet-work in wool and cotton (slippers, d'oyleys, etc.), the fancy-collars, the embroidered sachets, cushion-covers, cloths and children's bonnets, and the doll-dressing illustrating various periods in history (Tudor, Stuart and Hanoverian), are all taken in connection with this subject.

### 3. BRANDLEHOW-ROAD GIRLS' SCHOOL (*Wandsworth*).

The scheme at this school provides for teaching girls who leave at the age of 14, how to cut out and make up a simple outfit, and to keep it in general repair.

Articles are graduated in difficulty, the children doing all the work under their teachers' guidance. When the garments leave the maker's hands they are ready for wear, even the youngest children putting on such fastenings as come within their scope.

Lessons are made practical.

The children first draw pictures of garments to be made. Next they make paper patterns. They obtain from their teachers (as though they were purchasing at a shop) the material required, and calculate the cost. The garments are then cut out, and, in the making up, "class teaching is found to be practical and profitable.

Needlework diaries of a simple character are kept by the children themselves, and record the work done each lesson.

The scheme is worked on the six months' promotion basis—hence new stitches are learnt and practised on garments which can be completed in the term—the only exception being in the case of knitted stockings.

Clothes mending is a special feature in the top forms. In V and VIb the repairing consists of straightforward darning and patching, but in the highest form the work is of a more advanced character, comprising house linen repairs, adaptation of various garments to other styles or sizes, enlarging garments that have shrunk in washing, inserting patches in awkward places.

The difficulties are carefully graded and increased, in order to give every girl good all round experience in renovations and repairs which demand not only strong, neat workmanship,

but accuracy and ingenuity in planning, cutting and fixing. The sewing machine is used in the upper classes for making new garments, and for repairs which can be best executed by its aid.

The syllabus of needlework taught in the school is as follows:—

Form I.—*Stitches*—Tacking, running, hemming, sewing, joins in cotton, sewing on fasteners. *Knitting*—Plain with chain edge, plain and purl, casting on, fastening off. *Cutting-out*—By paper folding. *Garments*—1st six months—(i.) A simple pinafore or other garment showing hemming only; (ii.) knitted caps. Second six months—(i.) More advanced pinafores, including sewing, or similar suitable garment, e.g., overall; (ii.) knitted ribbed cuff (two needles).

Form II.—*Stitches* as in Form I—(new)—Run and fell seam, false hem. *Knitting*—plain on four needles, showing join, purl and plain on four needles. *Cutting-out*—By paper folding. *Garments*—first six months—(i.) simple *directoire* knickers (no bands).; (ii.) Children's stockings as far as leg decreasing. Second six months—(i.) Simple kimono petticoat; (ii.) A knitted bed sock, if stockings are finished as far as leg decreasing.

Form III.—*Stitches* as in Forms I and II—(New)—Gathering and putting into band, backstitching for manipulating placket holes, sewing on strings. *Knitting* as before—(New)—Decreasing, turning heel, manipulating ankle and toe. *Cutting-out*—by paper folding. *Garments*—First six months—(i.) Chemise; (ii.) Children's stockings from leg decreasing as far as heel. Second six months—(i.) Skirt petticoat; (ii.) Complete stockings.

Form IV.—*Stitches* as before (new)—First lesson in button-holing, sewing on buttons, buttonholed loops, sewing on hooks and eyes. *Knitting* as before (new)—Fancy stitches for vests, trimming garments, *Cutting out*—By paper folding or equally simple method. *Garments*—First six months—(i.) Girl's pinafore; (ii.) Girls' promoted from (Form III at end of first six months finish stockings begun previously); girls' promoted from form III at end of 12 months having finished their stockings make vests to fit themselves, introducing fancy stitches, edgings, etc. Second six months—(i.) knickers, with bands or other suitable garment; (ii.) Those spending a second term in this form knit trimming for definite garments.

Form V.—*Stitches* as before—The aim in this class is to accomplish all stitches (new)—Darning, strengthening with



tapes, pleating, herring-boning, tuck-running, first lessons in machining. *Garments*—(i.) Under bodice; (ii.) Combinations. *Cutting out* by paper folding, simple measurement or by means of flat patterns bought in fashion books, and fitted on the girls themselves. *Clothes mending*—Darning thin places and holes in stockings, and vests.

Form VIb.—*Stitches* as before.—More advanced machining fancy stitches for trimming garments, the sleeve and its adaptation, box pleating as shown in the making up of a pinafore frock (top and skirt) suitable for drill, sports, etc. *Cutting out* by paper folding, simple measurements or by means of flat patterns bought in fashion books and fitted on the girls themselves. *Clothes mending*—Darning and patching in flannel, print and calico.

Form VIa.—*Stitches* as before—(i.) The *yoke* and its adaptation to garments like blouses, and nightgowns. (ii.) The two-piece skirt in tweed, cloth, or thin material. *Cutting out* by paper folding, simple measurement or by means of flat patterns bought in fashion books and fitted on the girls themselves. *Clothes mending*—Hedgetear darning, general repairs and renovations of an advanced character.

#### 4. THE ENSHAM GIRLS' SCHOOL (*Wandsworth*).

This scheme, which is being experimentally worked, was begun on 31st March, 1913.

In every instance the whole of the measuring, drafting, fixing and making-up is done by the girls themselves. Specimen work is discouraged and practice, other than on articles or garments, only given when absolutely necessary. In most cases the garments are made to fit the makers or their friends.

A special feature of the whole scheme is the desire to cultivate and turn to practical use the artistic tendency of the child, as shown by the drawing lessons, and to foster initiative. The designs worked in the upper classes are wholly those of the girls themselves, and ornamentation and trimmings of various kinds, as recreative work, are freely encouraged; the particular bent of any child being duly considered.

Machining is taught in Class I and knitting in all classes except Class I and II. This branch of the work is then considered mainly recreative and allowed by desire of any individual who is specially interested.

Mending is taken and books are kept in all classes to show the practice stitches, drafting and paper patterns, and general progress.

#### 5. FARRANCE-STREET GIRLS' SCHOOL (*Limehouse*).

This exhibit illustrates, in its entirety, the needlework scheme for this ordinary elementary school consisting of nine classes. The special class at the top of the school is formed of girls 13 years of age from Standard V and upwards and needlework is a special subject with them.

The girls cut out and fix their own garments, which, as a rule, are made to fit the maker. The parts of a garment likely to present difficulty are taught as practice tests before applying them to the garment.

#### 6. HANBURY-STREET GIRLS' SCHOOL (*Whitechapel*).

Each group of exhibits shows the scholar's work in its successive stages:—(i.) The pattern of the garment is drafted one-quarter size on paper, this process serving as a drawing lesson. (ii.) The outlines are then obtained in full size by a drawing on folded paper. (iii.) The pattern is cut out and fixed on the folded paper. (iv.) The pattern is then cut out and fixed on the material; and (v.) The article is completed.

The whole course is planned with the object of making the girls practical workers, and enabling the elder pupils to cut out and construct serviceable and useful articles. In the upper standards an important point is made of such work as darning, and in Standards VII and Ex-VII the re-footing of stockings. Special encouragement is given to the girls to bring their own garments to be mended. When a girl has passed through all the classes, therefore, she will have learned how to cut out, fix, and complete every garment she may need. Other work included in the schemes and specimens exhibited comprises crochet, knitting, original designs from nature drawn on paper and embroidered on material, and special decorative stitches.

#### 7. HOXTON HOUSE GIRLS' SCHOOL (*Hoxton*).

Standard I.—The stitches taught are tacking, sewing and hemming. The garments made are all small to enable children to handle them easily.

Exhibits: Bag, sleeves, needlebook, pincushion, handkerchief sachet with handkerchief, brush and comb bag, night-dress case, handkerchief sachet.

Plain knitting only is taught, and all strips are utilised for dusters, stays, petticoats, dolls' muffs, etc.

Exhibits: Curtain bands, slippers, washing gloves, reins, scarf, rattle.

Standard II.—The stitches taught are the same as in Standard I. The patterns are mostly developed on straight lines. Some children in the upper division are able to attack the cross seam, but this requires careful watching, both in cutting and fixing.

Exhibits: Pinafores with straight and cross seams, petticoats.

In knitting, purl and fancy stitches are introduced.

Exhibits: Muffs and bonnets combined, tippets, hair-bands, baby's knickers, tidy, hats. Crochet is introduced. Exhibits: Hair band, bag, purse, pincushion-cover.

Standard III.—Running is introduced in this standard, and patterns with easy curves are used; buttons and strings are sewn on, and pleating is taught.

Exhibits: Kimono pinafore, pinafore with pleats, princess petticoat with pleated back.

Knitting on four needles is taught. Exhibits: Vest, bed-socks, hug-me-tight, kettleholder.

Standard IV.—The stitches taught are herringboning, gathering, feather-stitching, darning.

The patterns used are obtained from various sources. Under-garments of all kinds to fit the girls are made; they measure one another and cut to size. Exhibits: Flannel vest and petticoat, chemise and knickers.

Knitting includes lace to trim garments, bonnets, baby's boots, collar and ties, fancy work and crochet bag, cover for ball.

Standard V.—Each girl is allowed to choose one of the following garments: serge or cotton overall, knickers, chemise or nightdress. When these are finished other garments are made. The girls work in pairs, as in Standard IV.

Exhibits: Serge dress, cotton overall, knickers, chemise, nightdress, baby's short coated outfit on doll.

The knitting includes socks, gloves, coat, hat, muff, tippet, bonnet. The girls are encouraged to work from patterns. Fancy work, cosies and tidies are also knitted.

Standards VI. and VII. work as one class. All girls make either a serge or cotton dress to fit themselves. Measurements and fitting of yoke and sleeves, are done, one for the other, by girls of equal height. Each girl chooses an under-garment. After these two garments are completed, fancy stitches are allowed.

Exhibits: Serge dress, knickers, cotton dress, long clothes for baby, consisting of three garments, vest, flannel

and gown, which can be put on together without turning the child; bed with valences, sheets, blankets, counterpane, etc.; duchess set, table centre, handkerchiefs, tray cloth.

The knitting consists of socks, collar, lace hug-me-tight; outfit for child from 18-24 months, consisting of vest, combinations, knickers, dress, socks, gaiters, hat. The patterns are the original designs of the teacher, and have been tried on and found to fit a child aged 1 year 10 months.

All the exhibits have been cut out, fixed, and worked entirely by the girls.

#### 8. HUNGERFORD-ROAD GIRLS' SCHOOL (*Islington, W.*).

This exhibit represents a year's work under the Council's experimental scheme of needlework. The object of the year's work was to give each girl as much practice as possible in the cutting-out and making of garments, apart from the teaching of new stitches. Sewing machines were allowed by the Council; the use of the machine was taught in hemming school towels and dusters and on strips from cuttings. The hand machine was used throughout in Standards IV.-VII., inclusive; in Standard IV., for hems and in place of running in straight seams; in Standards V.-VII., wherever the work appeared suitable, except for felling seams and setting-in gathers: these were done by hand.

To complete the actual garment-making, some teaching was inevitably necessary. The new work done was:—

- Standard IV.—Decreasings and turning of heel  
Gathering and setting-in.
- V.—Button and button-hole.  
Feather stitching (to a part of the class).
- „ VI.—Putting on hooks and eyes.  
Hem-stitching.
- „ VII.—Fancy stitches, *e.g.*, knotting, blanket outline, and satin stitch, used in making Peter Pan collars.

The minimum of time was given to the teaching of these, and all practice was done during "waiting-time." The girls who learnt quickly were allowed to teach and supervise others.

The scheme chiefly affected the work of Standards IV.-VII., though an attempt was made to devote more time to the work of actual production, and less to mere practice.

The results of the year's work are shown below :—

Std.	Av No. on Roll.	Total No. of garments.	Av. No. per girl incl. knittg.	Garments made.	Hrs. per week.
7	40.4	124	3	Cloth knickers and tunics; blouses, night dress bags, collars	3
6	58	142	2.6	Drill knickers, dresses with embroidered yokes, nightdresscases, kimono dressing jacket	3 5m
5 <sup>a</sup>	45	99	2.2	Kimono overalls, chemises, cooking aprons, jerseys	3
5 <sup>b</sup>	38	85	2.2	Quilted stays, chemises, socks	3
4 <sup>a</sup>	51	131	2.5	Sleeves, cooking aprons, children's socks and caps	3 5m
4 <sup>b</sup>	43	124	3	Sleeves, pinafores, vests	3
3	57.5	142	2.4	Pinafores, brush-and-comb bags, vests and cuffs	3
2	46	60	1.4	Brush and comb bags, cosies, scarves, slippers	2
1	44 60	88	2.1	Feeders, brush and comb bags, reins, scarves, cosies, slippers. In addition 20 promoted infants were taught running, hemming, seaming and knitting	2

#### 9. LATIMER-ROAD GIRLS' SCHOOL (*Hammersmith*).

In the formation of the needlework scheme, it is the practice to make the younger children, as they come to us from the infants' department, begin by paper folding and cutting out. The making of stitches follows as required, when the garments are being made. For this method, in the first and second

years, Lady Baines' scheme is greatly used, and it has been found both educational and attractive. Doll-dressing is greatly encouraged at this period.

The third and fourth years have a simple scheme of garmenting, *e.g.*, (1) drafting and cutting out, (2) fitting on and making up a set of girls' and boys' garments in tissue paper. Each child has a model, previously made by herself, and templates. Lady Baines' garmenting scheme is used also for this work. The simplest of children's garments are afterwards cut out and made at this stage in the textile.

This garmenting scheme naturally leads on to the work of the fifth year, *i.e.*, the complete outfit of underwear.

The sixth and seventh years are devoted to the cutting out and adaptation of more difficult patterns, and the drafting of babies' clothes from half size to full size, also to the making of the school uniforms. Mending takes an important place at this period, and portfolios for the whole school are made by the seventh year class.

Decorative stitches are taught throughout the school, and much time is given to creating a desire to make sensible, neat, pretty, and inexpensive garments.

Knitting is taught in each year's scheme, but is regarded more for odd minutes. The children are encouraged to knit garments and lace from patterns in "Weldon's Magazine" and similar publications.

#### 10. MINA-ROAD ORDINARY GIRLS' SCHOOL (*Walworth*).

The scheme, which has been evolved during the last 4½ years, is a dual one; part of it is the work of Lady Baines, of Kidlington, Oxon, whose book, "Handwork at the School Desk" (Part I.) is now in the press. The scheme is complete as far as the third year, and is outlined for the remaining years, and so far as it is formulated, it has been incorporated into and to a certain extent has taken the place, of the scheme originally followed. The aim, in the first place, is to develop a love of needlework, and to obtain control of the needle by free use of simple stitches used decoratively, and, in the second, to develop the power of making clothes by much practice in the cutting out and putting together of simple small size proportionate paper garments (not doll's clothes), leading up to full size garments in textile. Method :—

(i.) Each girl has her own portfolio in which she keeps needle, pins, pencil, template, paper, and scissors; thus saving time and trouble in distribution.

(ii.) All grades are trained to work from printed instruc-

tions, either from large posters, at first, and booklets later, thus making for concentration and self reliance.

(iii.) All stitches are taught first by pencilling and spacing on paper, and then by needling on paper.

(iv.) In the early years small mats are made, which can be finished in one lesson.

(v.) Cutting out from given patterns (templates), placing, and putting together are taught from the third year onwards.

(vi.) Small articles only are made until the fourth year, and these the child can easily manipulate and see in their entirety.

(vii.) The girls are encouraged to make their own decoration.

(viii.) The girls of the top class make the portfolios and cut out the templates for the rest of the school.

#### 11. NYNEHEAD-STREET GIRLS' SCHOOL (*Deptford*).

In the lower standards much of the work, after hemming and sewing on practising pieces, consists of making dolls' clothes in which these stitches are employed. The full-sized garments comprise handkerchiefs, towels, and kimono pinafores. In Standard I., dolls, typical of temperate, hot and cold climates, are dressed by the children, and used in geography lessons.

Cutting out is taught by (1) diagram drawn to scale, (2) paper folding, (3) cutting in paper. Measurements are based on proportions of one part to another, dimensions of the base being given. Each girl, from Standard III. upwards, is provided with a needlework book in which diagrams are drawn, and general directions for cutting out are given. The girls of Standards V., VI., VII., and Ex-VII. cut out and fix their own garments under the supervision of the teacher.

The knitting in the school comprises the making of miniature garments in Standards I, II. and III. Full-sized garments, socks and gloves are made in the upper classes.

#### 12. PLOUGH-ROAD GIRLS' SCHOOL (*Battersea*).

From the outset the children are trained to cut out and fix their own work. Practising pieces are used only for teaching. As soon as a child can manipulate her needle at all she makes some simple article such as a handkerchief, bag or book cover.

By the time the first class is reached most girls have made a complete set of under garments for themselves, these they are encouraged to trim with lace of their own making, either in knitting or crochet.

In the First Class the work—blouse making and tunic or skirt making—is done chiefly by machine; ornamental stitching also plays an important part. Indeed, though the utilitarian value of the work is rightly given a foremost place, there is an endeavour throughout to cultivate the appreciation of beauty, and quite small children are encouraged to ornament their work. This ornamental work is also felt to promote accuracy and neatness of execution.

In the First Class every girl is also expected to do one piece of fancy work each term, such as an embroidered sideboard cloth or a hemstitched table centre.

Provision is also made in the needlework scheme for the three highest classes to spend some time in mending.

#### 13. SIDNEY-ROAD GIRLS SCHOOL (*Hackney*).

The needlework scheme is as follows:—

Classes 10 and 9 (Standards II.B and II.A)—A. Preliminary exercises: Turning, tacking, running, hemming, sewing, knitting, purl and plain. B. Making dolls' bonnets, bags, tea-towels, night-dress cases knitted strips with ribbing of various kinds for dusters. The children in these classes have no previous knowledge of needlework.

Classes 8 and 7 (Standards III.B and III.A)—A. Preliminary exercises: Run and fell seam with bottom hem, flannel seam, pleating, knitting on three needles, showing join, kimonos to fit children in class, knitted jerseys and vests.

B. Making cooking aprons and pillow-slips, knitted vests and bed socks. Miniature garments are also made from cuttings.

Class 6 (Standard IV.)—A. Preliminary exercises: Curved run and fell seam with bottom hem, gathering, knitting—join, decreasing, for calf turning heel.

B. Exercises utilised in construction of chemises, simple camisoles, children's socks.

Class 5 (Standard V.)—A. Preliminary exercises: Sewing on tapes of all descriptions, tucks, buttonholes, sewing on buttons, joining crossed seams, darning thin places knitting miniature sock.

B. Making knickers of various descriptions, camisoles for quick workers, men's socks.

Class 4 (Retard Class).—A. Preliminary exercises: Placket opening, buttonholes, gathers; darning and mending.

B. Overalls to fit girls in class, children's petticoats, knitted caps for girls' wear.

One lesson (30 minutes) each week, devoted to Raffia work, has been useful in developing dexterity in this class.

Class 3 (Standard VI.)—A. Preliminary exercises: Curved flannel seam, placket opening, tucks, mending, darning.

B. Girls' Princess petticoats, yoked overalls, knitted boys' stockings, etc., from printed instructions.

Class 2 (Standard VII.B)—A. Preliminary exercises: Front opening for nightgown, gusset.

B. Girls' calico and flannelette nightgowns; the aim in trimming, is neatness and durability; knitting children's fancy socks from printed instructions.

Class 1 (Standard VII.A)—A. All plain stitches, joins and finishing revised; machining taught; simple embroidery stitches, knotting, satin stitch, hem-stitching.

B. Infants' nightgowns, small Princess petticoats; camisoles, embroidered by girls; divided skirts. Simple original designs are carried out in various embroidery stitches on useful articles, e.g., kettle holders, tea-cosy covers, tray-cloths, cushion covers, and trimmings for under-garments.

All garments are measured and cut out by the girls.

#### 14. STANLEY-STREET GIRLS' SCHOOL (*Deptford*).

The exhibit comprises examples made in accordance with the following scheme. The garments made and the processes of construction for each standard are shown.

##### (a) NEEDLEWORK.

Standard I.—Sleeves—(i.) Tacking; (ii.) Hemming; (iii.) Running.

Standard II.—Pillow cases—(i.) Sew and fell seams; (ii.) Straight and curved hems; (iii.) Pleating in paper.

Standard III.—Petticoats and aprons—(i.) Herringbone on flannel; (ii.) Tape strings; (iii.) Tape loops; (iv.) Pleating in material.

Standard IV.—Cooking aprons, knickers, and bodices—(i.) Darning thin places; (ii.) Flannel patch; (iii.) Preparation for gathers (stroking); (iv.) Buttonhole stitch; (v.) Stitching.

Standard V.—Knickers, chemises, kimono pinafores (cross bands), one-piece pinafores (cross bands)—(i.) Gathering and setting in; (ii.) Buttons and buttonholes; (iii.) Darning a hole in web; (iv.) Front and side openings; (v.) Strengthening tape; (vi.) Featherstitch.

Standard VI.—Combinations, camisoles, princess petticoats—(i.) Tucks; (ii.) Calico and print patches; (iii.) Blanket stitch; (iv.) Eyelet holes, hooks and eyes; (v.) machining, seams and hems; (vi.) Marking; (vii.) Mending.

Standard VII.—Frocks, nightdresses—(i.) Whipping frills; (ii.) Hemstitching; (iii.) Gusset making; (iv.) Placket hole;

(v.) False hem on cross; (vi.) Scalloping; (vii.) Knotting; (viii.) Machining; (ix.) Mending.

##### (b) KNITTING.

Standard I.—Dish clothes, cushion covers—(i.) Plain knitting; (ii.) Casting on (chain edge); (iii.) Casting off (chain edge).

Standard II.—Balls, iron holders, cushions—(i.) Plain and purl (chain edge); (ii.) Join on two needles.

Standard III.—Vests, hats, muffs—(i.) Knitting on four needles showing join.

Standard IV.—Crossover jackets, cardigan jackets, baby's jackets; baby's bonnets; egg cosies—(i.) Increasing and decreasing on four needles.

Standard V.—Socks, vests, face gloves, lace collar and cuffs, hug-me-tights—(i.) Heel of sock; (ii.) Lace patterns.

Standard VI.—Petticoats, socks, gloves, jackets—(i.) Toe of sock.

Standard VII.—Socks, bed socks, petticoats—(i.) Toe—showing grafting.

Any process not seen in garments is shown in the pattern and practising strip books.

Drafting (pencil work) and cutting (scissors work) are taught throughout the school.

Every garment made is first drafted and cut out in paper—half size and full size.

All lines are based upon measurements taken directly from wearer, and each wearer cuts her own garment.

Mending own garments is taken in Standards IV, V, VI and VII.

Mental work, including calculation of cost of garments is taken in every class.

#### 15. SWAFFIELD-ROAD GIRLS' SCHOOL (*Wandsworth*).

The scheme includes:—(i.) The drafting on sectional paper, and the cutting out in plain or lined paper and material of garments indicated in the syllabus. (ii.) The making up of garments. (iii.) The mending and renovating of worn garments.

The drafting of patterns and the calculation of quantities and prices of material are correlated with the arithmetic lesson. In all classes each girl makes a draft of the pattern, followed by a pattern in paper which she finally uses to cut out the garment in material. In the teaching of patterns, measurements are taken where possible from children, while in the upper classes the girls note proportional measurements to

enable them to adapt patterns to any required size. Each girl is encouraged to bring material, to do all fixing, to make her trimmings and embroidery and to keep a record of her work. For the mending lesson each girl is expected to bring worn garments from home. The mending and renovation of garments is an important item in the needlework syllabus throughout the school. The use of the sewing machine is taught and practised by girls in the upper classes for the renovating and making of garments. A prize is given in each class for needlework at the end of the year.

#### 16. WESTON-STREET GIRLS' SCHOOL (*Bermondsey*).

The exhibits include:

1. Needlework scheme (six classes).
2. Examples of mending from all classes (ages varying from 7+ to 13+), showing examples of typical methods employed in mending, patching, darning and taping.
3. Remodelling garments, Class I.
4. Plain knitting from all classes.
5. Original design miniature garments, Classes 3 and 4.
6. Simple design and embroidery, Classes 1, 2 and 3 (correlated with handwork).
7. Complete shortening outfit or baby (correlated with Infant Care), Class 1.
8. Simple embroidery and crochet for household purposes—tablecloth, traycloth, casement curtain—Class 1.

#### 17. WESLEYAN COLLEGE PRACTISING SCHOOLS (*Westminster*).

This school is one of the selected schools, in which Lady Baines, of Kidlington, was allowed to have her ideas in relation to needlework and cutting-out put into operation.

Lady Baines' scheme has been experimented here, in its various branches, for the past four and a half years, and much of it has been incorporated in the course of instruction in needlework which is being carried out.

The following is an outline of the course followed in these schools, the portions indicated by an asterisk (\*) show the parts of Lady Baines' scheme adopted. The aim of this course is to make the girls capable of correctly cutting out, fitting and trimming an ordinary garment.

Standard I.—\*Lessons from poster in pencil and needle (paper); \*walking stitch,  $\frac{1}{2}$  in. long (paper); walking stitch  $\frac{1}{4}$  in. long (paper); walking stitch upon calico—a mat (material); knitting a scarf.

Standard II.—\*From posters, oversewing and overcasting (paper); \*from posters, oversewing and overcasting, four stitches to 1 in. (paper); \*from posters, oversewing and overcasting, eight stitches to 1 in. (paper); a small bag, using these stitches (material); a bag in practice calico, using these stitches for use in school as knitting bag (material); \*from posters, hemstitch (paper); \*from posters, hemstitch four stitches to 1 in. (paper); \*from posters, hemstitch, eight stitches to 1 in. (paper); hemstitch, eight stitches to 1 in. (material); \*from poster, folding a hem, four stitches to 1 in. (material); a hem, eight stitches to 1 in. (material); \*decorative stitch (material); \*running stitch four stitches to 1 in. (paper); \*running stitch, eight stitches to 1 in. (paper); putting on a tape round a curve, practice for bib (material); a bib hemmed, decorated and finished with tape (material); knitting—a doll's hat, also full-sized ones; homework—children encouraged to bring for inspection work of their own choice done at home.

Standard III.—\*Drawings of boy and girl, for whom garments are to be made; \*trows = "tr" ying "o" n "m" odel, 8 in. high (carpet paper); \*girls' garments (outline) (tissue paper); \*pinafore, chemise, dress, knickers (tissue paper); \*boys' garments (outline) (tissue paper); trousers and tunic, collar and belt (tissue paper); \*fancy stitches, blanket and chain stitch (material); a bag made using Standard II. stitches and these decorative stitches, and getting further cutting out practice (material and paper); knitting—a doll's coat, leading to a full-sized one, a vest; homework, as above.

Standard IV.—\*Trom, 10 in. (carpet paper); \*girls' garments (tissue paper); \*chemise, pinafore dress; \*blouse knickers, princess petticoat (tissue paper); \*boys' garments (tissue paper); tunic, trousers, collar, cuffs, belt (tissue paper); \*drafting from pattern template (tissue paper); button-hole making and sewing on of button (material); \*pinafore dress adapted from above and trimmed, cord and French knots (material); homework, as above.

Standard V.—\*Baby's flannel and gown (small) (paper); \*boys' combinations (paper); \*full-sized baby's flannel and gown (material); chemise—gathers introduced and used (material); \*lessons in scale and proportion (simple); mending—dress re-braided; button and hooks put on garment.

Standards VI. and VII.—Book of exercises completed during the two years, and then taken home by each girl for use in later days, as a reminder of methods and processes; \*blouse drafted in paper (paper); \*blouse made to fit self, trimmed

according to girls' own design (material); garments cut out using bought patterns (material); knickers cut out and made, scale measurements (material); garments showing smocking (material); traycloths showing hemstitching and girls' own designs for embroidery (material); mending—stockings, large tear in dress, etc. (material); knitting and crocheting as trimming for the garments they make, socks; \*portfolio making for all classes (carpet paper); \*each child has a portfolio in which she keeps and is responsible for, her own needles, cottons, scissors, etc.; homework, as above.

### 18. YORK-ROAD GIRLS' SCHOOL (*Islington, W.*)

This exhibit is arranged to show the complete scheme of needlework teaching of the above school, which is situated in a working class neighbourhood, the parents of the scholars being generally in regular employment, but in receipt of small wages. The exhibit includes specimens of preparatory exercises in all branches of needlework, knitting, crochet, cutting-out, machine work, etc., and finished garments and articles, upon which such work is applied. The greater bulk of the exhibit naturally comes from the upper classes of the school, because as the children progress, their work becomes more advanced and varied. The garments are graded in order of difficulty, ranging from dusters, towels, etc., in the lowest classes to pillow cases, small garments, pinafores, under-clothing for girls and women in the intermediate classes, to children's blouses, frocks and a complete baby's outfit in the highest class. The making of babies' clothes is taught in connection with "mother craft," and includes all accessories for cradle and basket. Sheets, blankets, coverlets, etc., being made from the best parts of larger worn articles. Machine work and cutting out in various stages, as well as practical mending and alterations of garments are shown.

The essential underlying principle of the scheme is that all children fix and tack their work from the earliest stages.

### 19. BOW-CREEK MIXED AND INFANTS' SCHOOL (*Poplar*).

This is a mixed school in a very poor locality. For the purpose of instruction the girls are organised into four grades for needlework lessons.

Grade I.	Ages 7—8 years.
Grade II.	Ages 8—10 years.
Grade III.	Ages 10—12 years.
Grade IV.	Ages 12—14 years.

Throughout the grades the exercises serve some interesting purpose that appeals to the child.

In most of the exercises each child takes measurements from some source and the exercises involve the following processes: Measurement, drawing, making paper patterns, cutting-out, fixing and completing.

Thus drawings and paper patterns together with cutting-out and fixing are practised in the earliest stages of instruction.

The children are encouraged to keep a neat album showing the record of the year's work with the completed article.

Even the younger scholars are expected to bring, periodically, some of their own private mending to do in school.

The elder girls before leaving school have the opportunity of using the sewing machine in the preparation of outfits.

The articles selected for this exhibition illustrate the syllabus of work for each grade.

### 20. THE "DENMARK-HILL" JUNIOR MIXED SCHOOL (*Dulwich*).

Needlework is taught in this school to the children in six grades of six months each. The ages of the children are  $7\frac{1}{2}$  to  $10\frac{1}{2}$  years.

All patterns are made by paper folding—one measurement only being required, *i.e.*, length. All garments, except the last, are made from a double square. All new points and difficulties are taught directly on the garment—no previous practice being given.

The garments are so chosen and arranged that the most difficult exercise in each grade reappears in a succeeding grade.

Contrasting sewing cotton is used throughout, so that the form and size of the stitch may be evident to child and teacher.

The following steps in procedure are applied in every grade:—

1. Child makes draft of working drawing or article.
2. Child cuts out small paper pattern and pins it together to show relation of parts.
3. Full-sized pattern is made.
4. Article or garment is cut out and made.
5. Estimate is made of quantity and cost.

In grades I. and II. the same garment is taken—first in thin calico, then in dark blue drill.

The teacher's specimens attached to exhibit show the details of method of teaching.

### 21. QUEEN'S HEAD-STREET JUNIOR MIXED SCHOOL (*Islington*).

The exhibit illustrates a course of needlework suitable for children, ranging between the ages of 7 and 9½ years, the general idea in the scheme being to form a link between the handwork of the infants' department, and the needlework of the upper school. The interest of the children is roused from the earliest stages by the use of bright colours and attractive material. Very little actual practising work is done in this scheme, the children being allowed to practice their stitches on garments and other articles that can be used immediately they are completed. By this method the children become practical, and thoroughly enjoy their needlework lessons. Particular attention is paid, in the earlier stages, especially to the correct mode of holding and using the needle. The girls are encouraged to work simple useful articles at home during the winter evenings, and to take a pride in making their clothes dainty by their own labours, the teachers taking a sympathetic interest in the work, and giving advice when required.

An experiment has been tried with the boys of certain classes to work a scheme especially suitable to their particular requirements. The idea being to give them a general working knowledge of certain elementary stitches, calculated to be of assistance to them in later life, especially in these days of emigration. This experiment has proved interesting and successful. Among the exhibits are garments worked entirely by boys.

### CENTRAL SCHOOLS.

Central schools are a new departure of the Council, intended to meet a long-felt need for a more practical type of education in elementary schools.

The curriculum of central schools, is, therefore framed with a view not only of developing the intelligence of the pupils, but of giving them a training which will be of direct assistance to them in the actual occupations which they will enter upon when they leave school.

To this end two distinct types of central schools are being established, differing entirely in aim and objective according to the particular class of work which it seems probable the pupils will take up in after life. One kind of central school has for its object the preparation of pupils for industrial occupations, and special provision is made for instruction in drawing, science and handwork, including handicraft in the case of boys and needlework and housecraft in the case of

girls. The other kind aims at training pupils for direct entry into the commercial world, and a large amount of time is accordingly given to such subjects as modern languages, book-keeping, shorthand, typewriting, etc.

The head teachers of the central schools are gradually getting into direct touch with employers and efforts are being made not only to obtain the pupils for particular occupations but to find suitable openings for them when they leave school. A boy or girl, therefore, who obtains admission to a central school has made a distinct step on the road to a useful and prosperous career.

### 22. MINA-ROAD CENTRAL GIRLS' SCHOOL (*Walworth*).

The bias of this school is industrial and the ages of the children range from 11 to 15 years.

The aims of the needlework instruction are:—(i.) That when a girl leaves school she may be able to cut and make any simple article of a child's clothing and decorate it with suitable stitches or designs. (ii.) That she may have a complete set of diagram patterns of such garments drawn to scale, from which she has herself worked, and the necessary skill to adapt them to varying proportions. (iii.) That she may be able to understand and work a sewing machine. (iv.) That she may be able to design and work various articles for household use, *e.g.*, cushion covers, tea-cosies, table-centres. (v.) That she may know how to repair body and table linen, also woollen garments. (vi.) That she may be able to knit vests, socks, etc.

The work includes: Handwork, machine work, drawing and embroidery (as a step to art needlework), mending and knitting.

The scheme of work including the sections given above is:—

First year.—*A*—Cutting out and making children's under garments (chemise, knickers, princess petticoat), pinafore adapted from princess petticoat. The seams are done by girls of second year, with sewing machine. *B*—Work preparatory to simple dressmaking:—oversewing seams, setting in stiffening, sewing on hooks and eyes, making placket openings and button-holes on woollen material. *C*—Drawing patterns of all articles under *A*, from given dimensions. Simple decorative stitches, *e.g.*, Various kinds of feather-stitch, button-hole, chain and blanket stitch. Using these stitches in decorating garments, brush and comb bags, nightdress cases, etc. *D*—Patching—any cotton garment. *E*—Knitting—trimmings for undergarments—a child's vest, baby's boots.

Second year.—*A*—Cutting out and making a child's yoked



nightdress and simple blouse. *B*—Learning to work sewing machine, first on strips of paper, then getting practice in making pillow cases, cushion covers and seams of first year hand garments, making a pair of child's bloomers in Melton cloth and a box-pleated slip in casement cloth. *C*—Drawing patterns, sections and sketches of above named articles, learning such decorative stitches as crewel stitch, cable, knotting and "filling-in" stitches. Designing and working Peter Pan collars, collars, fronts, and cuffs of blouses, etc. *D*—Mending any worn garment. *E*—Knitting—children's socks or bed shoes.

Third year.—*A*—Taking measurements for cutting out and making a child's yoked frock in cotton material. *B*—Making, with sewing machine, a child's school overall in serge or Melton cloth and a frock with lined bodice and sleeves of same material. *C*—Drawing patterns, sections and sketches of above; making and working suitable original designs for decorating the garments made; children's Dutch bonnets, tea-cosies, etc. *D*—Re-footing stockings, mending garments of all kinds, especially those made of woollen material. *E*—Knitting a man's sock or boy's stocking.

Fourth year.—Same as for third year but of a higher order of merit and executed in a shorter time.

In addition girls of fourth year get some practice in fitting and altering garments; making sketches from fashion plates and embroidering on silk.

In each year, girls make a calculation of amount of material required, cost of completed garment and time taken in making same.

### 23. MORPETH-STREET CENTRAL SCHOOL (*Bethnal-green, N.E.*),

The exhibit is illustrative of the scheme of needlework dressmaking, embroidery and simple millinery taken in this school, which is one with an industrial bias.

The scheme provides for a four years' course consisting of eight terms. Each girl in the lower section of the school plans, cuts out and makes up one garment each term, and in the upper classes two garments are completed each term. The pupils draft the patterns from their own measurements, cut them out full size, first in paper and then in material; the stitches and fixing processes involved are taught on a "practice piece" before being applied to the garments; the choice of suitable material is considered, and the total cost of the garment is estimated.

In the first year knickers and a princess petticoat give scope for careful planning of patterns and for practice in

plain sewing. Machining is taught in this year but is not applied to the garments made during the first term.

In the second year cloth knickers give practice in the management of serge, etc., and the overall introduces the difficulties of yoke and sleeves and the working out of simple ideas in colour schemes and ornamentation. Patterns of combinations and of boy's shirt are also included in this year's work.

In the third year a drill dress and top are made, then a blouse and camisole—these giving practice in handling various kinds of material, in the fitting of the garments and the choice of colour and design.

In the fourth year each pupil makes a skirt, an underskirt and a complete dress (unlined). Simple millinery is also taken including the various stitches required, the making of bows, ruches, rosettes and head lining, wiring and mulling brim and crown, and covering the shape with material.

Embroidery forms a part of the third and fourth year courses. Designs are made in the art class under the direction of the art teacher, and these are afterwards worked out on the dresses, blouses, etc., or are applied to bags, tea-cosies and other useful articles.

### 24. SHERBROOKE-ROAD GIRLS' CENTRAL SCHOOL (*Fulham*).

The exhibit consists of garments for Standards V, VII, Ex-VII as follows:—(i.) set of clothes for doll (models of later work); (ii.) Drill tunic (cloth or cotton—slit for drill—buttoned otherwise); (iii.) Knickers (and lining to match tunic); (iv.) Knitted school cap with badge; (v.) Princess petticoat; (vi.) Combinations (flannel or calico); (vii.) Nightdress; (viii.) Knitted vest; (ix.) Knitted bodice; (x.) Knitted stockings or socks; (xi.) Mending; (xii.) Incidental work (knitted lace, crocheting, slippers, drill shoes, scalloped collars, hemstitching, *e.g.*, children's dinner cloths, etc.).

The choice of patterns is made with a view to combining simplicity with usefulness. A set of garments is made based on the advice of the school doctor. Patterns of a complete set of garments are drafted on squared paper, and cut out in a small size in paper and material to dress a doll. The proportional method necessitates only one measurement, *i.e.*, length. Then one garment is chosen for the class. While cutting out in material is in progress, a knitting exercise keeps the class going, until all are ready to put the other together. A series of demonstration lessons are given at various stages for plackets, sleeves, seams, fastenings, collar

bands, etc. If a garment requires much machining it is followed by fine work, e.g., hemstitching, scalloping.

Embroidery (simple) is found to give a certain pride in personal appearance, and simple running designs are regarded as very effective relief trimming for all garments, and catches a child's interest as something which may be peculiarly her own.

Children are further encouraged to work from stock up-to-date paper patterns which may have taken their fancy, or their mother's, so that after receiving help in adapting them they may work together at home with understanding.

Mending is brought once in five weeks, as only one and a half hours a week is given to needlework, and most mending exercises are included in the making up of the garments.

#### 25. SHERINGTON-ROAD CENTRAL GIRLS' SCHOOL (*Greenwich*).

Although examples of all stitches taught are shown in this exhibit, but little time is spent in actually working practising pieces. The stitches are taken by the teacher with the class; special attention is drawn to difficult parts (beginnings, endings, finishings), and, when sufficiently proficient, the girls do the work on real garments. No time is used in perfecting specimens as such.

The girls mainly make garments and other articles for themselves or members of their own families, and, as soon as each piece of work is finished, it is sold.

Needlework is correlated with other subjects where such correlation is advantageous, for example: With arithmetic for the calculation of costs. With drawing by means of sketches of blouses, skirts, dresses, etc., designs for various articles and for the ornamentation of collars, yokes, etc. With history and geography for costumes of different nations or periods. With domestic subjects in the making and mending of household linen and in repairing garments before washing.

As the Sherington road Central School has only been opened two and a half years the scheme is necessarily provisional and it is impossible to say how far it may have to be corrected or may be capable of further development later on.

#### 26. THOMAS-STREET CENTRAL GIRLS' SCHOOL (*Limehouse*).

This is a central school with a dual bias, commercial and industrial. The time devoted to needlework on the commercial side is in the first, second and third years,  $1\frac{1}{2}$  hours per week; in the fourth year,  $\frac{1}{2}$  an hour per week; and on the industrial side, in the first and second years, 2 hours per week; in the

third year,  $2\frac{1}{4}$  hours per week, and in the fourth year,  $2\frac{1}{2}$  hours per week. The needlework scheme is as follows:—

First year.—*Garment*: Draft pattern of kimono pinafore or camisole. Cut out in paper and material: make up latter, *Practising pieces* in all years are those required for making garments selected. *Machining*: Thread needle, wind bobbin, practise stitch, remove work, correct method of finishing off. *Repairing*: In addition to such as can be done as a result of sketches and processes taught—strengthening of thin places and renewal of tapes and buttons. *Knitting*: Vest or cap. Decorative stitches: Feather, blanket, herring bone, chain.

Second year.—*Garment*: Nightdress or overall; method as in first year. *Practising pieces*: See first year; patch flannel, calico, print. *Machining*: Seams of garments; replace bobbin and shuttle. *Knitting*: men's socks. Decorative stitches: Stem, satin (long and short), French knots.

Third year.—*Garment*: Girls' tunic and blouse; method as in previous years. *Practising pieces*: Those necessary. *Machining*: Parts of garments advisable. *Repairing*: See second years; strengthening buttonhole, replacing hooks, eyes, etc. *Knitting*: Various. Decorative stitches: Oriental, button-hole.

Fourth year.—*Industrial*.—*Garments*: Any of tunic type; method as before. *Practising pieces*: Those necessary in the making up of garments and in the repairing of personal and household linen. *Machining*: To understand and work the machine. *Repairing*: Personal and household linen. *Knitting*: Various. Decorative stitches: As in previous year.

In the fourth year the children on the commercial side take decorative stitching only. On the commercial side, the first, second and third year children must make at least one garment per year. On industrial side not less than two per year, and in addition they must take crochet work.

---

## SECTION B.

### NEEDLEWORK IN SPECIAL SCHOOLS.

Under this section there are exhibits from schools for both physically and mentally defective children.

In the schools for the physically defective, much attention is given to various forms of handwork, and the senior boys attend craft-rooms in which woodwork, tailoring, and, in one instance, bootmaking, are taught. The senior girls in certain

districts attend centres in which advanced needlework is taught: blouse-making at New King's-road, and fine needlework and lingerie at Holland-street. A considerable time in every school for the physically defective is given to art work, under qualified art mistresses, and the work done in the art classes is applied to the needlework and advanced handwork done by the pupils.

All this specialised training is given with a view to turning out the children at the age of 16 capable of earning their living at trades suited to their physical condition. The work sent to this exhibition is from the various schools, and is representative of the training given throughout the centres.

In the schools for the mentally defective, much time is also given to manual work. Schools have been established in many parts of London for senior mentally defective boys, in which advanced occupations, such as carpentry and woodwork, metal-work, tailoring and bootmaking, are taught with great success. The elder girls attend local domestic economy centres for instruction in housewifery, cookery and laundry work, and two schools for senior girls have already been established, whilst others are in course of building. The work sent to the exhibition represents, as in the case of the centres for the physically defective, work done in the various types of school for the mentally defective in which handwork plays such an important part of the educational system.

27. THE "BRECKNOCK" SCHOOL FOR THE MENTALLY DEFECTIVE (*St. Pancras, E.*)

The scheme of needlework for the four classes in this school is as follows:—

Classes 1 and 2.—Pillow case (handwork), green overall (showing machining and fancy stitches), mending, darning and patching, sewing on hooks, and eyes, turning sheets side into middle, drawing and cutting out to scale.

Class 3.—Hemming, handkerchiefs, dolls' sheets, and making one piece easy garments.

Class 4.—Knitting and learning to do crochet; *e.g.*, shoes. The exhibits from classes 1 and 2 comprise pillow cases showing all stitches taught; green overall, showing fixing, machining and fancy stitches, as applied to wearing apparel; The children in this class also make blouses and aprons. Mending, is specialised, and consists of darning, patching, sewing on hooks and eyes, and buttons. Drawing and cutting out to scale are lessons in which the children take special delight; these are all mounted in books and kept by

individual children. Two specimens shown are taken from one of these books.

In classes 3 and 4, the children are taught and encouraged to make hats, bags, etc.

The weaving shown is graduated for four classes. Classes 1 and 2—Broad weaving and long weaving: example, duchess mats and cushion. Class 3.—Narrow weaving: braces. Class 4.—Weaving in raffia.

28. CROMER-STREET SCHOOL FOR THE MENTALLY DEFECTIVE (*St. Pancras, S.*)

Needlework is one of the most difficult subjects for mentally defective children. The hands of these children are very feeble and when admitted they do not know how to hold a needle or make a stitch. The other occupations have not the same drudgery to them. When the stitch has been mastered, however, the children very often become good at the subject.

This school is divided into two divisions for needlework. In the Lower Division the children learn how to hold the needle and to hem. Hemming is practised on dusters, handkerchiefs towels and simple dolls clothes. Boys are taught to sew buttons on, and to knit. Knitting is found to be an excellent occupation to strengthen the hands.

In the Upper Division seaming is next taught, and as the girls progress they learn herring-bone stitch, and how to set in gathered buttonholes; patching and darning are also taken. The garments sent in for exhibition show all these stitches. Each child in the Upper Division makes a garment. One afternoon each week is devoted to cutting out and machining. Plain and fancy knitting and crochet are taught, and the last named is a very favourite occupation; it helps in teaching numbers and the girls take great pride in working and finding out a pattern. Needlework calls for cleanliness, especially care of nails, and the girls take great care to keep the garment clean, thus learning responsibility and self respect.

29. OFFORD-ROAD SCHOOL FOR THE MENTALLY DEFECTIVE (*Islington, S.*)

The exhibit from this school is entirely the work of the children. All the garments of the upper and lower division have been cut out by the children in class 1. The children in the upper division have fixed their garments. The garments of the lower division have been done by the two lowest classes, two or three children working at a garment where possible. The button holes and buttons by girls in the first

class. The specimens of plain knitting have been made in class 4, showing a few articles that can be made from simple knitting, also how to join on without a knot. Crochet and embroidery have been taken in the first and second classes. The various examples show the progressive character of this work.

30. SHILLINGTON-STREET SCHOOL FOR THE MENTALLY DEFECTIVE (*Battersea*).

The girls are divided into two classes for needlework and knitting. The teaching is largely individual, owing to the varying capabilities and progress of the children, but class lessons are given on new stitches as required. The lower class is taught hemming, fixing, running, top sewing, and felling. The girls make simple garments using these stitches. The upper class is taught the more advanced plain stitches, and shown how to adapt paper patterns and to cut out the garments. The cutting-out is done under supervision. The use of simple fancy stitches for embroidering the garments helps to stimulate the children's interest in their work. When a girl has made satisfactory progress in hand work, she is taught to use the machine. This part of the work is very much appreciated by the girls, and is generally encouraged in their homes. Knitting is taught in both classes. Some of the girls have very defective eyesight, and are not allowed to do needlework; they learn to knit without looking at the work.

31. HOLLAND-STREET SCHOOL FOR ELDER PHYSICALLY DEFECTIVE GIRLS (*Brixton*).

This course is intended for girls of 12 years of age and upwards, and embraces all that is required for the fine needlework trade. The work is carefully graded so that difficulties present themselves in each new garment, and are repeated in the succeeding garments, till a certain degree of efficiency has been obtained. Weekly speed tests are given, by means of which the marketable value of the work can be gauged. Time spent in making each garment is booked, and, on its completion, the amount paid for such work is entered, and the girl works out the value of her sewing per hour.

The scheme is as follows:—

First year—Stitches already known are practised and brought as nearly as possible to trade level, special attention being paid to speed and finish. New stitches—Whipping,

featherstitching and seed spots. Garments—(i.) Child's knickers; special difficulty (*a*) placket hole, (*b*) tucked band. (ii.) Camisole (plain); special difficulty (*a*) basque, crossway piece, (*b*) putting in sleeves. (iii.) Infants' nightgown; special difficulty (*a*) gathers into yoke, (*b*) waist gathers, (*c*) shaped hem. (iv.) Petticoat; special difficulty (*a*) false hem (curved), (*b*) tucking on round.

Second year—New stitches—(i.) Whipping insertions together; (ii.) Embroidery stitches; (iii.) Appliqué stitch (*a*) hemming (whipped at back), (*b*) backstitching and whipping, (*c*) embroidering with satin stitch; (iv.) Roping gathers. Garments—(i.) Chemise—Repetition of first year difficulties and cross fastening on shoulders; (ii.) Knickers or combinations—all difficulties encountered in first year; (iii.) Nightdress—frills, setting in sleeves, building up yoke; (iv.) Trimmed camisole—letting in lace design or embroidery; (v.) Infants' tucked frock. First lessons in cutting out.

Third year—The perfecting of all stitches in use with increasing speed and on finer materials. Garments—(i.) Infants' frocks in nainsook or muslin; (ii.) Infants' bonnets in nainsook or muslin; (iii.) Fully trimmed underclothing. Lessons in cutting out. Third year girls cut out the garments made by the first year girls.

Various materials, quality, cost and amount required for garments and estimates for same, suitability, etc., form subjects for lessons and discussions during all stages.

Lessons in cutting out are not such a prominent feature as might be expected, owing to the fact that a cutter does all such work for the trade and girls are required simply to make up the material.

32. PIGOTT-STREET P.D. SCHOOL (*Limehouse*).

In arranging the needlework of the above school an endeavour is made to ensure a measure of proficiency in branches which can be continued in the child's own home, forming, at least, a means of recreation, and possibly a source of extra remuneration.

The exhibit consists of (1) Lace making:—Scheme of work exemplified by sampler.

(2) Embroidery:—Specimens illustrating (*a*) ordinary white, ordinary white combined with crochet, Richelieu embroidery, hand embroidered lingerie; (*b*, coloured, including appliqué work, shaded embroidery, gold thread embroidery.

Whenever possible the work is arranged so that the children

retain freshness and interest in their work by alternating the monotony of white linen work with coloured embroidery.

Junior class (infants).

(3) Crib cover—The work of this class is done by children ranging from 5 to 8 years of age.

### 33. TAVISTOCK-PLACE SCHOOL FOR THE PHYSICALLY DEFECTIVE (*St. Pancras, S.*)

The exhibit consists of artistic dressmaking by class I. and II., Girls.

Art-needlework is taken throughout the school concurrently with plain-needlework, and work in the art classes. Most of the stitches used in plain sewing are utilised for embroidery stitches, *e.g.*, running, darning, over-sewing, herring-boning, button-holing, back stitching. Stitches are practised upon soft striped material, *e.g.*, Vyella. Practice is given in outline stitches by working simple designs on linen or other suitable material, such as a cow on a baby's feeder, or cats and kittens upon a patchwork cot-cover.

The girls from Classes I. and II. learn to make embroidered frocks and djibbahs for themselves in the artistic dressmaking class. The designs for these are prepared by the girls in the art class, where flowers, berries, creepers, etc., are first studied from nature, with pencil and brush. Conventional designs are then made from which tracings are taken. The lines on the tracings are closely pricked, and then placed upon the materials. Powdered charcoal is brushed over the tracings, and when these are removed the girls draw in the designs on the materials with Indian ink, and pen, or Chinese white and brush.

The girls each select from the stitches previously practised those most suitable for the designs they have made, and choose their embroidery threads. The garments are embroidered, cut out, and made up by the girls in the dress-making class.

Special attention is given in designing the frocks to get the most graceful effect possible, in spite of deformity: *e.g.*, in the embroidered design exhibited, space has been left at the back to enable an inside box-pleat to make the gown flow gracefully from the highest point of a curved spine, instead of outlining and emphasizing the curve by being confined below it.

Short lengths of good materials are purchased at sales for these garments. The girls easily pay the small sums expended upon them during the time taken in making them up.

### 34. TENNYSON-STREET SCHOOL FOR THE PHYSICALLY DEFECTIVE (*Battersea*).

This exhibit of the needlework of the upper girls illustrates the co-relation of the art and needlework sections of the curriculum. In order to make drawing a really useful and valuable asset in after life, the teaching of design commences in the earliest stages of drawing, and when the simple stitches are learnt, the girls are taught to apply them to the simplest floral forms, arranged by themselves into patterns, for borders, etc. Sheet 2 shows how a simple flower and leaf shape can be used in teaching the principles of design.

In the second stage, the girls are encouraged to make their designs from their own drawings from nature, studies of the parts of the plant being first made as shown on sheets 4 and 5, and the designers themselves carry out their designs on various garments with the keenest interest, much of the work being executed at home.

Sheet 8 shows a repaired moth-eaten pair of child's combinations, darned glove and sock, a re-footed sock, patched and darned dinner napkin, patch as for flannel nightgown, hedge-tear darn as for serge skirt, and a darned bodice.

The bedspread shown was designed and worked by eight girls (average age 14 years), and the frocks, bonnets, and tea-cosy were worked from designs shown on the accompanying sheets, by the designers themselves. (The tea-cosy is the work of a child of 11 years).

It is interesting to note that the extreme care necessary for the art work, makes the careful use of the needle a habit and so re-acts on the ordinary plain needlework to a marked degree.

### 35. TURNEY-ROAD P.D. SCHOOL (*Norwood*).

The aim of the scheme at this school is to induce the girls to like needlework, by making the exercises easy, interesting, and attractive. As most girls prefer doing fancy work rather than plain needlework, effort has been made to introduce new stitches as some kind of fancy work and gradually lead on to the plain and useful work. For example:—(i.) Button-holes—(a) The doll's blankets, (b) the flannelette petticoat, (c) the flannel petticoat, (d) buttonholes in the bands of petticoats. (ii.) Darning—(a) The doll's bed-spread (b) pattern darning, (c) mending and artistic darning. No trimming, other than stitchery, is employed to beautify the articles made. The ornamentation, therefore, is in exact proportion to the skill of the worker, and this tends to develop the greatest effort on the part of the girls. Taste for artistic

decoration is thereby trained, and the desire for cheap laces, discouraged.

The manual work is utilised to help the needlework, thus :

(a) The doll's bed-stead was the outcome of the cardboard modelling class.

(b) The designs were made in the art class.

(c) The fixing of hems and seams, the cutting out and pleating the earlier articles, were greatly helped by the lessons in paper cutting. All the articles made in the various classes were selected with a view of enabling the children to cut out and fix their own work. Thus:—(a) The doll's bed. Only measuring and tearing are necessary in the cutting out, and only straight seams for fixing.

It is not until the children are between the ages of eleven and thirteen that cutting to a pattern and fixing sleeves into garments are introduced. Only girls over thirteen are allowed to make garments requiring fine material and fine stitches. No child is asked to learn any new stitch or undertake a new difficulty until she sees the need for it. For example:—The desire to make a valance for a doll's bed overcomes the difficulty of pleating into a band, and so on.

### 36. ANERLEY RESIDENTIAL SCHOOL FOR THE DEAF (*outside the County*).

The exhibit consists of tailoring, and in teaching this subject the following scheme is adopted:—(i.) The name and purpose of every tool is taught as soon as it is introduced. (ii.) The pupils are taught to lip read and articulate the names of all tools and materials connected with the trade. (iii.) Each pupil keeps a log book and in it enters the work he performs each day. (iv.) All orders are given by word of mouth, or in writing.

Practical work is taught on the following lines:—First year—Holding needle, using scissors and iron baisting, felling, back-stitching, cross-stitching, button-holing and pressing, and perhaps the beginnings of making trousers. Second year—Making trousers and waistcoats. Third year—Making lounge suits and overcoats.

The pupils are not allowed to use the sewing machine until they are proficient in hand-sewing.

### 37. OAK LODGE RESIDENTIAL SCHOOL FOR ELDER DEAF GIRLS. (*Wandsworth*).

This exhibit consists of dressmaking, drawing, designing and embroidery. The scheme is as follows:—

I.—(a) Dressmaking (juniors, ages 13-14; seniors, ages 14-16—Juniors, first year: Tucking, button holing, over

sewing, machining in straight lines, simple braiding, strapping, gauging, fly running stitch in different materials, elementary embroidery stitches, drill costumes. (b) Seniors, second year: Full-size bodice lining button holes in different materials, chiffon work, tucking on the cross by hand and machine, kilted frills; fancy articles, Princess linings; blouses, skirts. (c) Seniors, third year: Modelling in leno, taking own patterns of small skirts; day dresses, evening dresses, evening cloaks; advanced embroidery; drapery and correcting. Visiting shops to see styles, suggestions, criticisms, improvement in style and colour scheme are encouraged from the pupils. Language lessons are constantly given as to materials used, cost of same, and making out bills.

II.—Designing and embroidery.—In the drawing class, in addition to model and nature drawing, the pupils are taught to make sketches applicable to their work, and encouraged to think out their own designs for embroidery, which are afterwards carried out as trimmings for blouses and dresses.

### 38. HUGH MYDDELTON SCHOOL FOR THE DEAF (*Finsbury, C.*).

The exhibit comprises specimens of work done in the various stages given in the scheme, which covers a six years' course, up to the age of thirteen. The girls, when they reach that age, are transferred to a residential school. The work exhibited in the lower stages consists of the necessary furnishings and trimmings for a doll's bedstead. The articles shown in the other stages are chiefly garments made to fit the children themselves.

The older girls learn the use of the machine by hemming tablecloths and dusters required in the school. This is followed by the making of a simple garment on the machine. Some of the girls learn simple embroidery and apply it in trimming the garments. All the garments worn by the large doll exhibited in the case were made by girls in the third and fourth stages.

The needlework scheme is as follows:—Stage I—Running on coarse calico or canvas; hemming on same; fixing hem on paper; making simple bag, hemming handkerchief, plain knitting—reins, bag.

Stage II.—Fixing run and fell seam on paper and calico; working run and fell seam on calico; seaming; cutting out, fixing, and making workbag, pinafore, or other simple article; knitting—plain and purl—cuffs, scarves.

Stage III.—Herring-boning; seam in flannel; pleating; darning on canvas; cutting out, fixing and making garment in flannel—knickers, petticoat, etc.; knitting on four needles—cuffs, hats, bootees, petticoats.

Stage IV.—Gathering and setting into band; sewing on tapes; feather-stitching; cutting out, fixing and making garment with gathers—chemise, pinafore, petticoat knitting—vests, hats, petticoats.

Stage V.—Buttonholes and sewing on buttons; strengthening tape; flannel patching; cutting out, fixing and making garment—knickers, petticoat, etc.; learning to use sewing machine; knitting—sock, lace, etc.

Stage VI.—Patching in calico; darning a hole in stocking web; tucks; cutting out, fixing and making night-dress, overall or other garment by machine or hand; knitting—sock, lace, or other article.

#### 39. PIGOTT-STREET SCHOOL FOR THE DEAF (*Limehouse*).

The small exhibit presented by the above school gives an idea of the method of procedure. The girls begin simple work with the needle immediately on entering school and follow an ever widening syllabus till at leaving age a useful knowledge of the subject is gained.

The syllabus includes—besides the practical part (cutting out and making up of garments)—a little decorative work, and gives considerable scope for originality.

With each lesson there is an exchange between class and teacher, of colloquial and descriptive language—accompanied by drawings and diagrams.

The youngest children commence with large needles and brightly coloured thread, forming, on soft unbleached calico, or any soft material at hand tacking stitches which make a pleasing decoration. The making of these pieces into the simple articles exhibited demands the introduction of hemming and seaming stitches.

Later work, with finer cottons and needles, demands greater application and a more definite planning of the work. The articles to be made are drawn, cut out in paper, and then in the material. The dressing of a doll or the making of simple undergarments introduces new stitches—pleating, gathering, button-holing, etc.

The knitting course, though not providing such variety of work, is pleasing to the pupils and calls for considerable dexterity and dispatch.

#### 40. SOMERFORD-STREET SCHOOL FOR THE DEAF (*Bethnal-green, S.W.*).

The scheme of needlework and knitting in use in the school is as follows:—The children commence by sewing on large holed canvas with coloured wool. When a certain facility in manipulating the needle and holding the material has been acquired they are given strips of cotton cloth to hem, regard being paid to the regularity of the stitch and not to the size. These strips are fastened together and converted into any small object such as a child's pocket or a doll's pillow. Over-sewing and hemming are then introduced into the making of small garments. Pleating and setting into a band give the opportunity for more advanced work. Gathering and setting-in follow. Flannel work is taken at this stage, herring-boning being taught, and buttonholes are also introduced, also a simple feather stitch. From the lowest stage utility is aimed at.

As early as possible the children are taught to cut out the garments they make, by means of a flat pattern.

Knitting is taken from quite an early age, commencing with plain strips convertible into reins, rattles and whips. Purl and plain follow and then different fancy stitches are applied to various articles.

The exhibit consists of elementary exercises in hemming and oversewing as shown in a doll's mattress, a child's pocket, a child's chemise. More advanced work is shown in pinafores, child's knickers, flannel petticoat and child's cashmere frock.

Cards of knitting demonstrate plain specimens as shown in whips, rattles and reins. Ribbed work is shown in cuffs, and fancy stitches in a set of doll's clothes and other articles.

#### 41. ELM COURT RESIDENTIAL SCHOOL FOR ELDER BLIND GIRLS (*Norwood*).

Hand sewing—The garments are simply made and useful, several being afterwards worn by the children. Pleats are used instead of gathers; calyx-eyed needles instead of ordinary; and tapes in preference to button and button-hole. Notched rulers are used for measuring. Each girl does her own fixing and tacking, but not cutting out. The work is attached by means of a safety pin to a linen band which is fastened to the back of a chair before her. Thus each girl has her left hand free to hold her work and sews with her right. She sews from the band towards herself, moving her safety pin lower and lower as she goes along. The scheme embraces a three years' course.

Machine sewing—Only a few girls, selected by the L.C.C. oculist, are allowed to do machine sewing, which is being given a year's trial. The girls first learn parts of machine, then to use treadle, then to work with paper, and then to thread machine and spool. After this, articles of firm materials with straight hems are worked, and then a pillowcase is made, introducing circular hem. Then under and outer garments will be made. So far, results have been good, and it is hoped that each girl learning machine sewing will be able to make herself a set of garments before leaving school.

Hand knitting—The hand-knitting scheme consists of five articles, viz. :—(i.) Vest ; (ii.) Plain stockings ; (iii.) Cloud or slippers ; (iv.) Ribbed stockings ; (v.) Gloves. Each article must be made independently of reference to teacher, before the next article is attempted. After the scheme is finished, other useful articles are made, such as spencers, mens' cycling stockings, coats, small and large, bonnets, etc. The pattern of the article is copied out in Braille and then worked by girl from pattern. No part of the work is done by teacher. Each article in scheme is first made to fit the girl herself according to rule, so that she can afterwards enlarge or make smaller as required.

---

## SECTION C.

### NEEDLEWORK IN SECONDARY SCHOOLS

Needlework is finding its place in the curriculum of secondary schools, although in many cases it is most difficult to give the *necessary* hour and a half weekly to the purpose for six or seven school years under an expert teacher.

The value of the subject as educative handwork when treated upon broad lines, is increasingly recognised. The power so developed may become a restful habit with the woman, an economical help in domestic administration and a constant source of pleasure.

#### 42. CAMDEN SECONDARY SCHOOL FOR GIRLS (*St. Pancras N.*).

The preparatory work in this school consists of :—(i.) Mats worked in coloured cotton with tacking stitches (made in Form I.) ; (ii.) bags of various kinds, worked in coloured cotton with tacking and sewing stitches (made in Form I.) ;

(iii.) girl's overall, made entirely with large stitches in coloured cotton, showing sewing, hemming, and running stitches ; with broad tucks requiring accurate measurement (made in Form II.).

In the first year a garment of tunic type is made in the following Forms :—(iv.) Girl's tunic showing simple design in stitchery (cut out and made in Form Lower III.) ; (v.) girl's tunic showing simple design in colour and stitchery, first attempt at buttonhole (cut out and made in Form Lower III.) ; (vi.) girl's calico chemise—(drafted, and made in Form III.)

In the second year, a garment of knickerbocker type is made as follows :—Child's calico knickerbockers, showing gathering, setting into bands and buttonholes (drafted, cut out and made in Form III.) ; (viii.) girl's gymnasium knickerbockers (drafted, cut out and made in Form III.).

In the third year a garment with yoke is made :—(ix.) Child's holland overall (drafted, cut out and made in Form IV.) ; (x.) child's overall with box pleats (drafted, cut out and made in Form IV.) ; (xi.) girl's nightdress (drafted, cut out and made in Form IV.).

In the fourth year the following garments are made :—(xii.) Child's cambric princess petticoat, showing tuck running (cut out and made in Form V.) ; (xiii.) child's flannel jacket, showing herring-boning and darning (cut out and made in Form V.) ; (xiv.) specimens of patching, worked to the pupil's own design, and made into cover for a pincushion.

#### 43. THE COUNTY SECONDARY SCHOOL (*Chelsea*).

The exhibit from this school shows work from eight forms. Each girl in Forms II. to V. drafts a pattern to fit herself, cuts out and makes up the garment and embroiders the same from a design made in the art room. All girls from the VIth form upward are taught to use the sewing machine, and they have a course of practical mending. Form VI. has a special course of design and embroidery ; each girl makes a pattern, colours and transfers it to the material and works it.

#### 44. GEORGE GREEN'S SCHOOL (*Poplar*).

The needlework scheme at this school was re-organised in June, 1907. Drafting, cutting, fixing and sewing were graded in good order and sequence, and designs worked out in the art classes were applied to the decoration of the various garments made by the girls. Since then the classes have been conducted on these lines, but only during the last



three years has it been possible to give the time necessary for working the scheme satisfactorily.

The exhibit is not actual class work, because at this time of the year it is impossible to show a complete collection of girls' work. Yet girls from all Forms have rendered considerable assistance, both in the art work and needlework shown.

The specimens exhibited represent the work that is done in the school. It is stated on the exhibit what garments are being made this year.

Each girl is required to draft the pattern for her garment full size, on extension paper, after which the draft is reduced to one-fifth scale or one-quarter scale on squared paper.

The full-size pattern is then cut out, neatly folded and placed in an envelope or paper band which bears the sketch of the garment to be made, and the calculation of cost.

The garment is cut out full size in material from the paper pattern, and all tacking, fixing and sewing are done entirely by the pupils, each for herself.

In underclothing, when design is not possible, the girls make their own trimming in crochet or knitting.

Lessons are given from time to time in patching, darning and general mending, but the main object of the lessons is to interest the girls in constructive needlework.

#### 45. THE SECONDARY SCHOOL, PECKHAM.

The work exhibited shows the progressive stages of instruction for girls from 10 to 18 years of age. The group is divided into three sections to include the work of the lower, middle and upper school.

The lower school work (average age 10 to 12 years) consists of, (1) articles for use in school or for needlework lessons, *e.g.* cotton bag, shoe bag, sleeves and pinafore (to be worn during the lesson) and a needlebook. This work affords practice in all elementary stitches and processes and also includes a simple draft to quarter scale and a placing diagram for the pinafore. (2) A book cover showing decorative stitches is worked by the girls who show proficiency in plain needlework. (3) Drafting, cutting-out (full and quarter size) and making knickerbockers suitable for the girl herself.

The middle school (average age 13 to 15 years) shows:— (1) Drafting to scale and cutting out full-size a pattern of an overall for a child about four years of age. The embroidered yoke is designed in the art class, and the work is carried out during the needlework lesson. (2) Patching and darning: this occupies rather less than a term, and the processes are

worked on sections of garments, while the quick workers are able to do practical mending in addition. (3) Drafting, cutting-out and making a camisole, the use of the machine being optional.

The upper school (average age, 16 to 18 years) undertakes:— (1) Drafting, cutting out and making a woman's nightgown, the seams, hem, and tucks being worked by machine. (2) The examination work for the Preliminary Certificate, which follows at this stage, and the Board of Education syllabus, is studied as far as it is possible to deal with its scope in the time. (Samples of the tests prepared and worked are not exhibited). (3) Sets of baby clothing, produced by the class as a whole, three sets being completed in two terms by 18 girls. (4) Blouse work includes:—(a) Drafting full-size to wearer's measures; (b) adapting the block pattern to two or three different styles; (c) drafting to quarter scale, and making lay of two patterns in material of different widths (as illustrated); (d) cutting out and making a simple unlined blouse.

The materials selected are bought by the pupils under the teacher's guidance, and the garments made are the property of the girls. "Practising" work is not excluded entirely, but is only used as far as is necessary to learn a new stitch or process. About 60 per cent. of the girls competed for the certificates granted by the London Institute of Needlework, and during the past year the following certificates have been awarded on the garments included in the above scheme:— Excellent, 2; very good indeed, 9; very good, 41; good, 31; very fair, 16.

#### 46. THE COUNTY SECONDARY SCHOOL PLUMSTEAD (*Woolwich*).

The exhibit consists of work done in accordance with a syllabus of a six years' course in needlework in a secondary school, with garments to illustrate the different stages. Before the garments are cut out, quarter-size patterns are drafted and placed on paper to show a plan of the garment laid on the material, and the approximate cost is calculated. Simple decorative stitchery is introduced throughout the course, the designs for this being taken in conjunction with the art classes. As the school has only been opened three months, it has not been possible to arrange for all the illustrations to be worked by the girls themselves, and some of them have been collected by the needlework mistress from other sources.

## SECTION D.

## DOMESTIC ECONOMY SCHOOLS.

## 47. ALBANY INSTITUTE DOMESTIC ECONOMY SCHOOL.

The work exhibited from this school has been carried out by girls of 14 to 15 years of age who are receiving instruction in all domestic subjects for a period of one or two years. The pupils are drawn directly from elementary schools, and enter this school by means of scholarships, awarded annually by the London County Council. Seven hours per week are devoted to dressmaking, needlework, mending and renovation of all kinds: the work of second year pupils being of a more advanced type. The syllabus is divided into first and second year's schemes of work.

Each pupil drafts all her own patterns, cuts out and makes as many examples of the different types as time permits, retaining for her own use all garments so made.

Examples shown of first year girls' work consist of:—Chemise, drawers, camisole, blouse, dress, apron, renovation and mending.

Second year girls make garments for themselves and in addition, outfits for children of various ages.

The examples shown are:—(A.) Slip bodice, blouse, night gown and lined dress; and (B.) outfits: (i.) long clothes for a baby; (ii.) short clothes for a baby; (iii.) summer outfit for a child, 4 years of age; (iv.) winter outfit for a child, 4 years of age.

48. NORTHERN POLYTECHNIC INSTITUTE, DOMESTIC ECONOMY SCHOOL FOR GIRLS (*Holloway, N.*).

The duration of course is 40 weeks. The time for sewing and design, 8½ hours per week, giving a total of 340 hours. The average age of pupils is 14–15 years. The work exhibited shows the scheme of needlework as taught. It is a continuation of the work of elementary schools, one distinct feature being that each pupil makes every garment for herself, which gives her a very practical interest in it, and tests the pattern. The pupils make each pattern; cut out, fix and make each garment. They also design and carry out all decorations. No bought trimmings are allowed. Detailed syllabuses, working drawings, drafts, note books, and specimens of each garment made are shown. The combination garment is drafted by the paper folding system; bodice block and skirt upon construction lines. The bodice block is used for cutting the slip bodice, and adapted for cutting blouse, overall and

coatee. The decoration of garments by simple stitchery is emphasised, and the special syllabus exhibited and working drawings show the instruction given. The colours are chosen by the girls under guidance. List of garments made by each pupil during a school year:—

Overall and drill-knickers ..	approximate cost	2	4
Combination garment ..	do.	1	0½
Slip bodice .. ..	do.	0	8½
Blouse .. ..	do.	1	2
Skirt and coatee .. ..	do.	6	4
Cooking apron and sleeves ..	do.	0	9½
		12	4½

The renovation specimens exhibited have explanatory labels, and a detailed syllabus is shown.

## SECTION E.

## 49.

A school cabinet of needlework and object lesson needlework cards exhibited introduces a graduated system of pattern drafting and cutting out for all classes. This system combines measuring and folding, and is based on squares, double squares, and oblongs, by which rule the quantity, cost and width of material to make up the complete garment is dealt with. The simplest and yet the most difficult pattern can be cut out to any size and made up entirely by the child unaided. The stitches which are taught first are at once applied to the garment, which the child herself cuts out after having made her own pattern.

The cabinet of miniature garments contains an outfit for drill, swimming, sports, underwear and children's wear, representing the school needlework as a whole, together with blackboard diagrams.

The object lesson cards exhibited show the correct renderings of the difficult sections of the garments in course of construction, so that each child in class can examine for herself

and compare with full-size garment when working. These cards embrace every garment worn by school children.

The mother-craft baby doll exhibited shows the proper clothing of infants, and the little ones.

A complete outfit (full size) for a girl on leaving school is also shown.

## 50.

## CLASS AT NORTHAMPTON INSTITUTE.

When demonstrating needlework processes to a class, a large sketch of a part too small to be seen clearly at a distance is invaluable, and may be wisely chosen by the teacher to illustrate her point. Such a sketch executed quickly and correctly on the blackboard before the class is most "telling," but if the teacher cannot draw rapidly, she will more certainly secure effectiveness if she has a diagram previously prepared, ready to show at the suitable moment, and shown then only. Diagrams should be kept out of sight when not in use. This should be made on brown paper, unglazed and as dark in colour as possible. White chalk shows to the most advantage, but contrasting colours emphasise the various parts, while charcoal throws into prominence any line against which it is placed. If the drawing is "fixed," that the chalk may not rub off, it can be used repeatedly.

Occasionally, effective use is made of a wash of Chinese white, Prussian-blue, or crimson-lake water-colours (as seen in sketches marked P (= paint) among those connected with dressmaking, exhibited with the work of pupils of "old-students" of the National Training School of Cookery).

The diagrams shown are the work of student-teachers, executed while qualifying themselves to teach plain needlework, dressmaking, and millinery. Work, or implements of actual size are attached to some diagrams, showing the great advantage of marked increase in size when explaining details to a class.

## SECTION F.

NEEDLEWORK IN TRAINING SCHOOLS OF  
DOMESTIC SUBJECTS.

The subjects included in the needlework group in these training schools are three—Plain needlework, dressmaking and millinery. Ladies' tailoring is frequently taught in addition. The amount of ground covered during the period

of training is large, and would be larger were it not for the fact that many students when leaving school, have a very limited knowledge of even the simpler processes of needlework, and possess little skill in manipulation of the materials commonly used in needlecraft.

The training in needlework comprises:—

(i.) The construction of garments and the designing and cutting-out of patterns.

(ii.) Practice in stitchery—plain and decorative—by hand and machine.

(iii.) The application of stitchery to the various processes essential to the making-up of garments.

(iv.) Renovation and adaptation of worn garments.

It also includes the manipulation of various materials used in making undergarments and instruction in their manufacture, uses and prices, and calculation of the amounts required for various types of outfits.

In addition to this, students are trained in teaching and class management—both by lectures on the theory and practice of education and by actual experience in the handling of classes of children of varying ages attending different types of schools and also of adult classes. Students are taught how to utilise the blackboard in illustrating their lessons in needlework. In the training in dressmaking and millinery, it is obvious that the practice which students have had in stitchery and in manipulation of needlework materials, gives them facility for its wider application to other processes and materials. Much additional opportunity for practice in construction and design is afforded by these subjects. Valuable training in resourcefulness is given in the remodelling and remaking of dresses to suit the prevailing fashions. Additional practice in class teaching is included, and students teach classes of adults and girls in the subjects of dressmaking and millinery.

In some training schools, lectures on colour and form and on the history of costume are given, and in others lectures on physiology are also added.

51. BATTERSEA POLYTECHNIC TRAINING DEPARTMENT FOR  
DOMESTIC SUBJECTS TEACHERS.

This exhibit illustrates the work done by students who are being trained as teachers of needlework, dressmaking and millinery. The work shown is as follows:—*Case 1.*—Needlework suitable for junior classes, showing how stitches may be taught on useful articles and correlated to decoration. *Case 2.*—Needlework. The construction of garments. Pattern-

making by proportion and drafting. Cutting-out, fixing and sewing. The following processes shown on small garments: seams, neatening edges, arrangement of fullness, openings, fastenings, trimmings. Both hand and machine work are exhibited. *Case 3.*—Needlework. Finished garments made by hand and machine, combining construction with design and decoration. *Case 4.*—(i.) Dressmaking. Processes of dress construction. Muslin models; (ii.) Millinery. Processes in making and trimming a velvet covered hat. *Case 5.*—Dresses and hats made by students during training in dressmaking and millinery. *Case 6.*—Lesson given by student. Illustrations used. Results carried out in class and subsequent applications on the pupils' own initiative. *Case 7.*—Work done by girls attending domestic subjects school in practice classes under the supervision of students.

**52. THE NATIONAL SOCIETY'S TRAINING COLLEGE FOR TEACHERS OF COOKERY AND OTHER DOMESTIC SUBJECTS (West Hampstead, N.W.).**

The following is a catalogue of the exhibits. All the work is done by students in training and the children taught by them.

*Exhibit 1.*—Work done by students in training for Teachers' Plain Needlework Diploma:—(i.) Set of samplers, showing all stitches and processes used in plain needlework; (ii.) set of garments (half size) showing construction; (iii.) man's shirt, showing machining; (iv.) full-size garment (diagram, showing method of obtaining pattern and cutting same); (v.) note books.

*Exhibit 2.*—Work done by students in training for Teachers' Plain Dressmaking Diploma:—(i.) Sampler, showing all stitches and processes used in plain dressmaking; (ii.) a mannikin dress, made to teach plain standard methods and fitting; (iii.) child's dress, showing smocking; (iv.) dress, with diagram of pattern and model in leno; (v.) note books.

*Exhibit 3.*—Work done by students in training for Teachers' Millinery Diploma:—(i.) Sampler, showing all stitches and processes used in millinery; (ii.) children's millinery; (iii.) various specimens of hats and bonnets; (iv.) diagram showing method of obtaining shape; (v.) note book.

*Exhibit 4.*—Examples of demonstration apparatus used in teaching the above-named subjects.

*Exhibit 5.*—Specimens of work done by children, taught by students in training. The teaching practice is carried out at: St. Augustine's School (Kilburn), and Broomsleigh-street L.C.C. School (Hampstead). Time taken in training

for plain needlework, 500 hours; time taken in training for plain dressmaking, 500 hours; time taken in training for millinery, 250 hours.

*Exhibit 6.*—Work done by adult pupils taking household management course (three months). Time allotted to needlework and dressmaking, 72 hours:—(i.) Mending (patching and darning); (ii.) camisole, blouse and skirt; (iii.) chair cover and cushion; (iv.) book of diagrams and notes.

**53. THE NATIONAL TRAINING SCHOOL OF COOKERY AND OTHER DOMESTIC SUBJECTS (72-78, Buckingham Palace-road, S W.).**

This exhibit shows:—(a) Work of students in training; (b) work of classes taught by trained teachers; (c) specimens of upholstery.

Section (a).—The work during a course of training includes:—I. Theoretical work—(1) Drafting and pattern making, according to types of garments (three types shown). (i.) Construction line type, very simple forms on which children can learn scale work, and accurate use of ruler, pencil and inch tape, and make up the articles with simple stitches and processes. (ii.) Tunic types: these are based on bust proportions. The width at hem and bust measure—rather more for wide garments, *e.g.*, nightgowns and rather less for narrow garments, *e.g.*, child's plain tunic. Armhole level = quarter bust—1 in. higher for close fitting garments, 1 in. lower for loose ones. (iii.) Knickers type: this is based on direct measures. Size of waist and hips, and length from waist to knee. Diagram shows adaptation for calico and Directoire garments and for sleeping suit. (2) Note and draft books.

II.—Practical work.—(1) Full-size garments, including:—Dresses and children's frocks, boys' suits, nightgowns, Princess petticoats, shirts, infants' clothing and short coating set, knitting. (2) Teaching equipment—Half size garments and millinery, diagrams and drafts or lesson illustrations, large size specimens prepared for demonstration on: making a lace collar, straw trimmings, making velvet or silk flowers, samplers showing processes in, dressmaking and millinery, knitting specimens.

Section (b).—Work of classes taught by teachers trained in this school—(1) Borough Polytechnic Institute; class, County Council Domestic Economy Scholarship (girls); course, nine months. (2) Enfield County Secondary: course, graded, five or six years. (3) Municipal College, Portsmouth; needlework, group courses. (4) Northampton Institute, Clerkenwell; class, City and Guilds' Evening Teachers' Certificate Blackboard Drawing. (See also Exhibit No. 50).

Section (c).—A few specimens of home upholstery done by the students during their training in housewifery, also articles made from the best parts of discarded clothing.

---

## SECTION G.

### NEEDLEWORK IN TRAINING COLLEGES.

Needlework in the training college is primarily a professional subject, the aim being not so much to give further practice in the making of garments and other articles with a view to developing further skill in the individual worker (though a certain amount of such work is desirable) as to treat the subject so that the skill already acquired becomes a background for the consideration of schemes of work suitable for children and the study of methods of carrying them out.

In order to understand clearly and to estimate rightly the methods which are being advocated in the colleges to-day, it is necessary to bear in mind that in this department of work, as in others, the methods of the present have been evolved from those of the past. The history of school needlework reveals, broadly speaking, that a somewhat lengthy trial has been made of each of two outstanding methods, each the antithesis of the other, and both equally disappointing in their practical results.

In the stage which has now been reached, it is held to be essential that all work attempted should, from the earliest stages, make a direct appeal to the needs and interests of the learners. It is recognised that the chief ultimate object of teaching needlework (*i.e.*, to enable girls after they have left school to make garments for themselves and others and furnishings for their homes) is too remote to make any appeal to those who are only at the beginning of their school life.

It is also recognised that the plan of practising stitches on specimens till a degree of perfection has been reached is unsound in principle and ineffective in result.

The conviction is also gaining ground that it is a mistake to divorce the use of the needle from the use of other implements, and that from the earliest stages, articles which call for other operations in the form of designing, cutting to measurement, pencil or brush drawing, etc., are to be preferred to those which call for the use of needle and cotton only, *e.g.*, the making of a needle-case, a doll's cloak, or a simple blotter is a better exercise than the hemming of towels and dusters.

The more common use of woven underwear, a happily growing preference for garments of simple construction, and the more extensive use of the sewing machine, all combine to make possible a widening of the scope of school needlework. Probably it can take no direction better calculated to stimulate wholesome interests and to develop refinement of thought and habits than the working out whenever possible of ideas for simple home furnishings and renovations. It is assumed that the actual needs of the school staff or their friends, or, in the more well-to-do neighbourhoods, of the homes of the children themselves, may often provide opportunity for work of this character.

#### 54. THE FULHAM TRAINING COLLEGE (*Finlay-street, Fulham, S.W.*).

The exhibit is the work of students in training, and represents a course of teaching on which a scheme generally appropriate to elementary schools could be based.

The forms shown could all be represented in a needlework course for children 7—14 years of age, though these examples since produced by students, are in some cases more elaborate in their detail than would be possible in school work.

*Exhibit A.*—Comprises work connecting sewing with other kindergarten occupations and leading to needlework proper, and consists of articles in Java canvas, Java cloth and embroidery canvas, showing simple rectangular forms constructed and ornamented with the elementary stitches.

*Exhibit B.*—Junior needlework, consists of articles in coloured cotton material similarly treated leading from the unseamed to the seamed form, as seen in a simple kimono pinafore.

*Exhibit C.*—Needlework for middle standards, consists of (a) articles in woollen materials, ornamented with flannel construction stitches and other elementary embroideries. The kimono form is seen modified and elaborated; (b) articles in nainsook. Simple knicker and drawer forms, introducing a new construction principle and new methods of hand trimming.

*Exhibit D.*—Needlework for upper standards, consists of—(c) articles in various materials to illustrate the construction of the princess and yoke types; (b) simpler forms re-presented as a medium for the introduction of more elaborate hand trimmings.

The essential features of the scheme as applied to elementary schools are: (i.) the children must be afforded opportunities for studying and constructing the chief garment

forms; (ii.) these forms must be graded for purposes of presentation; (iii.) the materials employed must also be graded; (iv.) making-up by machinery, and the teaching of mending are integral features of the scheme; (v.) cutting-out in material of the articles made, must be taught in every stage; (vi.) stitchery should be employed ornamentally as well as constructively; (vii.) the patterns used should be continually revised to ensure their being adapted to modern requirements.

55. MOORFIELDS TRAINING COLLEGE (*Finsbury-street, Moorfields, E.C.*).

This exhibit is intended to illustrate—(i.) Methods of teaching needlework, (ii.) the making of garments, (iii.) the application of needlework to the needs of the home apart from the question of garments for the individual.

(i.) The methods of teaching are based on a belief that it is essential in the early stages that all work attempted should make a direct appeal to the needs and interests of the learners.

It is considered that the chief object of teaching needlework (*i.e.*, to enable girls to make their own garments) is at the first stage too remote to make any appeal.

It is also considered that the plan (in common use during recent years but now happily being discarded) of practising stitches on specimens till a degree approaching perfection has been reached, is unsound in principle and ineffective in result.

It is believed that the use of other implements should from the earliest stages accompany the use of the needle and that articles which call for other operations in the form of designing, cutting to measurement, pencil or brush work, are to be preferred to those which call for the use of needle and cotton only, *e.g.*, the making of a simple blotter or a doll's cloak is a better exercise than the hemming of dusters and handkerchiefs.

(ii.) It is held that the chief essentials in this section are—  
Simplicity in form and construction.

Suitability of material for the purpose in view.

Economy in use of material, and skill in adapting a single pattern to several garments.

(iii.) It is hoped that this section will be suggestive to those who, compelled to make a home in very limited accommodation and upon small means, are sensible of the value of orderliness, seemliness, and beauty in their surroundings.

## SECTION H.

### NEEDLEWORK IN TRADE SCHOOLS FOR GIRLS.

General.—The aim of the trade schools for girls is to provide a thoroughly practical trade training for girls wishing to enter certain skilled trades which appear to offer good prospects to the worker.

The trade school course extends over two years, about two-thirds of the time being given to trade instruction under teachers who have had practical workroom experience, the remaining time is devoted to general English subjects, drawing, and physical exercises.

All girls who enter the trade schools and have satisfactorily completed the probationary period of three months, are expected to take the whole course, and to enter the trade for which they have been trained, at the end of the two years.

After the training, girls can easily obtain places as junior assistants at an initial wage from 10s. to 15s. weekly.

The exhibit of the trade schools represents typical work done by the girls, at different stages of their training. It is not possible to show a graded course of work done by one class during the whole training.

Dressmaking.—Girls are trained for the private retail dressmaking trade.

In the first year, girls work at specimens showing different trade methods, and make blouses, skirts, and simple dresses.

In the second year, the girls make dresses throughout.

They learn to cut, model and drape, and thus have an opportunity of learning the theory and practice of their trade.

*Ladies' tailoring.*—In ladies' tailoring, the girls specialise to become coat or skirt hands. In the first year, they make buttonholes, pockets, cuffs, and collars, in various materials; they then make simple garments. In the second year, coats and skirts are made throughout by individual girls.

*Waistcoatmaking.*—Girls have practice in making and sewing all kinds of collars, pockets, and foreparts, for the hand-made gentlemen's vests.

*Corset-making and lingerie.*—Girls are trained for the bespoke corset-making trade. In many houses, workers are required both to make corsets and do fine needlework, therefore lingerie is included with corset-making at the trade school. In this class, special attention is paid to fine stitching in the first year, and in the second year the girls make corsets and underclothing.

*Embroidery.*—Girls are trained both in hand and machine embroidery, and in the making of trimmings.

*Millinery.*—During the two years' course the girls have constant practice in the making of wire and blocked shapes, and in the handling of light and dainty materials, and the devising of various millinery trimmings.

*Upholstery.*—The work of these classes consists mainly in the making of curtains, loose covers, and pelmets, the matching and sewing of carpets and the stitching of leather.

*Newcomen Trade School.*—The needlework of the Newcomen Domestic Trade School includes all kinds of household needlework and repairs, in addition to the making of outfits and children's garments.

**56. L.C.C. TRADE SCHOOL FOR GIRLS** (*Queen-square, Bloomsbury, W.C.*).

This school provides instruction in five skilled trades namely, corsetmaking and lingerie, dressmaking, ladies' tailoring, millinery and photography. About two-thirds of the school time is devoted to trade work, and the rest to the continuation of the girls' general education, to drawing, designing and embroidery, which are adapted to the requirements of the different trades, and to hygiene and physical exercises.

In the needle trades, specimens of the various stitches and processes used in the trade are first practised; when proficiency in this respect is attained, the girls proceed gradually to the more difficult branches of the work.

*Corsetmaking.*—The stitches, such as button-holing, hering-boning, fanning, etc., are practised and applied to specimens introducing different gore sections, after which the girls make corsets first in unbleached calico and then in corset materials. During the first year, one half-day, and in the second year, one and a half-days per week are devoted to lingerie.

*Dressmaking.*—After practice in specimens introducing the stitches in common use in the trade, the girls proceed to the making of tucked and embroidered collars, chemisettes and simple blouses. Elaborate blouses and plain dresses are cut out and made before more difficult day and evening dresses, draping and modelling are attempted.

*Ladies' tailoring (coats).*—The instruction given includes the stitches in use in the trade, braiding, mending, the making of various pockets, collars, sleeves, etc., the cutting-out and making of children's and full-size coats.

*Ladies' tailoring (skirts).*—This course includes the stitches and processes in use in the trade, braiding, the making of plackets, etc., the making of sections of a skirt, the cutting-out and making of miniature and of full-size skirts.

*Millinery.*—This course includes stitches in use in the trade, the making and putting in of linings, velvet folds, bandeaux, the making of simple shapes in spartré, net, wire, which are covered with velvet, silk, and straw, the making of net and lace hats, the making of more difficult shapes, blocking, taking measurements, cutting patterns, copying hats from sketches and models, and the making of millinery novelties and trimmings.

The instruction in art includes the design and working out of embroidery for the lingerie made in the trade room the arrangement of colour, the design and working out in various materials, of embroidery and braiding for dress and costume decoration, the working out in embroidery of designs for trimming hats, scarves, etc.

The school, both as regards work and classroom equipment, is made as practical as possible and is adapted to workroom conditions, thus a thorough and complete workroom training is secured in all branches of the trade.

**57. BOROUGH POLYTECHNIC INSTITUTE TRADE SCHOOL FOR GIRLS.**

*Embroidery.*—The first-year pupils work samplers and specimen exercises, illustrating various stitches worked both in the hand and in the frame; they learn to trace designs, prick by hand and by machine, and transfer the design to material. They are taught how to frame their work and how to take rubbings from finished embroideries.

In the second year the pupils are taught various methods of work, they learn to handle difficult materials and to execute large pieces of embroidery.

The lessons in drawing and design are in close connection with the trade work; the pupils study form and colour in natural objects; they visit the South Kensington Museum to copy embroideries of different periods and adapt them to modern use.

*Waistcoat-making.*—The chief feature in this trade is handsewing, which must be strong and accurate. All the tailors' stitches, including side-stitching, pricking, binding, flat braiding, buttonholes, etc., are learnt in making the various parts of a waistcoat; and all the exercises afford practice in pressing and shrinking. Material in checks and stripes is used for practice in matching.

In the second year machine work is introduced. The pupils make by hand and machine waistcoats of various kinds—single-breasted, double-breasted, dress, clerical, military, livery, no collar, roll collar and step collar. White work is an important part of the course.

During the whole course the pupils practice braiding and trimming, and apply this to military work and dress vests.

Dressmaking (second year work).—In the second year the pupils make complete costumes, comparatively simple in the first term, and of a more elaborate nature later.

After the style has been selected, the pupils copy from the fashion plate a model in holland, leno or muslin so as to study line and grain, and to acquire some facility in draping before they begin the costume.

Throughout the second year they also have exercises for the purpose of practising and illustrating different methods of work on various materials, *e.g.*, appliqué and decoupé work; insertions and braiding on lace net and chiffon.

The instruction in drawing and design is in close connection with the trade work; and the pupils sketch model and finish costumes.

Ladies' tailoring (first year work), coats.—The work of the first term consists of handsewing; the pupils practice all stitches used in tailoring, and apply these to the various parts of a coat, *e.g.* edges, pockets. Special attention is given to the collar which the pupils learn to cut, pad, press and shape.

An important part of the second term's work is the making of a sleeve: the pupils are taught how to cut the sleeve lining, to get the correct balance, to press and shape the sleeve, to cut and make various kinds of cuffs.

Machining is also learned; and in the third term the pupils use it in their work. Braiding and trimmings of various kinds, and leather work, are practised on specimen exercises.

All the preceding exercises are applied in making the forepart of a coat, which includes every stitch and process. The final piece of work is the making of a plain coat in tweed or serge.

Throughout the course every exercise gives practice in pressing, shrinking and stretching.

(Skirts).—In addition to handsewing, machining is introduced at an early stage in the first term, since every skirt, however elaborately draped or trimmed, must have long seams where hand work is not necessary.

Handsewing and machining are practised: (i.) In making

the different sections of a skirt—seams and various methods of neatening them—plackets, pockets, etc.; (ii.) in trimming a skirt by means of tucks, strappings, braiding and leather bands. The pupils also have exercises in drafting and cutting: they draft, cut out and tack together a seven-gored skirt, which is taken as the type of all gored skirts; they make a kilted skirt as an exercise in measurement, and draft an umbrella skirt. Throughout the year they have exercises in pressing, shrinking and stretching; and they learn how to treat materials that do not admit of the use of the iron and water (alpaca, shantung), so as to obtain the same result by employing different methods.

In the third term the preceding exercises in sewing, drafting and modelling are applied to the making of miniature skirts in various materials.

#### 58. L.C.C. TRADE SCHOOL FOR GIRLS (*Hammersmith School of Arts and Crafts, Lime-grove, Shepherd's Bush, W.*).

The exhibit consists of:—

(i.) Millinery.—Hats in various stages of making, details of trimmings, hats and motor bonnets finished and trimmed, children's millinery, and boudoir caps.

(ii.) Upholstery.—The syllabus of teaching illustrated by examples worked by first and second year students. Finished work, silk and net curtains, loose covers, cushions, tea cosy, table cloth, and mantel border.

(iii.) Ladies' tailoring.—The syllabus of teaching illustrated by examples worked by first year students, and model skirt showing various stitches.

(iv.) Drawing.—Designs by various students showing embroideries worked from the same. Examples of first and second year students' general drawing and design, specimens of home work.

#### 59. NEWCOMEN'S FOUNDATION DOMESTIC TRADE SCHOOL FOR GIRLS (*Southwark, S.E.*).

The garments shown from the above-named school are in two sets (A and B).

"A" shows the garments made by girls who wish to be nurse-girls in the future.

The garments include:—Child's knickers, flannel petticoat, white petticoat, frock, pinafore, bib.

"B" shows part of the outfit of a girl who expects, on leaving school to earn her living as a housemaid.

The outfit shows: Knickers and chemise or one pair



combinations, print underskirt, print dress, large white apron, morning cap, afternoon dress, afternoon apron, afternoon cap, set of collar and cuffs, pair of corsets.

The garments included in this set are all plain and self-trimmed. The total cost of full set for equipment is approximately 25s.

**60. L.C.C. PADDINGTON TECHNICAL INSTITUTE (*Saltram-crescent, W.*), TRADE SCHOOL FOR GIRLS.**

The exhibits are as follows:—First year (age of girls, 14 years).—(i.) Specimens of work; (ii.) net frock entirely made by hand; (iii.) blouse embroidered and made by hand. Second year (age of girls, 15 years).—(i.) Apricot coloured dress, trimmed with silver lace, cut, draped and made by girls; (ii.) evening cloak, designed, made and embroidered by girls; (iii.) blouse made by girls.

The scheme of drawing and design exhibited aims at giving the pupils a sufficient knowledge of design, colour, and fashion sketching, to enable them to make designs and sketches in connection with their dressmaking. A considerable proportion of the design lessons is devoted to studying methods of setting out patterns, and the application of these patterns to actual problems of dress decoration. The classes in fashion sketching include drawing from fashion plates and actual dresses, and a short history of costume. Students are taught to make clear and rapid sketches to illustrate the characteristics of any dress.

**61. L.C.C. SHOREDITCH TECHNICAL INSTITUTE (*Pitfield-street, N.*), DAY TRADE SCHOOL FOR GIRLS.**

The age of the pupils is 14 to 16 years. The course consists of two years, and occupies 32½ hours per week. The object of the school is to afford an industrial training in skilled trades to girls above the school age. The course of training is intended to take the place of apprenticeship.

The exhibits consist of (i.) robe and blouse making for the wholesale trade. First year work: (1) specimens of hand and machine work; (2) braiding; (3) stitchery; (4) lace work, showing joins; and (5) flat pattern making, and simple blouse work. Second year work: (1) evening gown, designed and made by pupils; (2) blouses, showing hand and machine work; (3) pattern making; (4) adaptation of flat patterns and modelling.

(ii.) Upholstery. First year work: (1) curtain headings;

(2) bedding work; (3) carpet and leather work; (4) blinds; (5) stitched cushion cover. Second year work: (1) pair of curtains and pelmet, with decoration of appliqué work, carried out in machine embroidery class; (2) loose covers, shown on chairs and settee; (3) cot draperies; (4) braided cushion.

(iii.) Hand embroidery. First year work: specimens of hand work, bead fringes, tassels, buttons, etc. Second year work: Court train, designed and worked by pupils, showing use of various metal threads, silks, and beads.

(iv.) Machine embroidery. First year work: (1) samplers; (2) small completed articles, *e.g.*, collars. Second year work: (1) decoration of curtains and pelmet; (2) door curtain, worked in chain stitch; (3) linen bedspread.

(v.) Art work. Course of (1) general drawing; (2) design; (3) costume drawing.

All pupils spend a large proportion of their time in the art room, where designs required in the workrooms are prepared, as far as possible, by the student who works them out.

**62. WOOLWICH POLYTECHNIC JUNIOR TECHNICAL SCHOOL (*Woolwich*).**

Trade dressmaking course.—The exhibit consists of specimens illustrating the various stitches and processes used in dressmaking; the application of these to simple garments, *viz.*, Jap silk slip, chiffon cloth blouse, and silk bodice lining. The above is representative of work executed during the first year of the course. At this period of instruction, hand sewing predominates, although every girl is taught to use, and take care of, the sewing machine.

The type of work done in the second year of the course is represented by an evening gown, of white brocade, with tunic of black silk net, black lace, fur and bugles. Whenever possible, the girls make their own trimmings.

The frames contain specimens of work done in the School of Art during co-ordinated course of two years.

Frames A 1, B 1—Show examples of straight line designs, and the application of the same in simple stitchery.

Frames A 2, 3—Show examples of nature work in pencil and in colour.

Frame B 2—Shows a slightly more advanced treatment than B 1. Designs for scarf ends, etc.

Frame A 4—Shows studies from historic decoration.

Frames A 5, 6, B 3—Show designs for simple borders, and the application of the same to simple stitchery.

Frames A 7, B 4—Braid work course and the application to braiding.

Frames A 8, B 5, 6, 7, 8—Show designs for dress decoration and the application in leather work, applied stitchery, bead-work, etc.

## SECTION J.

### TECHNICAL INSTITUTES AND SCHOOLS OF ART.

#### 63. BATTERSEA POLYTECHNIC DEPARTMENT OF ARTS AND CRAFTS.

The embroidery and pillow lace exhibit from the Battersea Polytechnic Art and Crafts Department consists of work designed and executed by students. The course of instruction is divided into first, second and third year stages. The student at first devotes her time to acquiring a knowledge of various stitches and their proper relation to the background. Second and third year students specialise in executing their own designs which gradually increase in technical difficulties until, at the end of the course, the student has passed through all stages of the craft from the learning of stitches to the making of "church embroidery." Students are encouraged to attend the drawing classes and produce their own designs, which are based on the best historic traditions of the past.

#### 64. L.C.C. CAMBERWELL SCHOOL OF ARTS AND CRAFTS (Peckham-road, S.E.).

List of exhibits :—Dress design and making department—Full-size early 15th century Italian costume; Half-size Chinese costume in colours; half-size Japanese costume in colours; half-size drapery design sketch in white calico; half-size drapery design sketch in white calico.

All executed by students of dress design and making.

Embroidery department—Fire screen, embroidered in floss; fire screen, embroidered in wools; table centre on linen, embroidered in filo floss; opera bag, embroidered with canvas stitches; church sampler in floss and gold; sampler of hand stitches; cutwork handkerchief satchel; church sampler in floss and gold thread; circular cushion cover in cutwork and hand stitches.

#### 65. L.C.C. CENTRAL SCHOOL OF ARTS AND CRAFTS.

The exhibits from the L.C.C. Central School of Arts and Crafts have been chosen to illustrate the course of work devised to enable a student to become a proficient and skilled embroideress. The teaching includes all the different branches of embroidery, that is: (i.) house and general decoration; (ii.) dress decoration; (iii.) ecclesiastical embroidery.

*Example I.* shows in the samplers how a student begins by learning thoroughly all the hand-stitches and their use and application. She is expected and encouraged to use all her initiative, by inventing borders and other stitchery combinations, showing how patterns and pleasing effects can be obtained by the use of stitches only. *Example II.*—The two screens are a further development of the same hand-stitches carried out in the student's own design. *Example III.*—The ecclesiastical samplers give a training in the management and handling of the delicate materials of floss, gold, and silver thread, and a knowledge of all the stitches used in frame work, and suitable for church decoration.

The other examples illustrate decoration suitable for dress, white and cut-work for various purposes, and the learning and use of canvas stitches, which last method is very durable, and is used for footstools, covering of furniture, book-covers, etc., because it will stand hard wear. Studies are made of historic examples to obtain a knowledge of stitches, good technique and choice of fine colour, beautiful examples of which are seen in Chinese, Persian and Turkish art, and most periods of English embroidery.

#### 66. L.C.C. CLAPHAM SCHOOL OF ART.

The teaching in the embroidery class consists of every kind of stitch worked on to an already existing material and suitable for domestic decoration, dress decoration and ecclesiastical purposes, and requirements. The student begins first with "hand stitches," then "frame stitches" with both floss and wool work, thirdly with white work and lastly with canvas stitches and figure work. The two latter methods require great technical skill to look well and are, therefore, left to the last in an embroidery training. The student is given a sampler for the first hand stitches and then designs some article for use, e.g. a cushion, table-centre, dress-trimming, selecting those hand stitches of the first example which may be suitable for her design. After this first help, she designs herself any article which may be suitable for the respective methods of working.

**67. CLAPTON AND STAMFORD HILL SCHOOL OF ART (St. Clapton-Common, N.E.).**

The exhibit consists of an illustrated syllabus of a course of decorative stitchery. The stitches are simply classified according to their structural use, and effect in working. Small samplers are worked to obtain skill in stitchery, knowledge of materials, and to enable students to realize the value of each stitch for its own special purpose. Small garments or pieces of needlework for domestic decoration are then constructed to show the practical application of the stitchery learned in the samplers. The course is intended for teachers of needlework, and embroidery, and the examples shown are worked by students of very varied standing.

**68. L.C.C. HAMMERSMITH SCHOOL OF ARTS AND CRAFTS.**

The course of study is arranged to be of service to embroiderers and students for costume, ecclesiastical and domestic decoration.

Students commence by working samplers to learn the various stitches in handwork and framework. Methods of tracing and transferring for whitework, silk and wool embroidery, drawn thread, appliqué and church work.

The work of the students is very varied, each student being taught individually; the majority attend the design class and work out their own designs.

Classes are held in bobbin and pillow lace:—Bruges, Guipure de Flandres, Honiton, Duchesse, Old Flanders Point and Brussels. In needlepoint laces the following are taught:—Renaissance, Rose Point, Venetian Point and Honiton.

**69. L.C.C. NORWOOD TECHNICAL INSTITUTE.**

The students in the art needlework classes held at the L.C.C. Norwood Technical Institute are taught all the various methods by which woven materials can be enriched by means of the needle and coloured silks, and the course of instruction followed includes such handmade laces as Limerick, and Carrikmacross.

Beginners are taught various stitches and must then apply them to some simple object, which is either copied from a specimen or designed by the student. When facility in the use of the needle, and knowledge of simple design have been acquired, the historic styles are introduced. Studies are made, in water colours, from actual specimens in the museums, and designs are based on these studies.

Briefly this is the method by which the students are taught, and it is illustrated by the exhibits numbered as below:—  
(i.) Example of beginner's work showing the application of various stitches to leaves, flowers and birds; (ii.) tea tray (application of a single design); (iii.) chair seat (design worked in crewel wools, based on Old English work); (iv.) cushion (design based on sixteenth century Persian embroidery); (v.) table cover (design based on sixteenth century Italian work); (vi.) panel for fire screen (original design); (vii.) pulpit hanging (original design); (viii.) lace collar and yoke (design based on nineteenth century Limerick lace); (ix.) Limerick lace collar (original design).

**70. L.C.C. PADDINGTON TECHNICAL INSTITUTE (Saltram-crescent, W.)**

The embroidery exhibited is in nearly every case the work of girls or women who are employed in the day time as dress-makers or embroideresses. The majority of the students in the embroidery classes are employed in these trades, and a considerable number of them have been pupils in the day Trade School of Dressmaking attached to the institute. The types of stitches used and the methods of working employed are generally such as will be useful to the students in their day work, while, at the same time, giving them a knowledge of colour design, and craftsmanship, which may be applied to the decoration of the home. The work exhibited includes such objects as cushion covers, tea cosies, table cloths, piano tops, and a pulpit hanging. Examples are also shown of samplers of stitches, figure work, and Bedfordshire lace. The work is, in every case, executed from the original design of the student.

**71. L.C.C. PUTNEY SCHOOL OF ART.**

The pieces of needlework exhibited by the Putney School of Art are by eight of the students of the embroidery class. Each student has designed and executed her own work under the direction of the teacher. The aim suggested to each student in making her design is that the choice and arrangement should be direct translations in the simplest ways of the actual character and forms of nature. It is believed that the drawing of flowers, animals, and even human forms in their simplest aspects give in the fullest and most natural way their own decorative values. Geometric and repeating forms have been avoided as far as possible, as the monotony they might entail would tend to counteract the sustained interest in the execution.

In beginning a piece of work, an idea having been decided on and the materials, method of work and colours discussed, the natural forms chosen to be represented in the design are carefully studied and drawn in colour. A complete drawing is next made of the design, and coloured before being transferred by the student on to the material. The stitches are then chosen which are thought to be most suitable for executing the work, either in the hand or in the frame.

All through the work the attention of the class is directed to the finest examples of embroidery and design. The influence of these, guides the student in arranging her ideas.

## 72. THE WOOLWICH POLYTECHNIC SCHOOL OF ART (*Woolwich, S.E.*).

First and second year embroidery course:—

First year's course.—Frames A 1-17—Illustrate the first and second year courses of design, which the embroidery students take in connection with their craft.

Frames B 1-17—Illustrate the method of co-ordinating the practical work with the design course, from the elementary to the more advanced stages.

Cases C, D, E and F (beneath frames)—Contain examples of students' work, from simple stitch patterns to more elaborate floral and other designs. Applied leather work, bead work, braid work, etc.

Frames A 1, 2, and B 1, 2—Show the application of the design of upright and sloping lines to elementary stitchery.

Frames A 3 and B 3, 4, 5—Show an advance upon the preceding frames in the application of simple line design and stitchery.

Frames A 4, 5, 6, 7, 8—Show examples of the study and decorative treatment of natural objects.

Frames B 6, 7, 8—Show examples of space filling with more advanced stitchery.

Frames A 9, 10—Show examples of the study of historic examples of stitchery, etc.

Frames A 11, B 9, 10, 11—Show examples of border designs and the application in more advanced stitchery.

(End of first year's course.)

Second year's course:—

Frames A 12, 13, 14, 15, B 12, 13, 14, 15—Show examples of advanced designs for specific objects, and the application in advanced stitchery.

Frames A 16 and B 16—Show an example of wool work. Design and actual work on canvas.

Frames A 17, B 17—Show designs for applied leather work and the actual work.

## SECTION K.

### 73. EXAMPLES OF HISTORIC NEEDLEWORK LOANED BY THE VICTORIA AND ALBERT MUSEUM.

#### *Embroideries.*

- 1632-'00. Hanging. Linen, embroidered with coloured silks in chain-stitch. English; early 18th century.
- 879A-'03. Bed hanging. The warp of linen the weft of cotton, embroidered with coloured worsted. English; late 17th century.
- 918-'00. Bed hanging. Linen, embroidered with coloured silks. English; early 18th century.
- Circ.* 4A-'09. Embroidered silk waistcoat (not made up). Danish; first half of 18th century.
- 353C-'07. Valance. Cotton, embroidered with coloured worsteds. English; about 1700.
- 1474B-'02. Curtain. Linen, embroidered with coloured worsteds in chain-stitch. English; 17th century.
- Circ.* 69-'09. Bedspread (portion of). Linen, embroidered in coloured silks. English; late 17th century.
- 683-'91. Front of pillow case. Linen with embroidery, drawn-work, and filling of needle-point lace stitches. Italian; 17th century.
- 60A-'05. Pillow-case. Linen, with broad band at one end of drawn-work, embroidery and filling of needlepoint lace stitches. Danish (Amager), first half of 19th century.
- 618-'93. Orphrey (portion of). Linen, embroidered with coloured silks and silver-gilt thread. Spanish; 16th century.
- 616-'98. Back of a velvet chasuble, with embroidered orphrey representing "The Crucifixion," and figures of the Virgin and St. John (?). English; early 16th century.
- 64A-'73. Orphrey from a chasuble. Linen embroidered with coloured silks and silver-gilt thread; representing the Assumption of the Virgin and Sts. John the Baptist, Andrew and James the Greater. Spanish; 16th century.

- 785B-'05. Linen hanging (part of), embroidered with coloured silks. English; second half of 17th century.
- 1439C-'04. Linen panel from a hanging, embroidered with coloured silks. English; early 18th century.
- 240-'95. Cover. Linen, embroidered in coloured silks. Italian; 17th century.
- 1032-'98. One side of a Dalmatic, embroidered with coloured silks chiefly couched. Italian; late 17th century.
- 889A-'97. Orphrey of green silk-velvet, with an applied pattern in coloured satins. Italian; 16th century.
- 867A-'07. Side of a cushion-cover. Linen, embroidered with coloured silks. Sicilian; 17th century.
- 648-'91. Front of a satin chasuble, embroidered with coloured silks and silver-gilt thread partly in satin stitch. Italian; 17th century.
- 270-'07. Back of a chasuble. White silk, embroidered with silver-gilt thread and strips, and coloured silks. Italian; first half of 18th century.
- 1821-'88. Portion of hanging. Coarse linen, embroidered with green and red silks. Greek Islands; 18th century.
- 1060-'83. Prayer mat. Muslin, with drawn-work and embroidery in white silk. Persian; 18th or 19th century.
- 258-'84. Cotton cover, with drawn-work and embroidery in coloured silks. Persian; 17th or 18th century.
- 35-'77. Panel (Nakshe), embroidered with coloured silks on cotton. Persian; 18th or 19th century.
- Circ.* 468-'12. Border. Linen, embroidered in dark-blue cotton. Cretan; 18th century.
- 55-'77. Panel (Nakshe), embroidered with coloured thread on cotton. Persian; 18th or 19th century.
- 851A-'05. Portion of a band for an altar-frontal. "Lacis" or darned netting in linen thread. Italian; 16th century.

- 1054-'83. Panel (Nakshe), embroidered with coloured silks on cotton. Persian; 18th or 19th century.
- 1460-'92. Cover. Light blue silk, with insertion of yellow silk darned with linen thread. Italian; 17th century.
- Circ.* 3-'12. Head-cloth. Linen, embroidered with linen and cotton thread. Danish; early 19th century.
- { 2021-'76. Cotton cover, embroidered with coloured silks and silver-gilt thread. Turkish; 19th century.
- { 2024-'76. Cotton towel, with drawn-work and embroidery with coloured silks and silver-gilt thread. Turkish; 19th century.
- T. 260A-'10. Border (portion). Linen, embroidered with buff-coloured silk, chiefly chain-stitch. Indo-Portuguese; 17th century.
- { *Circ.* 803-'12. Panel. Linen, embroidered in coloured silks. From the Greek Islands; late 19th century.
- { *Circ.* 799-'12. Band from a skirt. Calico, embroidered in red cotton. Dalmatian; late 19th century.
- 920 & A.C.D.-'97. Satin panels (4), embroidered with coloured silks. The pattern carried out in close knots corresponding to the French knots in European work. Chinese; 19th century.
- 9145 and A-'63. Cambric panel for the front of a dress, embroidered in satin, knotted and other stitches with white cotton. (There is also a tracing of a somewhat similar design.) Swiss; 19th century.
- 72-'77. Silk jacket, embroidered with coloured chenille and spangles. Persian; 18th or 19th century.
- 796A-'76. Panel (Nakshe), embroidered with coloured silk on cotton. Persian; 18th or 19th century.

*Fourteen imperial and three royal frames.*  
*Illustrations of Embroideries.*

- 8-'02. Upper sides of two silk damask cushions. Embroidered with figures representing St. Simon (with club) and St. Thomas (with spear). English; early 14th century.

- 31-'02. Upper side of silk damask cushion. Embroidered with the figure of a Pope. From Catsworth Church, Huntingdonshire. English; first half of 14th century.
- 1617-'00. Portion of a linen hanging, embroidered with coloured silks, chiefly in chain-stitch. English; second half of 16th century.
- 1964-'99. Portion of satin quilt, embroidered. English; 17th century. (Full-size copy.)
27950. Linen cloth (part of), embroidered with coloured silks. German (Rhenish); first half of 16th century.
13406. Linen cope, completely covered with embroidery of coloured silks, silver-gilt and silver thread, chiefly in chain-stitch. The pattern represents scenes from the Life of Christ and the Virgin, and figures of St. Michael, the Apostles and Angels. Known as the Syon Cope. A unique specimen of the famous "opus Anglicanum," dating from the late 13th century. It originally belonged to the Convent at Syon, Isleworth.
22755. Cope. Faded crimson silk damask, with orphrey and hood of embroidered green velvet. English; late 15th or early 16th century.
- 12770, 12771. Orphreys (front and back), for a chasuble of embroidered crimson silk. German; late 15th century.
- E. 5320A-'04. Holy Bible, containing the Old and New Testaments. The covers of embroidered satin, the obverse side embroidered in various coloured silks. English; 17th century.
- E. 5319A-'04. Holy Bible (King James or Authorised Version). The cover richly embroidered in various coloured silks. English; 17th century.

## SECTION L.

## 74. SMALL LOAN COLLECTION OF ARTICLES INTERESTING TO NEEDLEWORK STUDENTS.

## LACE.

Filet.—(a) Lacis Box weighted with lead to prevent box slipping on table while working; drawer above lead to hold tools. (b) Frame showing square of net stretched for darning, partly worked. (c) Square darned set into linen. (d) Linen with threads drawn. (e) Linen threads over sewn making square mesh ready for darning.

Needlepoint.—(a) Sampler of needlepoint stitches. (b) Stitches applied to a lace edging. Point d'Alençon style of Louis XV. period. Specimen made about 1870 to show the best stitches then in use at the lace school.

Drawn thread and white embroidery.—Dean Stanley's christening cap about 1814. Lady's habit shirt, similar work produced in India by native workers for ladies at a naval station.

## KNITTING.

(i.) Portuguese stocking needles. (ii.) West of England knitting sheath. (iii.) Man's socks, white cotton with fancy seam stitches and tops, letters knitted in with beads (Hungarian). (iv.) Fine silk socks hand frame knitting grafted; similar to stockings made by Messrs. I. and R. Morley for H.I.M. Queen Victoria (late Georgian).

## ANOTHER SMALL LOAN COLLECTION.

One doll's dress, date about 1850, one doll's patchwork quilt date about 1850 made in a home for poor women; one "housewife" date about 1830 maker unknown.

## 75. AN EXAMPLE OF JAPANESE EMBROIDERY, Head of a Lion.

## PUBLICATIONS OF THE LONDON COUNTY COUNCIL.

The following Publications issued by the Council, may be obtained through any Bookseller, or of the Council's Agents,

P. S. KING & SON, 2 & 4, GREAT SMITH STREET,  
WESTMINSTER, S.W.

---

**CONFERENCE OF TEACHERS.**—Report of proceedings of the Annual Conference of Teachers, held under the auspices of the Council at the Medical Examination Hall, Victoria Embankment. Price 1s. 6d., post free 1s. 9d. *Issued annually.*

**DRAWING.**—Report of a Conference on the Teaching of Drawing in Elementary and Secondary Schools. Price 1s., post free 1s. 2d.

**EDUCATIONAL VISITS.**—Handbook prepared by a Conference on visits of London School children to places of educational interest. Price 1s., post free 1s. 2d.

**ENGLISH.**—Report on a Conference on the Teaching of English in London Elementary Schools. Second and enlarged edition. Price 1s., post free 1s. 4d.

**GEOGRAPHY.**—Report of a Conference on the Teaching of Geography in London Elementary Schools. Price 1s., post free 1s. 2d.

**HANDICRAFT.**—Report of a Conference on the Teaching of Handicraft in London Elementary Schools. Price 6d., post free 7d.

**HISTORY.**—Report of a Conference on the Teaching of History in London Elementary Schools. Price 1s., post free 1s. 2d.

**TRAINING COLLEGES.**—Report of a Conference to consider and report upon the methods by which the Curriculum of the Training Colleges can be improved and can be brought more into touch with the other branches of the Council's educational work. Price 3d., post free 4d.

---

### THE LONDON COUNTY COUNCIL GAZETTE.

*Issued weekly.*—Contains full particulars of Appointments, Contracts, etc. Price 1d., post free 1½d. Annual subscription, payable in advance, 6s. 6d.

---

A complete list of the publications of the Council may be obtained of P. S. King and Son, 2 and 4, Great Smith-street, S.W.