

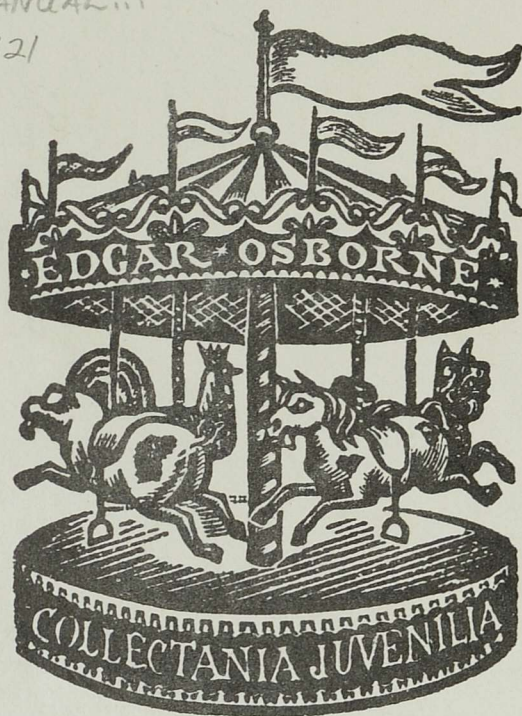
MANUAL  
OF THE  
SYSTEM OF TEACHING NEEDLEWORK  
IN THE ELEMENTARY SCHOOLS OF  
*The British and Foreign School Society,*

---

PRICE 4s. 6d.



81  
MANUAL  
1821



37131 009 533 597









# A M A N U A L

OF THE

SYSTEM OF TEACHING NEEDLEWORK

IN THE ELEMENTARY SCHOOLS OF

*The British and Foreign School Society.*



COUNTRY SCHOOLS supplied with Reading and Spelling Lessons &c.,  
on application to Mr. PICKTON at the Central School in the Borough  
Road.

The Reading Lessons will be found useful in Sunday Schools, as  
the lessons are introduced by questions, and the answers, referring to  
the chapter and verse where the particular passage will be found, are  
calculated to lead the youthful mind to reverence and improve the in-  
valuable blessing of Divine Revelation. The nature and importance  
of the lessons will be estimated by the following table of their contents.

*A complete Set containing 150 Lessons, price 17s.*

Of God Almighty.	Of Anger, Wrath, and Malice.
Of our blessed Lord and Saviour Jesus Christ.	Of Persecution.
Of the Word of God.	Of Love.
Of the Light, Spirit, and Grace of God.	Of doing Justly.
Of Worship and Religion.	Of Holiness and Righteousness.
Of Parents.	Of the Fear of God.
Of Children.	Of the Poor.
Of Masters and Servants.	Of Industry and Slothfulness.
Of Husbands and Wives.	Of Covetousness.
Of Elders.	Of Pride.
Of our Duty to the Government.	Of Drunkenness.
Of Lying and Flattering.	Of Swearing.
Of Governing the Tongue.	Of Wickedness of divers kinds.
Of Backbiting and Talebearing.	Of the Punishments of the Wicked.
	Of the Rewards of the Righteous.

*Also the following Lessons and School Articles.*

	<i>s.</i>	<i>d.</i>
Scripture Lessons, 8vo in sheep, for 8th class, at 2s. 6d., or 24s. per dozen.	-	-
Spelling Lessons, per set	6	0
Dictating ditto	1	6
Arithmetic ditto	8	0
Dictating ditto	4	0
Bowyer's Arithmetic	2	0
Combination Tables	1	6
Dictating ditto	0	6
Class Lists, per dozen	1	6
Lord's Prayer and Ten Commandments	0	4
Labels, Badges, Marks, and Reward Tickets,	5	6
Inkstands, per dozen	2	6
Writing Books, Improved Ruling, per dozen	8	0
Pointers, per dozen	3	6
Slate Pencils, per thousand	6	8
Slates, 12 Inches by 8 Inches, per dozen	7	0
12	5	0
11	7	0
11	5	0
9	7	0
9	5	6
8	6	0
8	5	6
7	5	0
6½	4½	6
6	4	0
Monitors Report Slates, framed	8	0
Registers of Candidates	8	6
Alphabetical or School Registers	9	0
Daily Report Books	6	6
Sunday Report Books	6	6



# A M A N U A L

OF THE

## SYSTEM OF TEACHING NEEDLEWORK

IN THE ELEMENTARY SCHOOLS OF

*The British and Foreign School Society.*

---

---

SECOND EDITION, REVISED AND IMPROVED.

---

---

L O N D O N :

PRINTED FOR THE BRITISH AND FOREIGN SCHOOL SOCIETY :

AND SOLD BY J. AND A. ARCH, CORNHILL ; HARVEY AND

DARTON, GRACECHURCH STREET ; HATCHARD

AND SON, PICCADILLY ; AND AT THE SO-

CIETY'S HOUSE, BOROUGH ROAD.

PRICE 4s. 6d.

---

*\* \* \* Inquiries or applications for learning the System, and for Mistresses, may be addressed to the Ladies' Committee, or Mr. Pickton, at the Central School, Borough Road.*

---

1821.



A MANUAL

OF THE

SYSTEM OF TEACHING NEEDLEWORK

IN THE ELEMENTARY SCHOOLS OF

THE BRITISH AND FOREIGN SCHOOLS SOCIETY

SECOND EDITION, REVISED AND IMPROVED.

LONDON:

PRINTED FOR THE BRITISH AND FOREIGN SCHOOLS SOCIETY,

AND SOLD BY J. AND A. TAYLOR, CORNHILL; HARTY AND

LANGTON, FINSBURGH STREET; WILKINSON

AND SON, BUCKINGHAM; AND AT THE

PRINTERS' BOOKS, BOND STREET.

PRICE 6s. 6d.

Printed by R. and A. Taylor, Shoe Lane, London.

1821



PATRONESS.

HER ROYAL HIGHNESS THE DUCHESS OF KENT.

---

VICE-PATRONESSES.

Her Grace the DUCHESS of BEDFORD.  
Right Hon. the COUNTESS of DARNLEY.  
Right Hon. the COUNTESS of JERSEY.  
Right Hon. the MARCHIONESS of TAVISTOCK.  
Lady ELIZABETH WHITBREAD.  
Lady MACKINTOSH.  
Mrs. BARING.  
Mrs. H. BARING.  
Mrs. HUDSON GURNEY.

---

COMMITTEE.

Lady Swinburne	Miss Jane Harris
Lady Johnston	Mrs. Hutchinson
Lady Bell	Mrs. H. Marten
Mrs. Baker	Mrs. Millar
Miss Anna Bradshaw	Mrs. Letitia Newman
Miss Eliza Bradshaw	Miss C. M. Phené
Mrs. Boulton	Mrs. Phillips
Mrs. Bowdler	Miss Rachel Savory
Miss M. Dudley	Miss Shewell
Mrs. Gurney	Miss E. Shewell
Mrs. Gibbs	Miss Sturge
Miss Hanbury	Mrs. Wingfield
Mrs. Hagen	







**T**HE importance of educating the Female Children of the labouring class of society being now so generally felt and acknowledged, whatever tends to facilitate this good work, and particularly by communicating the results of experience, must be considered as beneficial to society.

In submitting the following work to the public, the Ladies' Committee of the British and Foreign School Society feels assured that the method it has adopted for instructing the Girls in Needlework, is well calculated to perfect them in this branch of education ; and it is extremely desirable that those nations which have adopted the System of Mutual Instruction for the Boys, should be put in possession of that part of the plan which is calculated for Girls ; as they have at least equal claims upon the benevolent exertions of the friends of morality and virtue.







---

## British System of Needlework.

---

SCHOOLS for girls are fitted up on the same plan as those for boys, except that the form should be five or six inches from the inner edge of the desk, to allow the girls freedom to work; and that a small room or shed should be attached to the school room, in which the girls' cloaks and bonnets should be hung; and water, soap and a towel be placed for the use of those children who are sent out to wash their hands. The system by which reading, writing and arithmetic are taught in the boys' school, is also applicable to the girls'; excepting that in the general arrangement time must be allowed for needlework; the system of which is, therefore, all that is necessary here to detail. Previous to which it may be proper to state the order of occupation in the girls' schools.

### *TIME--MORNING.*

#### ASSEMBLE—9 o'clock.

5<sup>m</sup>p. 9 The children form semicircles, and then spell from the Lesson\*.

\* The general Monitors should be at the school five minutes before nine, to place the Spelling Lessons at the semicircles against the wall.

The 1st Class the Alphabet.

2nd—Words of two letters.

3rd—Words of three letters.

4th—Words of four letters.

5th—Words or syllables of five letters.

6th—Words of two syllables.

7th—Words of three syllables.

8th—Words of four syllables and upwards, also the signification of words. The Girls in the lower Classes are to learn half a column, those in the higher, a column; consequently if a lesson contains five columns of spelling it will serve six mornings; a column each morning, and on the sixth morning they are to be examined on the whole. Every girl is to receive a ticket of merit on being removed to a higher class, and also her Monitor, for having instructed her.



- 30<sup>m</sup>p. 9 The List of Names to be called over, and the Monitors to take an account of the Absentees. Spell (without the Lesson) what they have learned.
- 45 p. 9 The General monitors of reading deliver a ticket to the first girl, in each Spelling semicircle : whereupon The children go to their working Classes\*.
- 50 p. 9 The working Monitors receive the pinafores from the general Monitors, and deliver the children's pinafores to them.  
All the children put on their pinafores, tie them, and place their hands behind them.
- 55 p. 9 The girls take the work out of their bags, and the Monitors give out their needles and thimbles, and also see that the girls' hands are clean. The general Monitors supply the working Monitors with the additional work they require for their Classes.
- 5 p. 10 All the girls at work, except the Monitors on the right side of the desks, and one general Monitor.
- 30 p. 11 Mistress examines the work.
- 40 p. 11 The girls show their work, and the Monitors collect the girls' needles and thimbles †.

\* The 1st Class are to fix a hem on waste paper.

2nd—to hem.

3rd—to fix a seam for sewing and felling.

4th—to sew and fell.

5th—to draw threads and stitch.

6th—to gather and fix on gathers.

7th—to make button-holes.

8th—to sew on buttons.

9th—to do herring-bone stitch.

10th—to darn.

11th—to mark.

12th—to tuck, whip, and sew on a frill.

When the children first attempt any of the work in the different Classes, they are to practise on pieces of calico, in order that good work may not be spoiled; also to sew with coloured cotton, as it renders it easier to the Mistress to inspect, and much more interesting to the children. When the girls can work well, they should be employed on the work sent in by Subscribers, or on the work which they are occasionally allowed to bring from their parents. When a child is removed to a higher working class, both herself and Monitor receive a ticket of merit.

† The general Monitors are to inspect the working Monitors' needles and



- 42<sup>m</sup>p. 11 The girls fold the work and put it into their bags, and take off their pinafores and fold them.
- 45 p. 11 The Monitors collect the pinafores and return them to the general Monitors.
- 47 p. 11 Call over the names of good and bad girls, and reward and punish accordingly.
- 50 p. 11 The children stand, with their hands behind them, while a portion of the Scriptures is read aloud by the Mistress, and they are questioned on it\*.
- 12 o'CLOCK All the children dismissed, except the reading and general Monitors, who are to form a semicircle and read, answer questions relative to what they have read, and spell the most difficult words, in the reading lesson, under the inspection of the general Monitors of reading.
- 30<sup>m</sup>p. 12 The Monitors go home.

---

*TIME. AFTERNOON—MONDAYS, WEDNESDAYS, AND FRIDAYS.*

ASSEMBLE—5 MINUTES BEFORE 2 o'CLOCK.

- 2 o'CLOCK The children read and spell the Lesson given them by the general Monitor †.
- 30<sup>m</sup>p. 2 The List of Names to be called over, and the Monitors to take an account of the Absentees.

thimbles every Friday, when they are to account for any that have been lost during the week, and point out the girls by whom they were lost; those Monitors who have them correct, to receive two tickets.

\* Three mornings in the week (Mondays, Wednesdays, and Fridays,) the children are to be questioned from the Bible readings.

† The children are to form into semicircles, and the 1st, 2nd, 3rd and 4th Classes are to spell their Lessons as in the morning; but the children in the 5th, 6th, 7th and 8th Classes are to be supplied with Reading Lessons; the 5th Class, short sentences with words of one syllable; the 6th, long sentences consisting of words of two syllables, which are divided by hyphens; the 7th, read select passages from the New Testament; the 8th, the Bible. The children in each reading draft (i. e. a division of a Class) are to read the whole of one Reading Lesson during the time they stand out to read.



- 45<sup>m</sup>p. 2 The reading Monitors question their Classes on what they have been reading.
- 3 O'CLOCK The reading Monitors hear their Classes spell the most difficult words in the reading lesson.
- 10<sup>m</sup>p. 3 The general Monitors give the first girl, in each reading Draft, a ticket of merit, and the girls go to their Writing Classes\*.
- 16 p. 3 The general Monitor reads the directions for writing.
- 20 p. 3 All the girls unsling their slates, except one general Monitor and those who write on paper—when the girls clean their slates, and the Monitors give out the pencils.
- 23 p. 3 The Monitors on the right side of the desks dictate six words, which all the girls write, with the exception of the general Monitor who keeps good order in the school.
- 28 p. 3 The general Monitor exercises † the girls in showing their slates; after which the Monitors on the left take their slates ‡ to the Mistress, to be examined, while the Monitors on the right are inspecting the girls' slates.
- 34 p. 3 The girls lay down their slates, clean them, and put their hands behind them.
- 35 p. 3 The Monitors on the left side of the desks dictate six words, which all the girls write; and in this manner they continue to write from dictation until
- 20 p. 4 The Monitors read aloud before the whole school, and

\* In the Writing Classes the 1st Class are to write the Alphabet.

2nd—Words of two letters.

3rd—Words of three letters.

4th—Words of four letters.

5th—Words or syllables of five letters.

6th—Words of two syllables.

7th—Words of three syllables.

8th—Words of four, five, and six syllables.

† *Exercise* means the execution of the movements which the different orders of the School occasionally require, and which the children are directed to perform either by means of signals or the Monitors.

‡ The Monitors are to lead their Classes up to the Mistress occasionally, one Class each time of writing the six words, for her to examine the slates and give a ticket of merit to the best writer. The girls who write on paper, when their copies are finished, are to take them to the Mistress to inspect, who is also to give a ticket of merit to the best writer in this Class.



- the Mistress questions them on what they have been reading.
- 40<sup>m</sup>p. 4 The Monitor General calls over the names of good and bad girls, and rewards and punishes accordingly.
- 45 p. 4 The Mistress reads a chapter in the Bible to all the children.
- 5 o'clock The school dismissed.

---

*TIME. AFTERNOON—TUESDAYS AND THURSDAYS.*

*ASSEMBLE—5 MINUTES BEFORE 2 o'clock.*

- 2 o'clock The children read the Lessons given them by the general Monitor.
- 30<sup>m</sup>p. 2 The List of Names to be called over, and the Monitors to take an account of the Absentees.
- 35 p. 2 The Monitors question their girls on what they have been reading.
- 45 p. 2 The Monitors hear their Classes spell the most difficult words in their reading Lessons.
- 3 o'clock The lower Classes count and combine figures, while the higher Classes learn a portion of their tables in arithmetic.
- 10<sup>m</sup>p. 3 The general Monitors give the first girl in each Draft a ticket of merit, exercise all the girls, and see that they go, orderly, to their writing and ciphering Classes.
- 15 p. 3 The general Monitor reads the rules of the school.
- 20 p. 3 The writing Classes commence writing, and the ciphering Classes write their tables and sums from dictation.
- 35 p. 3 The ciphering Classes are exercised and formed into semicircles to work their sums\*.

\* Every child who can write two syllables tolerably well should cipher in the ciphering Classes.

The first Class is composed of the pupils who are learning to make and combine figures. The



- 15<sup>m</sup>p. 4 The general Monitors deliver a ticket of merit to the first girl in each ciphering Class, the Classes return to their seats, and the girls clean their slates, sling their slates, and put their hands behind them.
- 20 p. 4 The girls hold up their pencils, when the Monitors collect and return them to the general Monitors.
- 22 p. 4 Call over the names of good and bad girls, and reward and punish accordingly.
- 27 p. 4 The Mistress reads the Ten Commandments to the children, and questions them on the same; when they are dismissed, with the exception of the Monitors, who go to their semicircles\*; the reading Monitors learn a column of spelling, and the Monitors of arithmetic work their sums and repeat their tables.
- 5 O'CLOCK The Monitors go home.

The 2nd—of those in Simple Addition.

3rd—in Simple Subtraction.

4th—in Simple Multiplication.

5th—in Simple Division.

6th—in Compound Addition.

7th—in Compound Subtraction.

8th—in Compound Multiplication.

9th—in Compound Division.

\* The first girl in each semicircle of Monitors is to receive a ticket of merit.

N. B. The Monitors are to have 8 tickets a week each if they perform their duties; but every time they absent themselves, they are to forfeit a ticket to the girls who take the care of their Classes.



## NEEDLEWORK.

---

When the scholars are employed at needlework, they are seated at the desks, arranged in classes according to their proficiency. The first, or lowest class, is seated next the platform, and the others in numerical order behind the first. The number of classes depends on the different kinds of work taught in the school, as each constitutes a class.—The number in general use is eleven. From the higher classes, the best workers are selected for monitors ; two are appointed for each class : one instructs for one week, whilst the other is at work under the direction of her monitor ; consequently, each superintends the class and works alternately : each monitor continues at the same desk until she is appointed monitor to a higher class ; and a girl continues to sit at the same desk while she remains in the class. There are also two general monitors, who superintend and work a week each alternately : all the monitors of classes, and the girls under their care, are under the superintendence of the general monitors.

Every Friday morning the girls are allowed to bring their own work.

Each girl is provided with a pinafore ; and also each monitor ; they are marked 1, 2, 3, &c. up to the number of girls which the desk contains. The number of the desk is also marked upon them ; thus  $\frac{5}{3}$  would signify that the pinafore so numbered belonged to the fifth girl in the third desk. Previously to the children going to their seats, the pinafores are placed, by the general monitor, on the class monitors' desks, and by them given to their girls, before the work is delivered and taken in, at the conclusion of the morning.—The class work and all garments in hand are collected by the class monitors, and placed on the ends of their desks, ready for the general monitor to deliver to the mistress. Two pairs of scissars are allowed to each desk, which are passed down for the use of the children. The monitor of each desk is furnished with thread-papers, needle-case, pin-cushion,



and a small bag to contain them ; also, one large enough to hold this and the pinafores belonging to the desk. They are also supplied with a few needles, pins, and thimbles, for which they are responsible to the general monitor. The children use coloured cotton for the class work, as it renders the stitches more conspicuous, and consequently facilitates general inspection ; it also excites an interest among the children, as the promise of *a choice of some pretty colour* is a strong inducement to a child to perform her work neatly.

*Method of going from the reading Drafts to the working Classes, of giving out the Pinafores, &c.*

At fifteen minutes before ten the general monitor rings the bell, as a signal for the business of the drafts to cease : after a pause, the bell is rung for the girls to turn to the right, or to the left, as the practice maybe. The bell is again rung, and the whole of the children walk in a line, along the passage, round the school, and each girl steps into the passage behind the desk to which she belongs, and goes to her proper place at the desk. Each monitor does the same, taking her place at the head of the desk. Each child being now opposite her own nail\*, a command is given to take their seats, which they do in the same order as the boys.

After all are in their places, a signal is given for the monitors to distribute the pinafores ; after which, they return to their seats, and another signal is given, for each girl to tie her own pinafore: a signal is again given, for the monitors to examine their girls' hands, to see if they are clean, and that each girl is provided with a needle and thimble. The general monitor now supplies the class monitors with any additional work they may require for their girls, which the class monitors give out ; also, a needleful of cotton to each child, and then return to their seats.—A command is now given for the whole school to show work ; that is, to hold it up in their left hand, to see that each is furnished with work.—The bell is then rung, each child holds down her work, and immediately begins ; and the monitors pass down the desks to instruct them. When a child wants work, she holds up her left hand, as an intimation

\* N. B. A nail is fixed on the edge of the desk for each child to hang her slate upon.



to her monitor, who steps forward and supplies her.—If a monitor wants a fresh supply, she makes a like signal to the monitor general. When a girl wants thread, she holds up her right hand, and her monitor supplies her. At half past 11 o'clock, the mistress examines the work of each child: those who merit reward have a ticket; and those who have been careless and inattentive forfeit one, or are confined after school. At 20 minutes before 12 the bell rings for the girls to show work, and the monitors to pass down the desks, and collect the needles and thimbles.—The bell again rings, for the children to put the class work into the bags; and the monitors to collect all articles in hand, and deliver them to the monitor general, who takes them to the platform.—The monitors then take their seats.—The order is now given to untie pinafores; when each child unties her own: a second order is given, to take them off; and a third, to fold them up. Each child folds her own neatly, with the number in view; places it on the desk before her; and puts her hands behind her. The bell then rings for the monitors to collect pinafores, which they do, placing them one on the other in order: they then put them neatly into the bag belonging to their desk; also, the small bag, containing their scissars, thread-papers, needles, and thimbles.—The monitors are then ordered to the platform, with their bags, where they deliver them to the monitor general: they then return to their seats, and the report of the good and bad girls is read aloud by the monitor general: the good receive tickets, and the bad must either forfeit tickets, or stay in after school hours.—As soon as the reports are taken, *all* the children are exercised\* out of their seats, to stand, each opposite her own nail, with her hands behind her, while a portion of the Scriptures is read to them, and they are questioned on it.—After the reading is over, a signal is given for the girls to turn, when they are dismissed in order; one class following the other, in a line, along the school.

#### FIRST CLASS.—*Hemming.*

This class contains two divisions (See No. 1):—girls who have not learnt to *fix* a hem, are placed in the first division, and taught on

\* There is a definition of this word in Note page 12.



waste paper, it being less expensive than linen or cotton, and answers the purpose quite as well.—The monitor of this division is furnished with slips of paper, about two inches wide and five long, by the monitor general, at the time appointed for her to supply all the monitors. When the command is given for the monitors to give out work, the monitor of this division gives a slip of paper to each child; and when the general order is given to begin work, the monitor passes down her desk, and directs each child to take her paper in her left hand, and place the end she is going to turn down, between the thumb and first finger; then to confine it between the thumb and first finger of the right hand, while she turns it down with her left;—when she has turned the whole of the end down *once* quite even, to turn it again the same width; then to turn the paper round, and fix the opposite end, exactly in the same way; and then the sides; and to take care to fix the corners neatly. When each child has finished one paper, the monitor gives the command,—Show papers. She then passes down her desk and inspects them.—Those girls who have not fixed them correctly she supplies with another paper; and those who have are promoted to the

#### SECOND DIVISION.

In this division the children are taught to hem (see No. 2). They are furnished with pieces of calico about the size of the slips of paper. The monitor then instructs them on which finger they are to wear their thimble; how to hold their needle; how to point it to work *in* the end of the thread neatly; how to point it to go on hemming; how to take the stitches; what to do with the thread when it is nearly used, and how to finish the corners; what to observe in hemming fine muslin, and before hemming a sleeve gusset.—When the children can hem their specimens tolerably well, they may practise on towels, sheets, or any other coarse hemming that may be in the school. After these, they are supplied with a small piece of muslin, which they hem with fine red cotton, and take care of, as their best specimen of this class work.



SECOND CLASS.—*Sewing and Felling.*

## FIRST DIVISION.

This class also contains two divisions: girls who have learnt to hem only form the first division, in which they are taught to fix a double seam on paper. Two pieces of paper, about the size of specimen No. 3, are placed on the desk before each child, after which the monitor says, Fix papers, giving them the following directions: to turn one of the papers down *once*; the other once on the right side, and turned back again the same width to pin them together, as for sewing; and show papers.—The monitor then passes down her desk, and inspects each girl's paper.—Those who have fixed them well, are advanced to the next division; and those who have not, proceed as directed. To prevent waste, the monitor may cut the turns until the papers are too narrow for further use.

## SECOND DIVISION.

The girls in this division are supplied with two pieces of calico, the size of specimen No. 4, which they are taught to sew and fell. The monitor first directs them to fix the seam as they did on their papers: when this is done, she instructs them how to hold their work for sewing; how to begin; how to take the stitches; how to draw the thread; what to do with the thread when it is nearly used; how to begin with a fresh needful; how to flatten the seam before it is felled; how to point the needle to begin to fell; and how to point the needle to go on felling it: when sewing the body of a shirt, how much to leave for the armholes, how much for the flaps; when sewing the sleeves, how much to leave at the wrists.

THIRD CLASS.—*Drawing Threads, and Stitching.*

The girls of this class are furnished with pieces of calico, about the size of specimen No. 5, on which they are taught drawing threads, and stitching:—for practice, they stitch several rows on each piece, which are to be kept at equal distances, and they are



to be stitched in pairs, as they can be then used in the gathering class, to fix on gathers. After a child has stitched a pair tolerably well, as an encouragement she may have any pretty, bright-coloured cotton she chooses, to stitch a pair quite true; and, in order that she may keep them perfectly clean, her monitor supplies her with a small piece of paper, in which a hole has been purposely cut; this the child places on her work; and confining it down with her thumb and second finger, stitches in the space which the hole leaves, moving the paper forward when requisite.

The monitor of this class teaches her girls the rules for stitching; where to begin; how to prevent the end of the thread being seen on the wrong side of the wristband; and which side to hold next to them while they sew the ends.—When a girl has finished her best specimen of this class work, she is qualified to stitch the collars, wristbands, &c. of fine shirts, and may practise on them a short time, previous to her being removed to the

#### FOURTH CLASS.—*Gathering, and fixing Gathers.*

In this class each child is supplied with a pair of wristbands, (which may be the work performed by herself in the preceding class,) and a piece of calico, the width about three lengths of the wristband, the length three inches.—After the sides of the gathering piece are neatly hemmed, the monitor directs her girls how to mark the quarters; at what distance from the edge to crease the line along which it is to be gathered; in gathering, how many threads to take up, and how many to leave; the method of stroking them down; how to mark the quarters of the wristband, and fix it on; which way to point the needle in setting on each gather; and what to observe in fixing and setting on the wrong side No. 6.

#### FIFTH CLASS.—*Button-holes.*

The children in this class are first supplied with small pieces of paper, on which they are taught to cut the holes exactly to the size of the monitor's pattern: after which they hold them up for her inspection; and if she finds them cut correctly, she furnishes them with pieces of calico, which they first sew round, as specimen No. 7, and after they have cut the holes even to a



thread, she teaches them how to hold it; where to begin; how to work in the end; how to form the loop; at what distances to take the stitches; and how to turn the corners neatly.—As soon as they can work a tolerable button-hole on calico, they are allowed a small piece of fine linen, and any coloured cotton they prefer, to work a perfect specimen.

SIXTH CLASS.—*Making Buttons, and sewing them on.*

Each child in this class is supplied with small square patterns, cut out of pasteboard or old cards according to the size of the wire they are going to cover, leaving a little beyond the edge to turn over; a few button-wires; and a piece of calico.—The monitor then instructs them to cut the calico exactly to the size and shape of the pattern; shows them how to place the wire on the calico, turn over the four corners, and close in the sides; which way to point the needle in stitching round the wire; and where to begin the dots or star, so as to continue them exactly in the centre of the button.—When the buttons are completed, the monitor provides each girl with a small square of calico, on which she teaches them to sew the buttons, in the order of specimen No. 8, and to observe the rule for stitching them on firmly. When they have acquired the method of making the buttons, and sewing them on, for further practice they may be allowed a small piece of cambric muslin, and a little fine *white* cotton, to make a set of the best, which may be used for children's caps, frocks, &c.

SEVENTH CLASS.—*Herring-bone Stitch.*

No. 9 is the first specimen of this class work.

The children are taught this stitch on calico or linen, as it is easier to them to acquire it on this, than on flannel, in consequence of the threads being clearer: for practice, they herring-bone about three rows on a specimen, which are to be kept at equal distances; each row exactly the same size, and every stitch true to a thread.—Having thus learned the stitch,—to prove to them the use of it, the monitor gives to each child two small pieces of flannel, which she first teaches them to sew together; then to herring-bone the seam on each side; and, lastly, the whole piece round, as specimen No. 10.



EIGHTH CLASS.—*Darning.*

This is taught on pieces of canvas the size of specimen No. 11. —The monitor directs her girls, first, to hem them round even to a thread; then to tack them upon stiff paper; after which she cuts a small hole in the middle of the canvas, and the children perform the work with *two* colours, that it may appear more distinctly. When a child has completed one of these darns correctly, she may practise on a small piece of fine muslin, in which a hole has been purposely torn. Those children who have learnt to darn, may be occasionally employed in running stockings,—the monitor teaching them the rule.

NINTH CLASS.—*Tucking and Whipping.*

The children of this class are supplied with small pieces of cambric muslin, which they are taught to tuck at equal distances, and, in order that they may fix their tucks correctly, they are furnished with a piece of card the exact width from the edge of the specimen to the edge of the tuck. The card should be a square, to prevent any possible mistake. The monitor then directs them where to make the first fold; the depth to turn down the double edge; how to crease a line, for a guide in running; how to begin, and how to fasten off.—When the tucks are completed, the monitor furnishes her girls with a narrow breadth of muslin, for a frill: she then instructs them how to mark the quarters; how *far* to roll the muslin from the edge; which side to put the needle in, to begin; how to take the stitches; where to leave out the thread; how much to draw at a time; how to fix the quarters of the frill to the quarters of the specimen; which to hold next to them in sewing it on; how to point the needle; and how much to take up in each stitch.—No. 12 is the specimen finished.

TENTH CLASS.—*Marking.*

In this class each child is furnished with a piece of canvas, the quality of that used for the darns; which they hem round. The monitor then directs them to mark a straight row round, four



threads from the hem, by showing them how to put in the needle ; how many threads to take each way ; where to leave the end of the cotton to be worked in with the two next stitches ; and how to fasten off : when the row is finished, they mark the capital and small letters of the alphabet, and the figures from 1 up to 10 ; having a pattern before them, to show them the regular distances. The first sampler is marked with red cotton ; the second is composed of finer materials, as specimen No. 13.

### FINISHING CLASS.

As it is highly desirable that the children, as soon as they have learned to work, should be employed in something useful, this class comprises those girls who have passed through the preceding classes, and are here engaged in making and completing garments. A cap is annexed, made in *this* class, in which most of the class work is included.—The front is an example of hemming ; the back, of sewing, stitching, gathering, &c. When shirts are sent into the school to be made, they should be delivered to the monitor of *this* class, who will give the bodies to be made by the girls at her desk, and send the wristbands, collars, and neck-gussets, to the monitor of the *stitching* class, who will take care to put them into the hands of the *best* stitchers.—When the stitching is finished, they are returned to this class, where the shirts are completed.—The same remarks will apply to other garments. In the questions for the use of this class, are the directions for making a shirt.

*Questions for the Use of the working Monitors ; to be hung at the Head of their respective Classes.*

### FIRST CLASS.

Q. In which hand are you to hold your work ?—A. In my left.

Q. What are you to observe before you begin to turn down a hem ?—A. That my paper is quite even.

Q. Which part of your paper should you turn down first ?—  
A. The ends.

Q. Where do you begin ?—A. At the corner furthest from my left hand.



Q. How do you hold it, to turn it down?—A. I confine it with the thumb and finger of my right hand, while I turn it down with the thumb and finger of my left.

Q. After you have turned the whole of the end down *once*, quite even, what should you do?—A. Turn it over again the same width.

Q. Which part do you fix next?—A. The opposite end.

Q. Which next?—A. The sides.

Q. Why do you fix *both* ends before you begin the sides?—A. Because the corners will be neater, being all turned the same way.

#### SECOND DIVISION OF THE FIRST CLASS.

Q. On which finger are you to wear your thimble?—A. On the second finger of my right hand.

Q. How should you thread your needle?—A. I should hold it between the thumb and *first* finger of my left hand, while I put the thread in with the thumb and finger of my right.

Q. What should you do next?—A. Take my needle in my right hand, and my work in my left.

Q. How should you hold your work for hemming?—A. Over the first finger of my left hand.

Q. How should you point your needle to begin?—A. From my chest.

Q. What do you do with the end of your thread?—A. Turn it under the hem with my needle.

Q. How do you point your needle to go on?—A. Towards my chest.

Q. How should you take your stitches?—A. Very small, and at equal distances.

Q. When your thread is nearly used, what are you to do with it?—A. Cut it off, leaving a little bit to turn under the hem with the end of the fresh needful.

Q. How are you to finish the corners?—A. Sew them neatly.

Q. How should you hold a half-handkerchief, when hemming it across?—A. Lightly over my finger, and draw my thread rather tight.

Q. Should you hem fine muslin as *thick* as cambric?—A. No, not quite.



Q. What should you observe before you hem a gusset?—A. That it is quite square.

Q. How can you tell if it is square?—A. By measuring all the sides, to see if they are all the same.

## SECOND CLASS.

Q. How should you fix a seam?—A. I turn one paper down *once*, and the other once on the right side, and turn it back again the same width to form the fell.

Q. What do you do next?—A. I pin the two pieces together.

Q. What should you do before you fix two selvages together?—A. Examine them, to see if there are any little holes in them.

Q. If there are, should you sew them together?—A. No, cut them off, and fix a fell seam.

## SECOND DIVISION.

Q. How should you hold your work for sewing?—A. Straight between my thumb and *first* finger.

Q. Should you place the part you are going to begin, *round* the point of your finger-nail, or at the *side*?—A. At the side.

Q. What should you do with the *end* of your thread, when you begin?—A. Leave a little to work over with my first four or five stitches.

Q. When your thread is nearly used, what should you do?—A. Cut it nearly off, and turn the end into the seam with my needle.

Q. Should you take your stitches deep?—A. No, about one thread.

Q. What should you do to the seam after it is sewn?—A. Flatten it with my thumb-nail.

Q. How should you fell it?—A. Exactly in the way I hem.

Q. How should you fix the sleeve of a shift for sewing and felling?—A. I turn the gusset down twice, and the sleeve once; then sew and fell the gusset on the sleeve.

Q. Do you sew it quite to the end?—A. No, I leave a little bit to turn down; then fix the other side of the sleeve for a fell, and begin to sew it at the bottom.



Q. When sewing the sides of a shirt, how much should you leave for the arm-hole?—A. Five nails.

Q. How much for the flaps?—A. Six nails.

Q. When sewing the sleeve of a shirt, how much do you leave for the opening at the wrist?—A. Half the length of the wristband.

### THIRD CLASS.

Q. How do you prepare a wristband for stitching?—A. I turn down a piece, about thirty threads, to stitch to; and then count about twenty threads from the edge, draw a thread, and stitch on the line.

Q. What is the rule for stitching?—A. To take two threads back from the cotton I am working with, and pass my needle under two threads before.

Q. Then what will be the size of every stitch?—A. Two threads.

Q. How can you prevent the end of a fresh needful of cotton being seen on the wrong side?—A. By passing my needle between the double of the wristband, and bringing it out two threads from my last stitch.

Q. What do you do after you have stitched the first row?—A. If there is no selvage on the other side of the wristband, I turn down about six or eight threads; then fold the wristband in the middle, and draw a thread the same distance from the top as I did from the bottom.

Q. What are you to do before you stitch along this line?—A. Sew the ends neatly, taking care to hold the *right* side of the wristband towards me.

Q. How many rows do you stitch on your specimen?—A. Three or four.

Q. Why?—A. Because it is for me to learn on; and I must not waste the calico.

Q. How should you fix a collar?—A. In the same way as a wristband.

Q. How should you prepare a neck-gusset for stitching?—A. I fold it across, like a half-handkerchief, to see if it is square; then draw a thread on each side the corner which is towards me; and stitch it the same distance from the edge as I did my wristband.

Q. How do you prepare a shoulder-strap for stitching?—A. I



fold it exactly in half, and turn each side back to the middle ; then draw the threads at the same distance from the edge as the other stitching.

#### FOURTH CLASS.

Q. What are you to observe before you begin to gather ?—A. That the edges of the cloth are even to a thread.

Q. How should you prepare your work for gathering ?—A. I fold it into four, and mark each quarter with a bit of thread.

Q. What then ?—A. I turn down the edge eight or twelve threads, (according to the quality of the cloth,) and crease a line, as a guide in gathering ; and then turn it back again.

Q. What is the rule for gathering ?—A. To take up two threads, and leave three.

Q. How much should you gather before you draw the gathering thread ?—A. About two inches.

Q. If your thread is not long enough to gather the whole, where should you leave it out ?—A. At the half ; and gather the other half with a fresh needleful.

Q. What should you do after you have finished gathering ?—A. Draw the gathers close, and confine the thread round a pin ; then pull the gathers straight, and stroke them down, one at a time, very gently, with a large needle.

Q. What then ?—A. I fold the wristband into four, and crease the quarters with my finger and thumb ; then open it, and pin the quarters of the wristband to the quarters of the gathering ; then regulate the gathers, and set them on.

Q. How many should you take up at a time ?—A. One.

#### FIFTH CLASS.

Q. How should you cut a button-hole ?—A. The part in which it should be cut, I fold over quite even ; then place a pair of small sharp-pointed scissars across the fold even to a thread ; and cut a hole large enough for a button to pass through it.

Q. Are button-holes always cut one size ?—A. No ; it must depend upon the size of the buttons they have to pass over.



Q. What is the general size of a button-hole for a shirt?—A. Five eighths of an inch.

Q. Should you cut to this size across your fold?—A. No, only half.

Q. Why?—A. Because it is double, and when open will be twice the size.

Q. How should you hold your button-hole to work it?—A. Straight along my fore finger.

Q. Where should you begin?—A. On the side next my thumb, and work towards the point of my fore finger.

Q. How should you begin to work it?—A. By putting my needle in on the wrong side, and bringing it out five or six threads from the edge, on the right; taking care to leave the end of my thread long enough to work over with the first two or three stitches.

Q. What then?—A. I put my needle in again in the same way; then take the double part of my thread, and put it under the left side of the needle, draw it out, and bring the thread up to the top of the button-hole; which forms a strong and even edge.

Q. What next?—A. I continue to work it in the same way, between every thread; taking care to keep my stitches even.

Q. What must you observe respecting the corners?—A. Not to turn them too soon; and to work them as thick as the sides.

#### SIXTH CLASS.

Q. What is your pattern?—A. A square piece of card\*, by which I cut a piece of calico for a button.

Q. How do you make a button?—A. I place the wire on the calico, double the four corners over, fasten them in the middle, and draw in the sides as before mentioned.

Q. What next?—A. I either stitch the button round close to the wire, or work *over* the wire, the button-hole stitch.

Q. What then?—A. I put my needle through the centre of the button on the wrong side, and bring it out on the right; where I make a little star, or five small dots at equal distances.

Q. How should you sew a button on?—A. First, I make a knot in my thread; then put the needle through the middle of the button, on the wrong side, and draw it out on the right; then lay

\* See Plate 2. fig. A.



the button on the part to which I am to sew it ; and stitch round the centre of the button, by putting my needle through on the right side of the button and wrong side of the cloth, alternately.

Q. What next ?—A. I pass my needle between the button and the *right* side of the cloth ; and wind the thread tight six times round the button, and fasten it off with two stitches.

### SEVENTH CLASS.

Q. How should you prepare your cloth on which you are to *learn* to herring-bone ?—A. I first hem it round ; then fold it into four, and crease the end of each fold with my thumb-nail ; then open it, and draw a thread on each side every crease, eight threads from the crease.

Q. How should you begin to herring-bone ?—A. By taking up two threads in a line, where the lower thread is drawn, and two four-threads backwards in the top line.

Q. Should you work all the rows in your specimen in this way ?—A. Yes.

Q. What is the *use* of this stitch ?—A. To finish the seams of flannel.

Q. Why should you not fell the seams of flannel ?—A. Because being so much thicker than cloth, it would neither appear neat, nor feel comfortable in wearing.

Q. How do you prepare flannel for herring-boning ?—A. I run two pieces together ; then turn the raw edges back on each side the seam.

Q. How should you herring-bone it ?—A. By taking one stitch close under the edge, and the other near the seam, four threads backwards.

Q. Should you herring-bone on each side of the seam ?—A. Yes.

Q. Why ?—A. Because there is a raw edge on each side.

Q. Should you hem flannel ?—A. No, turn the raw edge down *once*, and herring-bone it.

### EIGHTH CLASS.

Q. How should you prepare your canvas for darning ?—A. I first hem it round even to a thread ; and then cut a small hole in the middle.



Q. How should you hold it?—A. Across the first and second finger.

Q. Which way do you point your needle to begin?—A. From my chest.

Q. How many threads from the hole should you begin?—A. About twenty.

Q. What is the rule for darning?—A. To take up every other thread.

Q. Should you draw your thread tight in darning?—A. No: I should leave the end in beginning, and loops after.

Q. When you have done one line, which way should you point your needle in the second?—A. To my chest; and so go on pointing my needle to and from my chest alternately.

Q. When you have finished the hole one way, what should you do?—A. Begin to cross it in the middle, and finish to one end; then begin again in the middle, and finish to the other.

Q. Where do you begin to darn a hole that has been rent or worn?—A. A little beyond the part which is thin.

Q. What can you do to *new* stockings, to strengthen them?—A. Run the heels of them on the wrong side.

Q. How should you hold a stocking to run it?—A. Exactly in the way I did my darn.

Q. How should you run it?—A. I take up one loop and leave two; keeping as many on my needle as I can conveniently, until the row is finished.

Q. What should you observe in taking up your loops?—A. That I do not split my threads.

Q. How close should you run it?—A. Along every other row of the stocking.

#### NINTH CLASS.

Q. How should you prepare your work for tucking?—A. I place the edge of my pattern on the edge of the hem, and make my first fold exactly to the size of it.

Q. What next?—A. I turn the double fold down the width of my tuck; crease it with my thumb nail, and turn it back again.

Q. How do you know the width of the tuck?—A. By the little notch in the card which I have for a pattern.



Q. How should you run it?—A. Very neatly along the line which I made in creasing the size.

Q. How do you fix the next?—A. I place the edge of my pattern to the edge of the *tuck*; and fix it exactly as I did the first.

Q. After the tucks are finished, what should you sew round the specimen?—A. A frill.

Q. Why?—A. Because in setting it on, I shall learn how to whip and sew on.

Q. What should you observe before you begin to whip?—A. That the edge of the muslin is even.

Q. How should you prepare your work for whipping?—A. Mark the quarters, as for gathering.

Q. What next?—A. I place the edge of the muslin on my fore finger; and with my thumb roll it about eight threads down.

Q. How should you begin to whip?—A. I put my needle in on the right side, and draw it through on the wrong.

Q. How do you put your needle in to go on?—A. In the same way.

Q. At what distance should you take your stitches?—A. At such as will draw easily.

Q. What should you carefully observe in taking them?—A. To keep them at *equal* distances.

Q. How much should you whip before you draw it?—A. Not more than ten stitches.

Q. Where should you take a fresh needleful?—A. Sometimes at the quarters, but generally at the half; and if the frill be very small, one needleful will whip the whole.

Q. How should you fix the frill on?—A. I pin the quarters to the quarters of my specimen; then draw it to the size of the specimen, confine the thread with a pin, and regulate the fulness.

Q. In sewing it on, which part should you hold next you?—A. The frill.

Q. What is the rule for sewing it on?—A. To take up every whip, pointing the needle rather aslant, that the thread may lie between the whips.

#### TENTH CLASS.

Q. What are you to do to the canvas before you begin to mark it?—A. Hem it neatly round even by a thread.



Q. How far from the hem should you begin to mark the straight row?—A. Four threads.

Q. How should you put in your needle to begin?—A. *Aslant*, taking two threads each way.

Q. Where do you put it in the second time?—A. Exactly where I did the first; but bring it out two threads *straight* down.

Q. Where the third time?—A. *Across*, and bring it out where my silk is.

Q. What then?—A. The first stitch is finished, and I go on in the same way.

Q. How do you fasten your end, when you begin?—A. I leave it long enough to work over with the two next stitches.

Q. When you have nearly used your silk, how do you fasten off?—A. I put my needle through to the wrong side of the sampler, and pass it under three or four of the stitches; then draw it out, and cut off the end of the silk.

Q. When you have finished the row round, what should you do?—A. Make the capital and small letters of the alphabet; and then the figures from 1 to 10.

Q. How far apart should you make them?—A. Two or four threads, according to the quality of the canvas.

Q. Should you slip your silk from one letter to another, or fasten off at every letter?—A. Fasten off at every letter.

Q. If you mark very neatly, how will your letters appear?—A. The same on the wrong side as the right.

Q. When you mark linen, how many threads should you leave between each letter?—A. About six or eight.

#### FINISHING CLASS.

Q. What are you going to make?—A. A baby's cap.

Q. What shape is it?—A. The foundling shape.

Q. What quantity of muslin should you require for *six* caps?—A. Half a yard of yard and half wide muslin will allow *three* in the width, and two in the length.

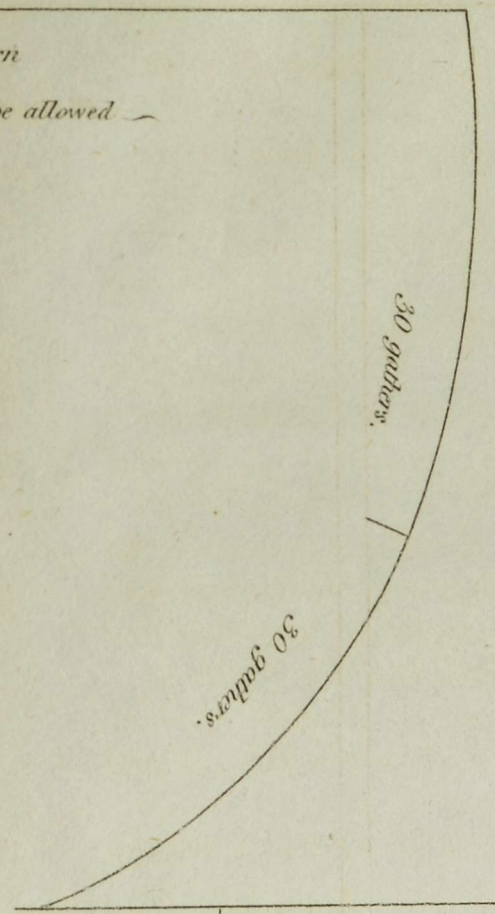
Q. Will there be any left?—A. Yes, a small piece in the width, which will make the chin-stay, and slips to fell on the wrong side of the gathers.

Q. How much muslin will make the six borders?—A. Three nails of yard wide.

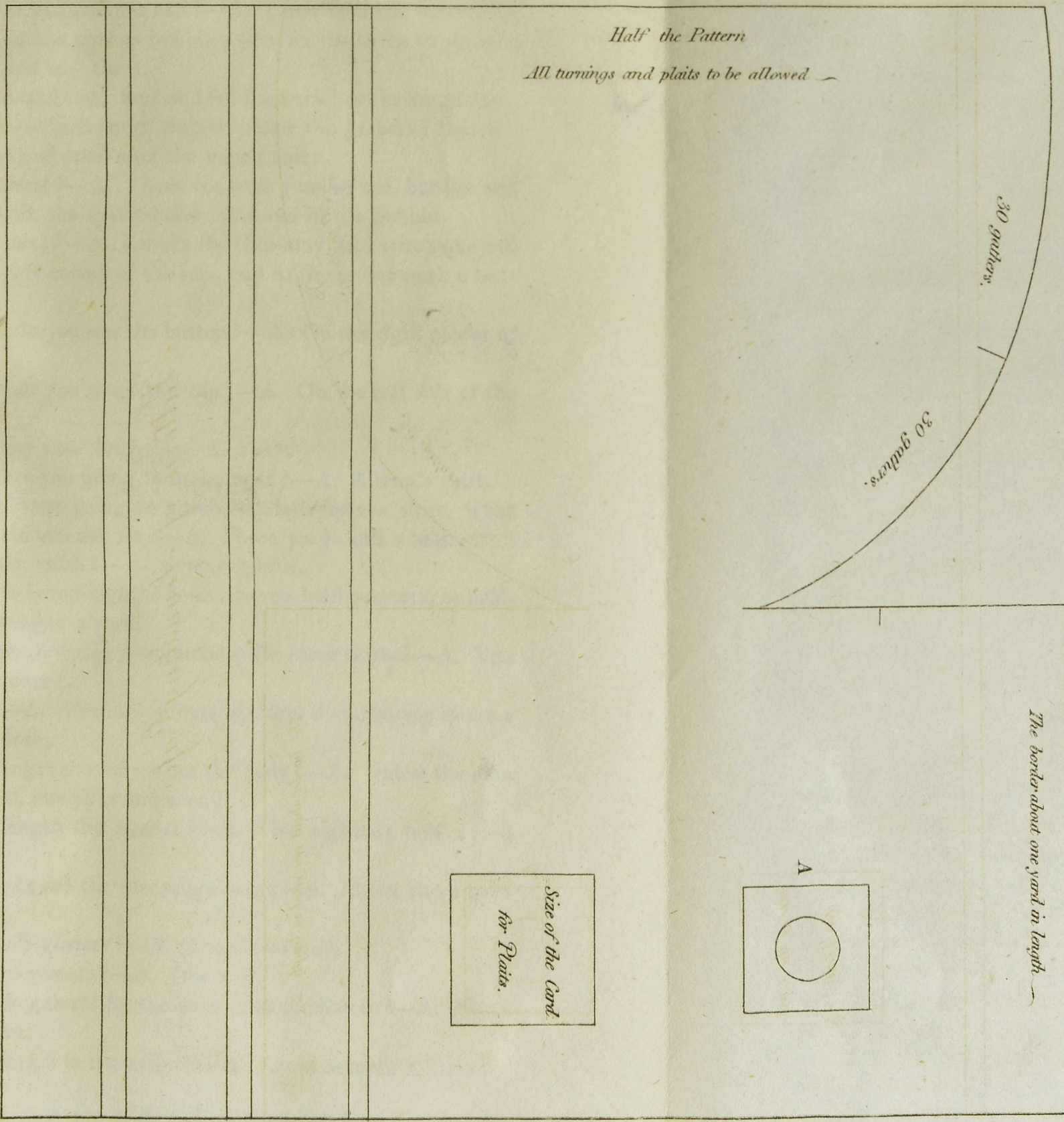
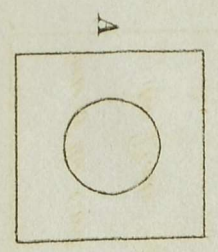


# Pattern of Foundling Caps

Half the Pattern  
All turnings and plaits to be allowed



The border about one yard in length









Q. How do you make a cap?—A. I first hem the front wide enough to admit a narrow bobbin; then fix the tucks to the size of the card, and run them.

Q. What next?—A. Sew and fell the back; set in the gathers, and stitch it about thirteen threads below the gathers; then fell the narrow slip of muslin on the wrong side.

Q. What next?—A. I hem the back; make the border and sew it on; work the eyelet-holes; and run in the bobbin.

Q. What next?—A. I make the chin-stay, and stitch one end of it on the *left* corner of the cap, and at the other work a button-hole.

Q. Where do you sew the button?—A. On the right corner of the cap.

Q. Where do you mark the cap?—A. On the left side of the back seam.

Q. Is the cap now finished?—A. Yes\*.

Q. What are you going to make next?—A. A man's shirt.

Q. If you were going to purchase cloth for *one* shirt, what quantity should you ask for?—A. Three yards and a half.

Q. Of what width?—A. Seven-eighths.

Q. What is seven-eighths?—A. Seven half-quarters, or half-a-quarter *less* than a yard.

Q. How much would you purchase for *three* shirts?—A. Ten yards and a quarter.

Q. Why?—A. Because in cutting *three* I can save a quarter of a yard of cloth.

Q. What length should you cut the body?—A. Unless the man were **VERY** tall, one yard and a nail.

Q. What length the sleeves?—A. Five eighths; half a yard wide.

Q. What size are the sleeve-gussets?—A. About three nails square.

Q. The neck-gussets?—A. About two nails.

Q. The side-gussets?—A. One nail.

Q. The little gussets for the wrists and the bosom?—A. About one inch square.

Q. What length is the collar?—A. About seventeen inches.

\* See the sample at the end, and Plate 2.



Q. The wristbands?—A. Generally half the length of the collar.

Q. The shoulder-straps?—A. A quarter of a yard.

Q. The binders?—A. Eleven nails.

Q. How many parts have I now mentioned?—A. Nineteen.

Q. Are these all there are in a shirt?—A. Yes, all that are really *useful*.

Q. In making the shirt, what parts should be done first?—

A. The stitching and button-holes.

Q. How do you prepare the body for sewing the side seams?

—A. I fold it exactly in half; then measure five nails from the top for the arm-holes; and six from the bottom for the opening at the sides; and put a pin in each.

Q. What next?—A. I fell the binders on, put the side gussets in, and hem the flaps.

Q. How do you fix in the side-gussets?—A. I sew a quarter of an inch less than the square, in, on the wrong side of the shirt, and fell the other part neatly over it.

Q. What next?—A. I fix the neck-gussets in, in the same way, taking care to put the part stitched on the right side.

Q. How do you fix on the shoulder-strap?—A. I fold it exactly in half, and tack the wrong side slightly on the middle of the shoulder; then place each side flat on the shirt, and stitch it in the lines which have been prepared by the stitchers.

Q. What next?—A. I hem the bosom and stitch on the little gusset.

Q. What is the length of the bosom?—A. About six nails.

Q. What next?—A. Gather the neck, and set on the collar.

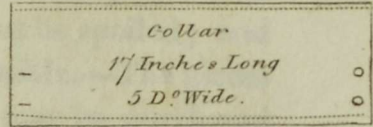
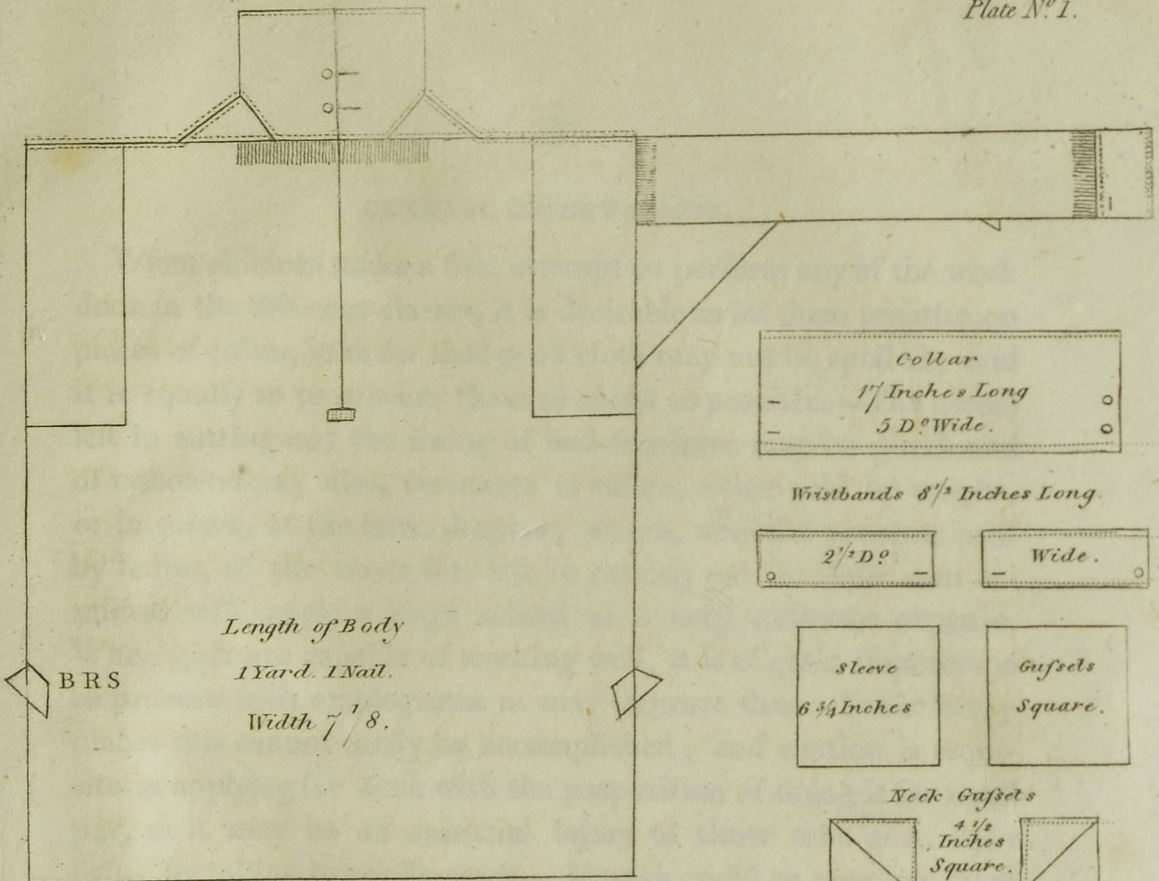
Q. How do you make the sleeves?—A. I first measure half the length of the wristband, for the openings at the wrist; then hem them, gather the sleeves, and put on the wristbands.

Q. What next?—A. I sew and fell one side of the gusset on the top part of the sleeve; then sew and fell the sleeve, beginning at the bottom; and put in the little gussets at the wrists.

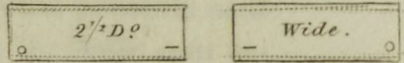
Q. What then?—A. I gather the top of the sleeves, and put them in; then sew the buttons on the wristbands and collar.

Q. Where do you mark it?—A. I hold the front of the shirt towards me, and mark it at the left side, about an inch from the side-gusset.

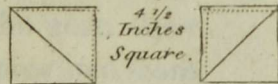




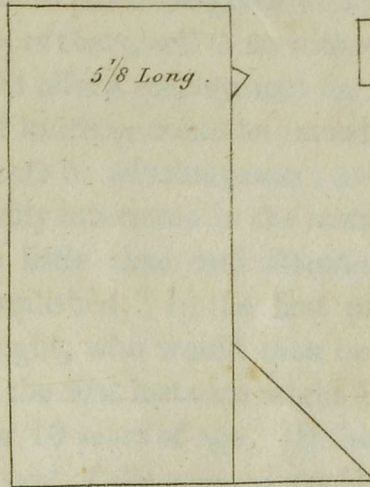
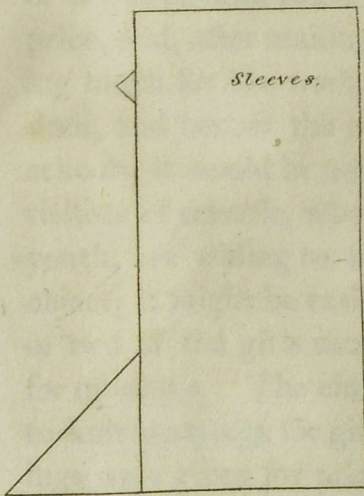
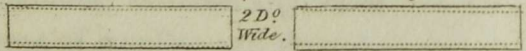
Wristbands  $8\frac{1}{2}$  Inches Long.



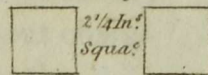
Neck Gussets



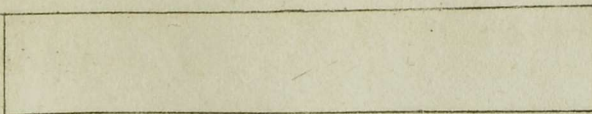
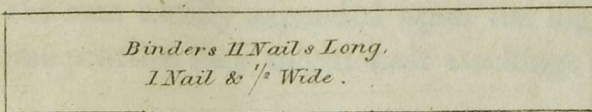
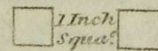
Shoulder Straps 9 Inches Long



Side Gussets



Sleeve Bits









## GENERAL OBSERVATIONS.

When children make a first attempt to perform any of the work done in the different classes, it is desirable to let them practise on pieces of calico, in order that good cloth may not be spoiled; and it is equally so to procure these as *cheap* as possible.—The pieces left in cutting out the lining of bed-furniture may be purchased of upholsterers; also, remnants of calico, either sold by weight, or in pieces, at the linen drapers; which, with the presents sent by ladies, of the waste bits left in cutting out for their own families, will supply a large school at a very moderate expense. When girls are capable of working well, it is of great importance to procure such employment as may improve them: but in many places this cannot easily be accomplished; and caution is requisite in applying for work with the proposition of doing it for small pay, as it may be an essential injury to those who earn their living by taking in needle-work. If work could be procured from persons in the middling and lower classes in life, without any other pay than is sufficient to defray the expense of needles and thread; or if a little fund could be raised to purchase goods at a wholesale price, and, after making clothes of them, sell them without charging much for the work, it might afford employment for the children, and benefit the poor. If knitting could be introduced into schools, it would in many respects be advantageous; and if those visitors of schools, who are kindly interested in the instruction of youth, are willing to bestow a little time and attention to the object, it might be easily accomplished. In the first place, one or two of the girls must be taught, who would then be qualified for monitors. The children in the first instance might be taught to knit stockings for girls of 8 or 10 years of age. If these stockings were given for prizes, the cost of the worsted would probably not exceed the sum usually expended upon the highest rewards, and after some practice they might knit stockings and socks for sale.



## GENERAL OBSERVATIONS.

When children make a first attempt to perform any of the work done in the different classes, it is desirable to let them practise on pieces of calico, in order that good cloth may not be spoiled; and it is equally so to procure these as cheap as possible.—The pieces left in cutting out the lining of bed-furniture may be purchased of upholsters; also, remnants of calico, either sold by weight or in pieces, at the linen drapers; which, with the presents sent by ladies, of the waste bits left in cutting out for their own families, will supply a large school at a very moderate expense. When girls are capable of working well, it is of great importance to procure such employment as may improve them; but in many places this cannot easily be accomplished; and caution is requisite in applying for work with the proposition of doing it for small pay, as it may be an essential injury to those who earn their living by taking in needle-work. If work could be procured from persons in the middling and lower classes in life, without any other pay, than is sufficient to defray the expense of needles and thread, or if a little fund could be raised to purchase goods at a wholesale price, and after making clothes of them, sell them without charge much for the work, it might afford employment for the children, and benefit the poor. If knitting could be introduced into schools, it would in many respects be advantageous; and if those visitors of schools, who are kindly interested in the instruction of youth, are willing to bestow a little time and attention to the object, it might be easily accomplished. In the first place, one or two of the girls must be taught, who would then be taught for monitors. The children in the first instance might be taught to knit stockings for girls of 8 or 10 years of age. If these stockings were given for prizes, the cost of the worsted would probably not exceed the sum usually expended upon the highest rewards, and after some practice they might knit stockings and socks for sale.

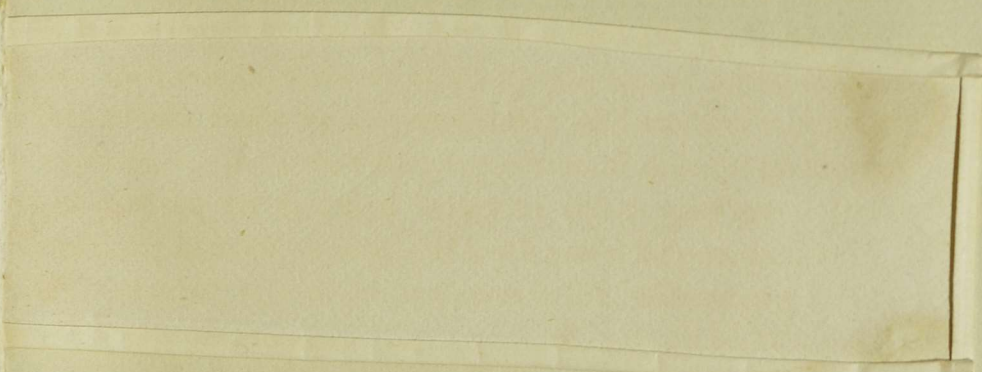


SPECIMENS  
OF  
NEEDLEWORK.

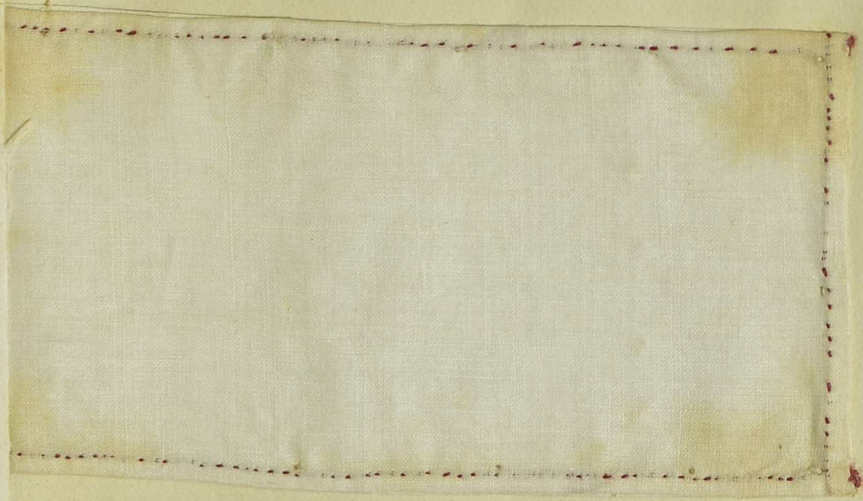
---

---

No. 1. First Class. First Division.



No. 2. First Class. Second Division.









No. 3. Second Class. First Division.



No. 4. Second Class. Second Division.



No. 5. Third Class.









No. 6. Fourth Class.

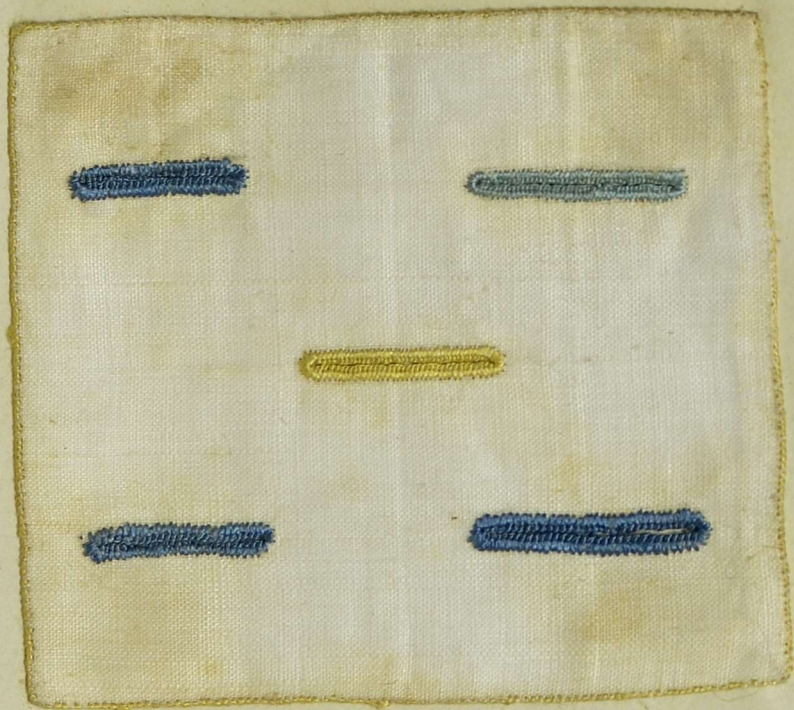








No. 7. Fifth Class.



No. 8. Sixth Class.









No. 9. Seventh Class.



No. 10.





THE UNIVERSITY OF CHICAGO

1910



No. 11. Eighth Class.



No. 12. Ninth Class.





No. 11. 30th Class.

No. 12. 30th Class.



No. 13. Tenth Class.





No. 13. Fourth Class



Finishing Class.





*The following Tracts have been published as useful gifts to girls leaving school. Price 2d. or 25 for 3s.*

ADVICE to GIRLS who are or may be employed in Shops.  
On FRUGALITY.

DIRECTIONS to GIRLS who may be employed as Kitchen Servants.

DIRECTIONS to GIRLS intrusted with the Care of Children.







The following Tables have been published as useful guides to  
the learning of Latin. They are to be used in connection  
with the Grammar and may be employed in the  
Teaching of Latin.  
They are to be used also in the study of the Latin  
Texts.  
They are to be used in connection with the study of Latin



480

c 3



