

material with wool-needle and wool or fine twine; tacking and over-casting. Appendix.

Materials: Raffia, flax, macramé, coarse canvas, flannel, wool. Tools: Bodkin, wool-needle, foot rule, thimble, and blunt-pointed scissors.

(Some of this work may be done in P classes if desired.)

S2: Further use of the needle and thimble. Blanket-stitch, cross-stitch, running, hemming, weaving (canvas for woof); cutting and tearing material.

Materials: Canvas, flannel, and dowlas. Tools: Thimble, short coarse needle, tape-measure, scissors.

In both classes all stitches taught are to be applied in making articles for school or personal needs. The following are suggested examples of suitable articles from which a selection might be made at a stage not higher than S2 in application of the stitches: Book-cover (blanket-stitch); book-marker (blanket-stitch and weaving); pen-wiper (cross-stitch); wall-pocket (cross-stitch and weaving); sewing-bag (running and hemming); duster, lunch-cloth, towel, &c. (hemming).

#### *Senior Division.*

S3: Seaming, over-sewing, running, and felling. Study of beginning and finishing work; of the right and wrong sides of materials. Tucking, gathering, button-hole stitch. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples for selection: Handkerchief (hemming—smaller stitches than in S2); handkerchief-bag (over-sewing, running); work-bag (running and felling, hemming and cross-stitch); doll's pinafore (running and felling, hemming, tucking); puff-bag (gathering); linen d'oyley or small tray-cloth scalloped with button-hole stitch.

S4: Study of selvedge and crossway of materials, especially of calico. Gathering, stroking, putting on band, back-stitching in short lengths. Making fastenings—tapes, hooks and eyes, buttons and button-holes, loops and eyelet-holes. Plain darning as for weak places. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples: Pillow-slip (work of S3 and taping, or buttons and button-holes); needle-case or housewife with back-stitched compartments; doll's petticoat (gathering, stroking, putting in band, taping); wall-pocket (work of S3 and making eyelet-holes); collar (cross-stitch, button-holing, hook and eye).

S5: Pleating, putting into a band, taping corners, herring-boning. Mending (including darning and patching): children to be encouraged to mend actual garments. Lessons in cutting out garments from diagrams or paper patterns. At least one small garment to be finished.

Suggested examples: Cooking-apron and cuffs, chemise, girl's overall, child's pinafore, petticoat, or first drawers.

S6: Review of all stitches learned, further practice in mending. Folding, cutting, placing, and use of cross-way strips. Study of placing, cutting, and putting together patterns. At least one small garment to be finished.

Suggested examples for selection: Simple undergarment, child's frock (print, holland, or linen), bathing-suit, skirt, blouse designs worked on collar and cuffs or on table-linen.

For the purpose of reinforcing the children's interest in their work and widening their outlook it is recommended that, as opportunity offers, the instruction in needlework should be accompanied by and intimately associated with talks on kindred topics such as the following, having in especial a direct bearing on household economics: thus,—

*Junior Division.*—Care of materials and tools; source of materials neatness in dress; colour; care of clothing; use and design of articles made; making of textiles; primitive weaving.

*Senior Division.*—Use of sewing; colour with regard to dress; dress for different seasons, &c.; raw materials and their processes of manufacture; relative cost in general of fabrics in common use; good and bad materials; good taste and economy in dress; harmony in colour and texture; health and clothing; choice of materials, styles and colours; folding and general care of clothing; shopping, &c.