EXAMINATION PAPERS

CITY AND GUILDS OF LONDON INSTITUTE

EXAMINATIONS IN MILLINERY

ORDINARY GRADE

Candidates may enter either as registered or external students; the first only are eligible for prizes, and are required to make at least twenty attendances in class; to them the fee is 2s. 6d., to the external candidates 7s.

The examination work is divided into three sections: (1) practical, (2) written, (3) specimens made in class.

To obtain Certificates candidates must pass in all divisions. At the Practical Examination the student must be prepared to make any item the term "millinery" will embrace.

The written questions also cover a wide range: method, stitches, renovations, bills of cost, estimate of quantities, suggestion of styles, schemes of colouring, drawing, all find a place.

The specimens generally take the form of shapes—one of which is usually a copy of a given sketch—and include a sample "made" hat or bonnet.

Prizes: 1st, £2 and Institute's Silver Medal.
2nd, £2 , Bronze Medal.
3rd, £1 , " , Bronze Medal.
4th, the Institute's Bronze Medal.

143
DOMESTIC ECONOMY

To obtain the Evening School Teacher’s Certificate in Millinery the candidate must have attained 19 years of age, have attended a Teacher’s Training Class, or a recognized Training College, a minimum of 200 hours—100 if she has previously secured a Certificate in the Ordinary or First Course; she must also possess the Board of Education’s Certificate for Freehand Drawing or Drawing on the Blackboard, and pass in each division of the higher examination.

The syllabus for the latter include (1) questions on technology, equipment and arrangement of class-rooms, methods of teaching, and class management; (2) practical tests, specimens made in class suitable for demonstration lessons, and others as may be required; shapes, etc., may be made in miniature.

Fee, £1. Candidates are arranged in two divisions, 1st and 2nd class.

CITY AND GUILDS OF LONDON INSTITUTE
1905
MILLINERY
WRITTEN EXAMINATION
Tuesday, May 2nd, 7 to 10
INSTRUCTIONS

All candidates are required to attempt question 1, and not more than seven others.

Answers should be illustrated, where possible, by clearly-drawn diagrams.

1. Describe your method of making a plainly-covered velvet hat. (50 marks.)

2. What are the different wires employed in millinery and their uses? (50.)
3. (a) How many yards are there in a piece of ribbon? (b) How many yards in a piece of straw plait, as a rule? (c) What is the length of a metre? (30.)

4. Given a model hat or toque, how would you proceed to copy it? (40.)

5. (a) Describe how you would make a bandeau, and what are its uses? (b) What is the use of bandeau chip? (40.)

6. What would be your chief aims in making and trimming a hat or toque? (30.)

7. What is slip stitch, and when is it used in millinery? (30.)

8. What is meant by the following terms: (a) Quilling, (b) ruching, (c) gauging? (30.)

9. How would you renovate a light-coloured felt hat trimmed with velvet and flowers? (30.)

10. (a) How would you make a velvet rouleau? (b) How would you "miroir" a short length of velvet? (30.)

11. What do you mean by a toque, a capote, and cape-line? (30.)

PRACTICAL EXAMINATION

Saturday, May 20th, 2.30 to 6.30

Candidates are expected to be provided with a tape measure, thimble, scissors, needles (coarse and fine), pins, wire nippers, white cotton (coarse, medium, and fine), and lead pencil.

Each candidate is supplied by the Institute with plait, wire (one ring), muslin (two yards).

Make a smart summer hat suitable for a young lady of about eighteen, viz. a wire shape covered plainly with straw, trimmed muslin ruche round crown, small bandeau to raise from the face, with muslin rosette under brim.
EXAMINATIONS FOR EVENING SCHOOL
TEACHERS' CERTIFICATES IN
DOMESTIC ECONOMY
JULY, 1905

MILLINERY
WRITTEN EXAMINATION
Thursday, July 13th, 10.30 to 12.30

INSTRUCTIONS

All candidates are required to answer questions 1, 2, and 3, and not more than four of the remaining questions.

1. Given a hat of crinoline or soft straw, trimmed with lace quillings, ribbon, and flowers, how would you proceed to copy (a) the shape, (b) the trimming?

2. How would you make and cover a shape for a fur toque? What materials should be used, and how should they be cut?

3. Write short notes on materials and trimmings suitable for the manufacture of winter hats.

4. How would you best teach the method of working with buckram or sparterie with the smallest expenditure of time and material?

5. What stitches do you consider should be specially taught to millinery students? In what way should you arrange for practice in these stitches?

6. How should materials for foundation shapes be cut in relation to the "thread," and for what reason?

7. Give a description and detailed estimate of materials required for—
   (a) A smart winter toque to stand hard wear.
   (b) A useful afternoon hat for young lady's summer wear.

8. Write short notes on how to choose colours and style for a hat.
9. Describe three ways of lining the brim of a large hat with chiffon, tulle, and crepe de chine. How would you cut each material, and how would you estimate the quantities required?

10. How would you cut and prepare piece velvet, silk, and muslin for millinery purposes, and for what reasons?

---

PRACTICAL EXAMINATION

Thursday, July 13th, 2 to 6

Candidates should be provided with tape measure, thimble, scissors, needles, pins, wire nippers, cotton (black and white), sewing silk, and lead pencil.

Each candidate is supplied by the Institute with wire, straw, and muslin.

---

Practical work to be executed by candidate

Make a smart compact toque for rough weather in early autumn, and trim suitably with material supplied.

---

EXAMINATIONS FOR EVENING SCHOOL
TEACHERS’ CERTIFICATES IN
DOMESTIC ECONOMY

JULY, 1905

DRESSMAKING, NEEDLEWORK, AND
MILLINERY

METHODS OF TEACHING (WRITTEN EXAMINATION)

Friday, July 14th, 2 p.m.

INSTRUCTIONS

Candidates taking only one subject will be allowed two hours for this paper, and are to answer five questions, of which not more than three may be taken from any one of the two sections.
Candidates taking two subjects will be allowed three hours, and are to answer seven questions, of which not more than four may be taken from any one of the two sections.

Candidates in one subject only are required to answer their questions with reference to that subject.

Candidates in two subjects are to answer the questions with reference to both subjects.

SECTION I

1. In teaching Millinery, Needlework, or Dressmaking, what sort of facts do you consider it right to tell pupils, and what sort of facts would you leave them to find out for themselves?

2. State what you understand by "Demonstration" in teaching, and specify where it is suitable and where unsuitable in dealing with any of the three practical subjects of this paper.

3. What means would you adopt to encourage initiative among your pupils (a) in class, (b) in their homework?

4. How do you propose to deal with (a) inattentive, (b) unintelligent, (c) mischievous pupils in your classes?

5. What are the advantages and disadvantages of allowing a class to write a summary of a lesson—
   (a) From dictated notes?
   (b) From memory?

SECTION II

6. Distinguish between teaching apparatus and school furniture. State what you consider to be the minimum amount of apparatus necessary for the satisfactory teaching of Millinery, Needlework, or Dressmaking.

7. How far is the method of working by rule of thumb permissible in Millinery, Needlework, or Dressmaking? Indicate the limits within which accurate measurement should be insisted upon?

8. Discuss the advantages and disadvantages of using paper instead of cloth in practice lessons.
9. Indicate what use you would make of ready-made patterns in teaching, and state the educational advantages of causing pupils to make their own patterns.

10. Give a syllabus for a short summer course of lessons in advanced Dressmaking to prove sufficiently interesting to pupils who have attended a session of about twenty-four lessons.

11. Oral questioning is sometimes resorted to as a means of arousing interest at the close of a practical lesson. Suggest a series of short questions after a lesson in—

(a) Cutting out and making a collar for a cloth dress (Dressmaking).

(b) Cutting and working a buttonhole on calico (Needlework).

(c) Tulle quillings and ribbon ruchings (Millinery).

12. What difficulties in connection with (a) school furniture, (b) teaching apparatus, (c) students' materials would you expect to encounter in arranging a practical lesson to evening students on the renovation of old millinery materials, and how would you deal with them?

13. Give a syllabus for a short course of lessons in Millinery to be given in the autumn session (September to December). How would this be varied to make it of more practical use to students taking the course January to March?

CITY AND GUILDS OF LONDON INSTITUTE
1906

MILLINERY

WRITTEN EXAMINATION

Tuesday, May 1st, 7 to 10

INSTRUCTIONS.

The number of the question must be placed before the answer in the worked paper.

The maximum number of marks obtainable is affixed to each question.
Three hours allowed for this paper.
All candidates are required to attempt question 1, and not more than seven others.

Answers should be illustrated, where possible, by clearly-drawn diagrams.

1. How would you make the foundation shape for a chiffon hat? What materials and tools would you require? (50 marks.)

2. What are the chief points to be remembered in making (a) bows, (b) rosettes, and in attaching them to a hat? (50.)

3. How would you cut velvet and make it up for (a) a velvet bind, (b) a rouleau, (c) a trimming with roll hem? (40.)

4. How would you clean or renovate (a) light coloured silk, (b) black velvet, (c) black chip, (d) feathers? (40.)

5. What do you mean by (a) slip stitch, (b) slip hem, (c) velvet hem, (d) fly running? (30.)

6. How would you cut, prepare, and put in the headlining of a hat, and at what stage in the trimming should this be done? (30.)

7. What would be the best foundation for a cloth or velvet-covered hat? How should it be made? (30.)

8. How would you estimate the material required for lining the brim of a hat with gauged, tucked or folded chiffon? (30.)

9. What are the different bandeaux in use? How would you make one to tilt a velvet hat forward? (30.)

10. What length of straw, 1 in. wide, would you require to make a medium-sized toque with upturned brim? (30.)
CITY AND GUILDS OF LONDON INSTITUTE
1906

MILLINERY

PRACTICAL EXAMINATION

Saturday, May 19th, 2.30 to 6.30

Candidates are expected to be provided with a tape measure, thimble, scissors, needles (coarse and fine), pins, wire nippers, white cotton (coarse, medium, and fine), and lead pencil.
Each candidate is supplied by the Institute with two pieces plait, one ring wire, one quill.

Make a smart all-straw toque, suitable for morning wear or travelling. Good fitting head. Shape to be plainly covered straw, with plaited straw trimming, and knot or rosettes, with quill.

EXAMINATIONS FOR EVENING SCHOOL
TEACHERS' CERTIFICATES IN
DOMESTIC ECONOMY

JULY, 1906

MILLINERY

WRITTEN EXAMINATION

Thursday, July 12th, 10.30 to 12.30

INSTRUCTIONS

The number of the question must be placed before the answer in the worked paper, but the question should not be written.

Two hours allowed for this paper.

All candidates are required to answer questions 1, 2, and 3, and not more than three of the remaining questions.
1. How would you make a useful straw toque for hard wear? Give a detailed estimate and description of such a toque with suitable trimming. (20 marks.)

2. Write short notes on the material used in making foundation shapes, stating to what types of covering each is best adapted. (20.)

3. What instructions can you give for guidance in copying a hat from a sketch only? (20.)

4. What do you know of the various kinds of plait used in making up hats? In what lengths may they be procured and at what prices? (15.)

5. Describe three ways of trimming a child's large summer hat. How would you estimate the quantity of material required in each case? (15.)

6. What do you mean by direct measurements? Which direct measurements may be required in children's millinery? How should they be taken? (15.)

7. What are the principal characteristics of millinery at the present time? (10.)

8. What do you mean by fly running, wire stitch, tie stitch, and velvet hemming, and when would these stitches be used? (10.)

9. How would you improve an ill-fitting hat or one unbecoming in shape? (10.)

10. Explain very briefly the following terms: — Chou, nouveauté, conique, coquille, bouillonné, capot. (10.)

For the Practical Examination to be held at 2 o'clock, each candidate will require a tape measure, thimble, scissors, needles, pins, wire nippers, cotton (white), and lead pencil.
PRACTICAL EXAMINATION

*Thursday, July 12th, 2 to 6*

Candidates should be provided with tape measure, thimble, scissors, needles, pins, wire nippers, cotton (white), and lead pencil.

Each candidate is supplied by the Institute with two rings of wire, one piece straw, and two yards chiffon.

Four hours will be allowed for the work to be done.

---

*Practical work to be executed by candidate*

Make a copy of hat as sketch, and trim suitably with material supplied. (100 marks.)
EXAMINATIONS FOR EVENING SCHOOL
TEACHERS' CERTIFICATES IN
DOMESTIC ECONOMY
JULY, 1906

DRESSMAKING, NEEDLEWORK, AND
MILLINERY

METHODS OF TEACHING (WRITTEN EXAMINATION)
Friday, July 13th, 2 p.m.

INSTRUCTIONS

Candidates taking only one subject will be allowed two hours for this paper, and are to answer five questions, of which not more than three may be taken from any one of the two sections.

Candidates taking two subjects will be allowed three hours, and are to answer seven questions, of which not more than four may be taken from any one of the two sections.

Candidates in one subject only are required to answer their questions with reference to that subject.

Candidates in two subjects are to answer the questions with reference to both subjects.

SECTION I

1. In teaching any of the three subjects of this paper, indicate how far it is desirable to deal with the pupils as individuals rather than as a class. Let your answer include your views on the size of class suitable for the subject or subjects you are interested in.

2. What means would you adopt to overcome the difficulties involved in the great differences in age and station in life that are sometimes found among the pupils at classes in Dressmaking, Needlework, and Millinery?

3. Indicate the advantages and disadvantages of relying upon imitation, on the part of the pupils, as compared with giving specific directions to the pupils.
4. State precisely what you mean by Observation, and how you propose to cultivate it in your pupils.

5. Is talking among the pupils ever consistent with good class-discipline? Describe the kind of discipline you would regard as best for a class in one of the three subjects of this paper.

Section II

6. Given a class-room, 30 ft. by 24 ft., state the greatest number of pupils you could teach satisfactorily in it; describe the furniture you would require, and the way in which you would arrange that furniture. (Mention which of the three subjects you have specially in view.)

7. What are the advantages and disadvantages of a blackboard diagram, made in presence of the class, compared with a more or less elaborate diagram prepared beforehand?

8. Give a reasoned statement of your views on the advisability of making your pupils use a text-book in the subject you are teaching.

9. It is important that a teacher should keep a well-planned note-book containing steps or stages in teaching the various branches of the subjects in which she specializes. Give a brief summary of the notes which this book might be expected to contain with regard to—

   (a) "Boning a bodice" (Dressmaking).
   (b) "Darning a tear in a dress" (Needlework).
   (c) Wire shape making (Millinery).

10. In opening a course of lessons in Dressmaking, Needlework, or Millinery to students in poor circumstances, how would you propose to deal with the question of the provision of materials for practice and work?

11. How do you propose to teach backward pupils the spelling of the many technical words used in Dressmaking and Millinery, so as to prepare them for a written examination, and yet at the same time not to allow their deficient
education to affect their position among their class companions?

12. Give an outline of a first lesson in any of the three subjects of this paper calculated to arouse interest in the subject. What materials, apparatus, and appliances would be needed?