

A VERY PRETTY AND INEXPENSIVE QUILT.



quilt, by simply doubling the Andalusian and trebling the Shetland.

The effect of the variety of colours, worked in haphazard, is charming; and nothing could be better for the nursery or for the homes of the poor than these quilts, made of odd pieces of wool, which are at once bright, beautiful, and healthful.

An advantage is that they are made in small pieces and can be taken up at any moment without inconvenience. Should a quilt be wanted in a hurry, twenty people could work at it without any harm to the appearance of it when finished.

making of this affords an opportunity of using up odd lengths of wool of whatever kind or colour.

Berlin, Scotch finger, Andalusian, and even Shetland may be used in the same

It is extremely simple to make. First make a chain of six stitches and join it. Into this little ring work sixteen treble, and fasten off. This forms a little star, say of blue. Now, with pink, yellow, or indeed any colour, work two treble in between the second and third of the sixteen blue stitches. Miss two and work four. Miss two again and work in two treble, and so on till you get to the end of the blue circle. Fasten off.

You have in this outer line four corners of four stitches each, and one two on each side, so that the circle has become a square.

Now take another colour, red if you please, and work two treble between the four and the two and between the two and the four, and in the midst of the four at each corner work four treble, and so on until you get round, when the sides will contain two twos each independent of the four at each corner. Fasten off.

So far the worker can make use of any colour she pleases, but in the next row, which is the last, she must use black, and the stitches are in single crochet, not treble.

Work two stitches into every space with a chain of one between. Arriving at the corners, make one stitch of single crochet between the second and third of the four, then a chain of three and another stitch of single crochet into the same place, and so on till you have worked round, when you will have three twos on each side in addition to the corners.

Secure the wool, and your square is complete.

When two or more of these are made it would be well to join them.

Take one in your left hand, holding the right side of the work towards you; having a stitch on the hook, pass it through the right-hand corner loop and draw the wool through with a stitch of single crochet; then take a second square and put the wrong side of it face to face with the wrong side of the one in your hand, and secure the right-hand corners of each square firmly together. Continue to join by passing your hook first through the little chain of one square and then to the corresponding chain of the other till you arrive at the left-hand corners, which you will secure in the same manner as you did the right-hand corners—not both together, but first one and then the other. A great deal of the prettiness of the quilt depends upon the way you join these squares; if well done it makes a raised ridge between each side of every square.

It is possible to arrange the squares into patterns, but I think it is more effective if they are put together without regard to plan or colour.

When the quilt is large enough cut up your odd wool into certain lengths and fringe it. I put four lengths into each stitch.

It not only makes pretty quilts, but antimacassars, bassinette-covers, and covers for perambulators.



A PERPLEXED MOTHER.

I HAVE one daughter, for whom I am straining every nerve to procure the advantages of a good education. She has a pretty taste for music and singing, and I am also anxious that she should have the benefit of good masters for these accomplishments. But before going further I must state that I am obliged to live in a large house, and that my income and staff of servants are equally limited.

It is therefore essential that the domestic machinery should work with order and regularity, and not by fits and starts; but unfortunately the supply of oil for keeping the same machinery in good working order is sometimes difficult to purchase.

This of course makes it the more necessary that all the household affairs be well and quickly done, that no time be lost in looking for things that ought to be in their right places, and that no work be left for the morrow that can and ought to be done to-day.

Now my daughter Dorinda, aged eighteen, is an excellent girl in many respects; a girl who can be thoroughly trusted, and a general favourite; but she has one fault, which to an old-fashioned person like myself is a trial. She lacks the qualities of neatness and order, and this failing I attribute in a great measure to the present system of school education.

There appears to be no time in school-life for the practice of the virtues of tidiness and regularity; everything is at high pressure, and

it is therefore plain to all that the girls can have neither leisure nor inclination to attend properly to their wardrobes. Their clothing is not properly repaired, and their cupboards are in a state which I have heard described as "making hay," and when a collar or a ribbon, etc., is needed, it appears almost necessary to rake through the contents to find the missing articles. At the last the owner considers herself fortunate, if at the end of a wasted ten minutes she contrives to find what she needs. I will not say anything about the condition of the gloves, ribbons, etc. Many good clothes are thus rendered unsightly in appearance, and what is much worse, habits of untidiness are formed which in later years are not easily eradicated. And when a girl leaves her mother's home for one of her own, she finds it almost impossible to manage her household on the old lines of system and regularity.

I have questioned Dorinda closely, and she tells me that when at school it is (as I have suspected) a constant scramble to have all lessons ready in time for the various masters, that all other matters go "anyhow." When work is over, the girls are too tired to think or care for anything but their well-earned rest.

Euclid takes the place of stocking mending, and algebra entirely does away with the necessity of sewing on buttons. Most desirable as all these things are, surely they

should not supplant in a girl's education the learning how to use her needle, and how to keep her possessions (be they few or many) in such order that she can at any time find what she may require?

In these days but comparatively few mothers can afford to keep a maid for their daughters, so we may put them out of the question. The majority of girls have to wait upon themselves, and probably when they leave school have to keep the household linen and their brothers and sisters' clothing in order.

It would therefore be desirable if a little daily time were given through the years of education to such matters, which I cannot help thinking are not of minor importance. I believe that, by doing this, when a girl leaves school much friction of time and temper may be avoided, not to mention that important factor in our lives, the saving of money.

But Dorinda, dear girl, has just brought me some creditable "stitchery," and further promises that when she leaves school she will relieve me of much care in household matters, and also find ample time for reading, music, etc., varied by lawn-tennis and other pleasant amusements. I am looking forward to this epoch with feelings of great satisfaction, knowing well that when Dorinda acquires the virtues of neatness and order, she will remove a heavy burden from the shoulders of her perplexed mother.