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SOCIAL MOVEMENTS AND CHARITABLE DRESS:
AN EXAMINATION OF 19TH CENTURY ADORNMENT AT THE INDUSTRIAL
SCHOOL FOR GIRLS IN DORCHESTER, MASSACHUSETTS

A Thesis Presented
by
MADELAINE A. PENNEY

Submitted to the Office of Graduate Studies,
University of Massachusetts Boston,
in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

December 2019

Historical Archaeology Program

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ABSTRACT

SOCIAL MOVEMENTS AND CHARITABLE DRESS: AN EXAMINATION OF 19TH CENTURY ADORNMENT AT THE INDUSTRIAL SCHOOL FOR GIRLS IN DORCHESTER, MASSACHUSETTS

December 2019

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This thesis is an examination of the 19th century adornment assemblage recovered from the archaeological excavation of two features (1859-1884) at the Industrial School for Girls in Dorchester located at 232 Centre Street in Dorchester, Massachusetts. The school was administered by middle class Bostonian women that wished to train working class girls from broken, abusive, or unfit homes in professionalized domestic work. This thesis is a rare examination of a site that is single-gendered, and predominantly single-classed and aged with a large collection of documented activity. This investigation was conducted in order to question the values that the administration of the institution placed on dress and how the social movements of the time, such as domesticity, womanhood, gentility, and the Second Great Awakening, influenced those values. The school was to act as a home with the matron as the “mother” that would impart values and give a regimented schedule with an

environment filled with objects that were to exude purity and domesticity. An extensive investigation of the Secretary Records, Annual Reports, and Intake Records were consulted in conjunction with the adornment assemblage of 2,832 artifacts to answer this question. After this investigation it was found that the girls were dressed in similar styles to that of each other and domestic servants as a way to assert the girls' place in society, economic thrift, and morality. These ideas were directly related to the values the administration placed on adornment objects due to the influence of social movements at the time.

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CHAPTER 1

INTRODUCTION

Figure 1: Industrial School for Girls, Dorchester



Photograph taken in 1965 (Guerra 2015).

This thesis is an examination of the nineteenth century adornment assemblage recovered during an archaeological excavation of the Industrial School for Girls in Dorchester, Massachusetts by Joseph Bagley and the Boston City Archaeology Laboratory during the summer of 2015 and of contemporary administration records that were recovered from various libraries in the Boston area. The Industrial School for Girls in Dorchester was

established in 1853 in Winchester, Massachusetts before moving to Dorchester in 1859 (Figure 1). The school was administered by Christian, philanthropic, middle class Boston women who were influenced by the Cult of True Womanhood and Domestic Reform movements (DorchesterIndustrialSchoolforGirls.wordpress.com 2018). The Industrial School for Girls in Dorchester was formed to train girls from broken, abusive, or unfit working class homes in wholesome, feminine, and skilled domestic work. The school was highly regimented with a schedule of three hours of academic pursuits in reading, writing, and arithmetic, and most of the day devoted to domestic skills such as laundry, cooking, cleaning, mending, knitting, and sewing.

This thesis will examine the values that the administration of the institution placed on dress and how the social movements of the time influenced those values. To answer this question, I will use the Secretary Records and Annual Reports created by the school as well as the adornment assemblage of 767 buttons, 1,373 beads, 42 jewelry items, 130 combs, 15 headbands, 16 buckles, and 488 fasteners. The Secretary Records are a series of documentations that were collected monthly by the school administration's secretary during monthly board meetings. The Annual Reports are the published yearly record of the school by the administration that was circulated to donors of the school and the parents of the students. These historical records along with the adornment data will be able to provide insight into the values placed on clothing by the administration, and how the social movements of the time possibly shaped these values.

In order to look at the moral values that are placed on objects I will need to use practice theory. Practice theory is the study of people as the product of their behaviors and

practices (Bourdieu 1977: 1984). Practice theory offers the potential to see the interplay between personal economic practice and the external world of economic class history and social practice (Harker, Mahar, and Wilkes 1990: 3). Material culture is a tool in these behaviors and practices, and their choice and use grant them meaning. These objects are used to portray a set of appropriate social practices due to constant use, or doxa (Bourdieu 1984: 471). The objects are used as a constant tool to remind people of their place in society and the moral values they should adhere to (Bourdieu 1984: 471). Bourdieu saw symbolic systems such as dress codes as an attempt to legitimize the domination of higher powers by dictating “correct” and “legitimate” dress practices in the social world (Hakar et al 1990: 5). By acquiring certain material culture, one could achieve symbolic capital (“untouchable” but culturally significant attributes such as prestige, status, and power) as well as cultural capital (knowledge of culturally-valued taste and consumption patterns)(Hakar et al 1990: 13). This theory can be used in the study of material culture by looking at the ways that people policed themselves or others using objects to convey meanings of social status and power (Preucel and Mrozowski 2010: 132). In this way I will look at the ways in which the Industrial School for Girls in Dorchester represented moral values and ideas of status through adornment.

Chapter Two will outline the background history of the school, the city of Boston, social movements of the time, intuitions, and the archaeological investigation at the school. Next, Chapter Three will be a comprehensive outline of women and girls’ dress practices during the mid-to-late nineteenth century. Chapter Four will detail the methods that were used and data that was compiled and utilized during the investigation of the Industrial School

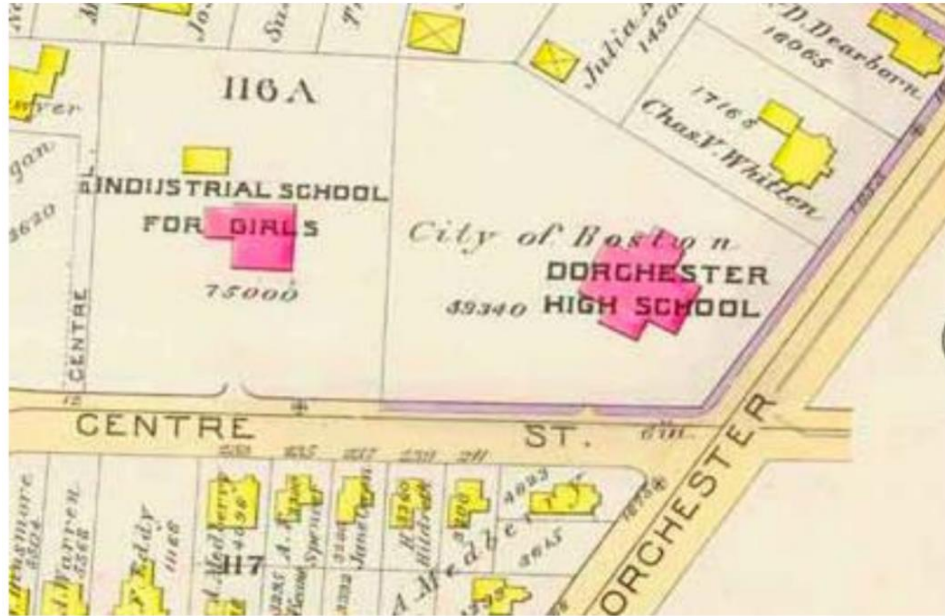
for Girls in Dorchester. Finally, Chapter Five will be an analysis and conclusion of the results of the research.

CHAPTER 2

HISTORY AND BACKGROUND

Industrial School for Girls, Dorchester History

Figure 2: Bromley Atlas (1889) Plate 22



An 1889 Atlas view of the Industrial School for Girls, Dorchester (Bromley Atlas 1889: Plate 22).

Industrial School for Girls in Dorchester operated from 1859 until 1941. The school was originally formed in Winchester, Massachusetts in 1853 by a group of local philanthropic, middle class, Christian, Bostonian women (Bagley et al 2018: 21). Due to the increasing number of girls that needed a place at the school, a new school building was built at 232 Centre Street in Dorchester, Massachusetts in 1858 (Figure 2) by architect George Snell. Snell was known for designing many buildings in Boston such as the Boston Music Hall and the studio building on Tremont Street in addition to many private mansions in Back Bay, mercantile buildings, and other public buildings (Soule 2016: 12). The Industrial School

for Girls in Dorchester is a three-story structure built in the Italianate Style (Soule 2016:12-13). The house was built to accommodate the staff of the house and thirty students. The Secretary Records and Annual Reports indicate that the first floor had a parlor, sewing room, dining room, kitchen, and laundry room, and the second floor had two dormitories, sixteen smaller rooms, a classroom, a cutting room, and bedrooms for the matron, teacher, and assistant matron.

The Industrial School for Girls in Dorchester was managed by a president and twelve board managers that were elected from among the donors of the school. The school originally took in girls ages 6 to 10 who were from broken households with one or more parents who were ill, poor, intemperate, abusive, absent, or dead (Industrial School for Girls, Dorchester 1860: 6). However, the age of the girls that were admitted fluctuated with demand. Boston girls were prioritized over other geographic areas, and the school housed both Caucasian and African American girls. The first African American girl to enter the school was Mary Ann Johnson in 1863, and she was listed as “Mulatto” in the Secretary and Admission Records. Johnson is the only African American girl that is identified in the Secretary Records, but the Admission Records provided information that she was not the last African American girl to be accepted into the school. The admittance of African American students is especially important because many institutions only admitted white students and deliberately excluded African American children, because of racist views among many administrators of institutions throughout the United States during the nineteenth century (Clement 1997: 190-191; Schneider 1992: 74). Many African American groups in Boston during the nineteenth century had to open their own industrial schools and institutions in order for disadvantaged

African American children to be admitted (O'Connor 1991: 124). Additionally, some of the girls that entered the school were first-or-second-generation immigrants from Ireland, England, Canada, Scotland, Germany, Hungary, Cuba, Nova Scotia, Bavaria, and Sweden. However, most of the girls entering the school were listed as Native Born in the Admission Records.

The Industrial School for Girls in Dorchester trained their students in academic and domestic skills, and the administration listed their purpose of the school was to fit their students for domestic service:

Fit [the children] for household service, in the various forms required by the community, as we believe that young girls who require watch and ward are best off under the family discipline of respectable household; the service is 'an honorable estate, and that the qualities and training which fit a girl to be a good servant, fit her, also for whatever vocation she may be called to afterwards (Industrial School for Girls, Dorchester 1860: 6).

All of the girls at the Industrial School for Girls in Dorchester were eventually placed out in homes to work in domestic service unless they were relinquished to relatives, ran away, were too sickly or mentally disabled for service, died, or were sent away for bad behavior to the Lancaster Industrial School for Girls in Lancaster, Massachusetts.

By 1883, the school felt so confident in their domestic teachings that they believed they could prepare a girl for service in as little as two years:

Take a girl at ten years of age, we can, in two years, unless there are special obstacles in the way, give her a good groundwork of habits of neatness and method, and enough training in all kinds of house-work to fit her to go into a country home and be of use. She would know how to make beds, sweep and dust, scrub and polish floors, wash dishes, tend on table, wash and iron plain clothes, do plain sewing and knitting, make bread and do a little plain cooking (Industrial School for Girls, Dorchester 1884: 6).

Various domestic tasks were conducted regularly at the Industrial School for Girls in Dorchester as a form of cooperative housekeeping. Cooperative housekeeping was common among women's charitable organizations as a way to train women and girls in moral domestic values (Spencer-Wood 2013: 196).

The Industrial School for Girls in Dorchester was a training school for working class girls to enter domestic service. Young girls who worked as domestic servants were often given free room and board in addition to their wages (Clement 1997: 144). However, they had to labor for long hours (Clement 1997: 144). They performed many tasks such as tending children, cooking, sewing, and washing (Clement 1997: 144). Additionally, they were not allowed to have visitors, so they would often not see their family for long periods of time (Clement 1997: 144). Furthermore, domestic servants were not treated as family members, so there was often the potential for sexual harassment and assault (Clement 1997: 144). There were a few cases of abuse among the families that the girls were placed into for service listed in the Secretary Records. However, when the administrators investigated these incidents, they were denied by the host family and the blame was placed on the girl who was sent to that home for service.

The Industrial School for Girls in Dorchester functioned like most industrial schools in America during the nineteenth century. Between 1850 and 1870, most child-saving institutions hired female teachers to educate children in on site classrooms (Clement 1997: 195). Later, when public schools became more common, institutions often sent their children to local public schools (Clement 1997: 195). When school was taught in-house, the hours of the schoolroom were from 9am to 12pm, and from 2pm to 5pm (Industrial School for Girls,

Dorchester 1868: 1). The morning sessions were devoting to sewing and knitting, and the later hours were devoted to academics such as reading, writing and arithmetic (Industrial School for Girls, Dorchester 1868: 1).

Additionally, beginning in March 1874, a certificate program was put in place at the school to incentivize the girls to excel in domestic skills. The work was divided into six departments: laundry, kitchen, housework, cutting and fitting, sewing, and schoolwork (Industrial School for Girls, Dorchester 1872-1880: March 5, 1874). There was a Commission on Certificates created from administration members to oversee the process. The Matron, at the time, Mrs. Burns, would mark the girls using five marks, 5 excellent, 4 very good, 3 good, 2 indifferent, 0 bad. The result would be recorded in the monthly meeting book called the Record of Work, and cards would be given each month to the girls who had excellent ratings. Academic work was excluded from the certificate program. In cases of grave misdemeanor, a girl marked 5 may have forfeited her right to a card, and her name crossed out of the Record of Work book with a redline (Industrial School for Girls, Dorchester 1872-1880: March 5, 1874). This incentivized system shows a more professionalized structure for evaluating the girls' domestic knowledge. However, it is unclear how long this process continued as the Record of Work book was not found.

After the girls began going to public school, the administration complained in the Secretary Records on March 2, 1882 that, "the small girls have little time for sewing or knitting, on account of going to school all day" (Industrial School for Girls, Dorchester June 1880-December 1888: March 2, 1882). The children all went to school at nine unless they had unfinished tasks. Additionally, the older girls had to leave school early to help with the

laundry on Mondays and Thursdays (Industrial School for Girls, Dorchester 1891: 6). After school ended at four o'clock, half of the girls went into the sewing room to learn sewing skills, while the other half ironed on Monday and Thursday or mended on other days (Industrial School for Girls, Dorchester 1891: 6). Each of the children trained in kitchen work, took care of the dining room, set the tables, tended the table of the matron and teacher, completed the washing and ironing, mended torn cloth items, took care of the halls, stairs, cellar, and yard, and assisted in heavier parts of the kitchen work with the women that worked in the kitchen (Industrial School for Girls, Dorchester 1873: 5).

Those who were most likely to make use of child-saving programs, such as the Industrial school for Girls in Dorchester, were impoverished women whom had been widowed, deserted, or were living with husbands who were unemployed or in ill health (Clement 1997: 203). This is because there were not many jobs available to women during the nineteenth century that paid enough to feed a family and allowed for childcare. One of the main job avenues, domestic service, required women to work 10 to 12 hours a day for at least six days a week, and many employers preferred their staff to live in the home (Clement 1997: 204). Women who worked in the domestic service industry had to rely on their relatives, friends, or pay a caretaker to take care of their children (Clement 1997: 204). Many women made small items in their homes to sell such as paper boxes, hoop skirts, shirts, collars, hats, artificial flowers, and ladies' cloaks, but with the invention of the sewing machine many of the rates for these items dropped so low that women had to work fifteen-to-eighteen-hour days to make up the difference in wage (Clement 1997: 204). Many parents were reluctant to give up their older children because they could work, run errands, conduct

domestic tasks, and take care of smaller children, but small children were little help in the home (Clement 1997: 204; Stansell 1982: 50-53). Parents relinquished their children to child-saving institutions in the hope of providing them with a structured environment where they would receive adequate food, clothing, and a useful education (Clement 1997: 206).

Child-saving institutions run by women often required verifiable character references and marriage certificates from applicants (Stansell 1982: 70). This practice often ruled out the majority of people in dire straits that needed this assistance such as immigrants who were often married outside of the United States and did not have access to their marriage certificate and unwed mothers (Stansell 1982: 70). This was likely a practice of the Industrial School for Girls in Dorchester, as the Admissions Records always recorded both the mother and father's name and place of birth which would have been listed on a marriage certificate. Furthermore, the probable necessity of marriage certificates in the application process is also supported by the fact that there is usually one parent listed in the Admission Records that was born in the United States which would mean that the couples were likely married in the United States and would have had access to their marriage certificate.

In order to gain entry into the Industrial School for Girls in Dorchester, the parents of the girls had to legally relinquish guardianship of their daughters to the school. Otherwise, the school would have to get permission to send the girls out to service, and the parents would be able to take their daughters out of the school whether or not they were fit. In general, child-saving institutions run by women were willing to return children to working class parents at their request (Clement 1997: 210). The Secretary Records indicate that in order for a child to be relinquished into the custody of a relative, a request by that person

would have to be submitted to the administration, and the administration would send a representative to check on the family home and meet with the relative to decide whether the child should be relinquished before meeting the request. Often, they allowed the girl to return to her family if there was no objection to the home's surroundings or evidence of parental drunkenness or brutality. Otherwise, children were not allowed to leave the school to visit their families and families were only allowed to visit the school one day a month on visiting days.

Despite the best efforts of the Administration and staff at the Industrial School for Girls in Dorchester, the school often did not have the positive effect on its students that it sought. A Secretary Record from August 1, 1861 stated that, "Mrs. May reported that the Matron went to Jamaica Plain to see Sarah Moore- who had been transferred to Mrs. Townsend. Sarah did not seem contented- Mrs. T thought the girl had read too many newspaper stories or novels- had her head filled with wrong ideas of life. She dislikes housework but is a good seamstress" (Industrial School for Girls, Dorchester 1861-1871: August 1, 1861). This notation from 1861 lends credence to the fact that women's literacy education at the time was not as favored by the administration as the girls' domestic work, and leisurely literary pursuits were not encouraged. The idea that domestic skills were praised over literary work continued to be written in the Secretary Records. In July of 1892 the Secretary Records discussed an incident of rebellion by the girls that were working in the laundry:

On the second Thursday of the month Mrs. Swan was sent for to use her authority with the girls in the laundry, Annie Coann, Rosa Walker, and Clara Howe. They were unwilling to work and did very badly the little which they accomplished. Mrs. Swan

found that they were angry at being kept from school. Annie Coann being the ring-leader and seemed to regard it as a special injustice from Mrs. Clark to secure their work; Mrs. Swan reassured with them and told them that if they showed such a spirit they would be allowed to go to school only the strictly legal term for each year (Industrial School for Girls, Dorchester Jan 1889-Jan 1894: July 7, 1892).

Additionally, it was not uncommon for girls at the Industrial School for Girls in Dorchester to run away from the school or the homes that the girls were placed into service. One statement of such an incident was recorded, “The Secretary reported that Virginia Barnes had left her place in Milton and sought a home with her father’s relatives in Beverly, where, after some difficulty she had been found by the Sec. her guardian. She was binding shoes and had a respectable home. She refused to return to Milton, or to be under guardianship any longer - her father having told her, that as he never signed any paper, she had a perfect right to run away” (Industrial School for Girls, Dorchester 1861-1871: January 7th, 1863). Additionally, sometimes when girls ran away from their positions they committed crimes as stated in the following quote, “A letter was read from Mr. Goodrich at Hopkinton, saying that May 28th Monica Butler had left his house, taking clothes belonging to his daughters, also that his horse and wagon disappeared at the same time, probably Monica’s father had taken it with him” (Industrial School for Girls, Dorchester 1861-1871: June 4, 1863). Clothing at the time was one of the most expensive commodities that a person owned, so it would not have been unusual for someone to steal clothing to pawn. If a girl was caught committing a crime while enrolled at the Industrial School for Girls in Dorchester she probably would have been sent to the Industrial School for Girls in Lancaster, because they were more equipped to taking care of delinquent girls. It was not uncommon for people in reform institutions to resist reform by escaping institutions, breaking the rules of the

institution, not using the tools taught at institutions, or using the resources and skills to their advantage without “reforming” (Schneider 1992: 86-89; Spencer-Wood 1994: 191-194; Spencer-Wood 2010: 128-129).

Boston in the Mid-to-Late Nineteenth Century

Mid-nineteenth century Boston had many new immigrants and poor families because of the changing labor structures related to industrialization. The influx of immigrants to the United States began in the 1830s, but the Irish potato famine of the 1840s and 1850s brought the largest influx of Irish immigrants to Boston (Boyer 1992: 67; Clement 1997: 2). Preceding the outbreak of the Civil War, Boston grew in population from 61,000 to 133,000 citizens, and in America as a whole the population was more than 11 million (Boyer 1992: 67; Clement 1997: 2). Additionally, after the American Civil War broke out in 1861 and the Reconstruction Era followed, there was an influx of African Americans from the south entering Boston. Furthermore, many Bostonians were drafted into the American Civil War, and several families lost their husbands, brothers, sons, and other family members, which left poor families destitute without the breadwinners to sustain them (Clement 1997: 186; Puleo 2010: 148).

By the mid-nineteenth century industrialization had saturated the economic market with machines and large factories, eliminating many of the skilled worker positions and forcing many to join the unskilled and impoverished labor class (Clement 1997: 1-2). Moreover, the great fire of 1872 and the economic depressions that Boston and the rest of the nation went through from 1857-59, 1873-79, and 1885-87 had stifled wages and economic growth, crippling many poor families (Clement 1997: 3, 186; Puleo 2010: 170-185). In

Massachusetts in 1885, the unemployment rate was 30-percent for three or four months at a time each year for wage workers (Clement 1997: 4). Additionally, in 1890, 20-percent of Massachusetts workers were unemployed for the entire year (Clement 1997: 4). By the end of the nineteenth century, the poor in the United States consisted of 82-percent of the population (Crane 2000: 5). Charitable organizations were necessary to support the growing population of poor in the country.

Boston charities often focused on the “impotent poor” such as infants, elderly, sick, and disabled people, but they increasingly became intolerant of those they referred to as the “able-poor” (O’Connor 1991: 94; Wall 1994: 7). The “able poor” were those that the charitable institutions’ administration deemed as the “able-bodied” and thus capable of doing manual labor, but who expected “free handouts” from charities (O’Connor 1991: 94; Wall 1994: 7). The Charity organization movement rested on three assumptions: “(1) the roots of urban poverty lay in the moral deficiencies and character flaws of the poor, (2) the eradication of the slum evil depended upon bringing the poor to recognize and correct these deficiencies, (3) the realization of this goal would require a greater degree of cooperation among the diverse, often overlapping charitable societies of the typical large city” (Boyer 1992: 144). However, what the charity organizers did not realize at the time was that the “deficiencies” of the poor were due to a systemic economic issue and not the fault of the poor. Over time, the charity organizers became disillusioned with the prospect of helping adult poor people who they felt were too damaged to reform, so they focused on their children instead (Bellingham 1986: S41; De Cunzo 2001: 20; Schneider 1992: 72). It was believed that children would be more pliable to reformers’ methods, and that if the child was

young enough when placed in an institution, they could be reformed into a pious working class individual. This is exactly what the Industrial School for Girls in Dorchester did. The Board of managers wrote in one of their Annual Reports that, “There are many institutions strongly armed and appointed for the punishment of evil-doers. The object of this School is to prevent evil. We desire to cut off some of the sources of supply to our jails and houses of correction; to apply prevention to evils of which the cure remains among problems still unsolved” (Industrial School for Girls, Dorchester 1875: 6). Children were believed to be the answer to solving the evils of the adult working class population.

In the middle of the nineteenth century, 52-percent of population of the United States was younger than 19 years of age, and 41-percent were under the age of 15 (Clement 1997: 1). By 1890, the population had not changed much, 46-percent of Americans were younger than 19 and 35-percent were younger than 15 (Clement 1997: 1). During the nineteenth century, working class children often had to work in order to supplement their parents’ income to help the family survive (Clement 1997: 57, 59). Middle class reformers often worked hard to keep children in school and out of industrialized work conditions until adulthood. Boston had many charitable programs and organizations that helped the poor. There was indoor relief in almshouses, foster care, specialized asylums and orphanages, and outdoor relief which consisted of money or donated goods to children’s homes (Clement 1997: 188). Over time, many child savers replaced outdoor relief programs with indoor relief programs, such as specialized asylums that directly placed the children in family homes (Clement 1997: 188). Child savers would attempt to reform children by separating immigrant and working class children from their parents and transporting them to a new stable

institutional environment in order to rear them in “good Christian values” (Bellingham 1986: S42; Brenzel 1975: 40; Broder 2002: 11; Schneider 1992: 72-73). Middle class administrators of institutions sought to teach poor children to value order and regularity by dressing them alike and regimenting their daily schedule (Clement 1997: 187). Most reformers expected the institution to replace the child’s family, and institutions often required parents to sign documents that released their children to the care of the institution and limited family contact with the children to one day a month (Clement 1997: 191, 193). The Matron of the Industrial School for Girls in Dorchester was assigned to be the “Mother” (Industrial School for Girls, Winchester 1853: 7) while the institution was to act as a “home” (Industrial School for Girls, Winchester 1856: 7). Child-saving institutions usually subsisted on small monetary contributions, donations of food, clothing, and household supplies, and sometimes payments of board from families of admitted children (Clement 1997: 190). By the time of the Civil War, Boston had a dozen child-saving societies and institutions including the Industrial School for Girls, Dorchester (Holloran 1994: 108).

Families could send their daughters to reform institutions for “immoral behavior,” or for simply changing their domestic service position too often (Spencer-Wood 2010: 115). Additionally, families took advantage of the system by voluntarily surrendering their children to reform schools for the purpose of obtaining shelter until a family crisis passed (Schneider 1992: 78). However, institutions often fostered a dependence on the structures of the system and created a lack of independent growth and the ability to cope with life outside of the institutional system (Schneider 1992: 86). Domestic Reform schools also created other

problems such as narrow vocational training and physical and sexual abuse in the homes the girls were placed in (Schneider 1992: 72, 82).

The Influence of Middle Class Domesticity on Reform Movements

The “Cult of True Womanhood” is important to understand because the Industrial School for Girls in Dorchester was administered by a group of middle class women who believed in the domestic ideals that were integral to “True Womanhood.” The “Cult of True Womanhood” was a movement that was started by the recently emerged middle class, that sprang out of non-manual labor jobs that were created by industrialization, and followed the assumption that women were the keepers of piety, purity, submissiveness, and domesticity (Boylan 1985: 153; Ginzberg 1990: 12; Holloran 1994: 107-108; Matthews 2012: 718; Schneider 1992: 72; Spencer-Wood 1999: 171-172; Spencer-Wood 2009: 40; Spencer-Wood 2013: 174; Stansell 1982: xi-xii; Young 2003: 39-40, 74). Additionally, women were supposed to be the transmitters of moral and cultural values, through domesticity, to men who were prone to lust and moral lapse due to their status in the workplace outside of the home (Finkelstein 1985: 132; Freedman 1979: 512, 515; Ginzberg 1990: 12; Holloran 1994: 107-108; Matthews 2012: 718; Schneider 1992: 72-73; Stansell 1982: xi-xii).

Moral values and domesticity were transmitted through the practice of middle class gentility which emerged from aristocratic forms of gentility in the 1830s (Young 2003: 5). Aristocratic gentility prized the leisurely lifestyles of both upper class men and women who lived off tithes from their tenants that lived on their land (Young 2003: 5). However, middle class gentility assigned a new moral value to men earning a living wage in non-manual labor while supporting their wives to lead leisurely lifestyles balanced with philanthropy and

maintenance of gentility standards within the home (Stansell 1982: xii-xiii; Wall 1994: 6; Wall 1999: 103; Young 2003: 5, 17-18, 73). One of the tenants of middle class genteel culture was self-control of the body: its desires, weaknesses, automatic responses, emotions, and environment (Young 2003: 16, 19-23). People in the middle class existed on a line that could thrust them back into poverty if the breadwinner was injured, sick, or dead, so the middle class worked hard to distance themselves from the working class using material goods and etiquette to police themselves (Stansell 1982: 48; Young 2003: 14-15, 39). During the nineteenth century there became a wider range in the availability of goods with various materials, color and quality which opened up the necessity for tasteful choice to emerge (Kruczek-Aaron 2015: 35; Young 2003: 19). Women became the managers of tasteful and pious goods within the home and were careful to select clothing and accessories that were affordable, fine, but not flashy (Kruczek-Aaron 2015: 35-36; Spencer-Wood 2013: 183; Young 2003: 72, 91). In this manner, an object's purchase should not be determined by costliness but by its standard of quality, value, beauty, and piety (Kruczek-Aaron 2015: 36).

The Second Great Awakening reform movement was an evangelical protestant movement that swept the United States during the nineteenth century. The movement promoted the duty of middle class people to reform the fallen in the working class and to maintain their own respectability through the maintenance of pious values in domestic reform through the objects and adornment of the home and its' residents (Kruczek-Aaron 2015: 1-2; Spencer-Wood 2013: 179-180; Smith 2001: 212; Stansell 1982: xii; Young 2003: 80-81). Churches that sprung out from the Second Great Awakening reform movement promoted women's spiritual equality and the importance in subverting sinfulness in the home (Spencer-

Wood 2013: 179-180; Stansell 1982: 68; Young 2003: 75, 80). This idea of spiritual equality elevated women within the home but continued to promote subordination of women to men by keeping them out of the public sphere (Kruczek-Aaron 2015: 31; Stansell 1982: xii; Spencer-Wood 2017: 938; Young 2003: 75). Women were to offer a home that acted as a respite for men that worked in the sinful public sphere of commerce (Kruczek-Aaron 2015: 38; Wall 2000: 111). Changing ideas about Christianity inspired purity of the spirit, mind, body, and home through moral materialism (Kruczek-Aaron 2015: 15, 31; Wall 2000: 111). It was believed that the right kinds of clothing, household decorations, and the design of the home could communicate lessons to all who entered the home, and as such their display of consumption would not be considered sinful (Kruczek-Aaron 2015: 34). Women were considered the main source of influence over their children's futures (Boylan 1985: 153-155; Clement 1997: 37-39; Finkelstein 1985: 132; Freedman 1979: 515; Schneider 1992: 72-73; Spencer-Wood 2013: 181-182, 2017: 938 Wall 2000: 111).

The Second Great Awakening promoted the idea that children would no longer be considered innately sinful by the church and were thus pliable in the home (Young 2003: 77; Spencer-Wood 2013: 182). Christian mothers were tasked with ensuring the spiritual health of their children who were to become the next generation of mothers, fathers, work force, political leaders, and voters (Kruczek-Aaron 2015: 38; Wall 1994: 6-7). Due to this new importance, women were offered new educational and vocational opportunities and a greater freedom to choose friendships and marriage partners (Boylan 1985: 166; Spencer-Wood 1996: 416; Spencer-Wood 2009: 40; Spencer-Wood 2013: 174). Women were empowered by these new opportunities to enter the public sphere. Many women opened institutions for

women and children and established public professions that were considered an extension of domestic skills such as teaching, nursing, and overseeing girls and women in charitable institutions and prisons, etc. (Scott 1994: 178-179; Spencer-Wood 2017: 970). Christian religion is occasionally mentioned in the Annual Reports as an influence over students within the Industrial School for Girls, Dorchester. For example, it is written in a passage that,

While we have our hinderances, we have much to receive as harvest, for which we may all be thankful, - sullen spirits softened, reckless ones controlled; diligence and obedience growing up, instead of a shallow levity; and a prospect before us, that, the lord aiding, these children will grow into honest and useful women” (Industrial school for Girls, Winchester 1857: 7).

This statement is a testament to the fact that the Board of Managers were Christian and held Christian values towards the school. The Annual Reports also often mentioned taking the girls to church on Sundays and to the Christmas service each year.

The “Cult of True Womanhood” bred many reform movements that were both moral and domestic. I will use the definition of domestic reform as supplied by Elizabeth M. Scott (1994) as, “a variety of activities by a large number of interrelated diverse nineteenth century social movements that share the goals of improving the status and conditions of women’s lives by expanding women’s roles, economic independence, and power in both the public and private spheres” (178). Domestic reformers sought to professionalize aspects of women’s work to elevate their status in both private and public spheres (De Cunzo 2001: 20; Rotman 2005: 3-5; Schneider 1992: 73; Scott 1994: 178; Spencer-Wood 1987: 7; Spencer-Wood 1994: 178-179; Spencer-Wood 1996: 414-415; Spencer-Wood 1999: 170; Spencer-Wood 2001: 107). Domestic Reformers argued that women’s domestic labor could become equal in status to men’s professions by making the profession public and applying scientific methods

and technology to housework (Scott 1994: 178; Spencer-Wood 1994: 178-179; Spencer-Wood 2013: 182). One way that Domestic Reformers accomplished this task was the creation of industrial programs with specialized tools, methods, and training (Scott 1994: 179; Spencer-Wood 1987: 8; Spencer-Wood 1994: 179; Spencer-Wood 1999: 170-171; Spencer-Wood 2013: 182).

Additionally, Domestic Reformers extended their ideas into institutionalized settings where they sought to make working class women more pious through purifying environments, limiting and reorganizing their associations, and creating guidelines in order to fix the moral chaos reformers believed existed within the working class (Finkelstein 1985: 117-132; Schneider 1992: 72, 78; Spencer-Wood 1996: 410). In one Annual Report from the Industrial School for Girls in Dorchester the girls were described, after being at the school for six months, as changing from,

shy, defiant, or sulky look[ing], the unhealthy aspect, the indescribable *savage* expression...[to] the natural, childish expression of health and hope and confidence greets you from faces which one would have classed as *hopeless*...Many of them must be first trained to decency, and broken of injurious and disgusting habits, and afterwards taught the simplest of lessons of obedience and forbearance (Industrial School for Girls, Winchester 1856: 6-7).

This statement clearly shows how the managers viewed the children as “savage” and “hopeless” before they came to the school and were taught moral values. There is one statement in the first Rules and Regulations handbook from the Industrial School for Girls in Dorchester that mentioned the matron’s responsibilities in reforming their charges,

She shall have the general charge and superintendence of the girls belonging to the establishment, and shall be responsible for their conduct, habits, and appearance; it being understood, that everything relating to their education, morals, manners, cleanliness, health, clothing, washing, mending, diet, hours of rising and going to bed,

hours of study and recreation, & c., is to be done under her general direction, subject to the approval of the Board of Managers (Industrial School for Girls, Winchester 1853:7).

The matron was to be the example of good morals and work ethic to the students and was responsible for their behavior and growth. Domestic Reformers believed that gendered work as a repetitive ritual would both maintain and support the transformation of women into workers in compliance with the “Cult of True Womanhood” (Spencer-Wood 2010: 111).

Domestic Reformers believed that in order for a working class family to be deemed respectable, the wife had to reside within the home and the family could not subsist off of charity (Young 2003: 60). Young unmarried women could be domestic workers that sent home wages to their families, but married women had to be in the home. In order to maintain this respectability working class women often tried to employ themselves in trades that were extensions of housework such as providing lodgings, laundry, canning food, sewing, street peddling, or selling food and drinks from a stand or in their homes (Stansell 1982: 13-15). Additionally, working class women had trouble conforming to domestic standards because they were not able to separate the public and private spheres or to keep the same cleanliness standards, because their domestic lives spread out to the hallways of their tenements, adjoining apartments and the streets (Stansell 1982: 41, 49). Furthermore, working women’s domestic chores constantly required scraping, scrimping, borrowing, and scavenging to stay afloat (Stansell 1982: 46). This form of working class respectability functioned as a mechanism for class control to keep the working class subservient to the middle class because the working class could never live up to the standards of middle class respectability (Young 2003: 60).

Training working class women in domestic skills was also meant to fill the vacuum in domestic service that had been vacated by many women for more desirable jobs in factories, and to keep working class people in a state of servitude to the middle and upper classes (Schneider 1992: 82-83; Spencer-Wood 1994: 187; Spencer-Wood 1996: 410). The women who ran the Board of Managers at the Industrial School for Girls in Dorchester did not hold back their disdain for the working class women that snubbed domestic service for factory jobs. In one Annual Report it was stated, “The girls who refuse service and insist upon a trade, or work in a factory, are those who detest the subordination and oversight of a household and are most exposed to the worst evils that befall women” (Industrial School for Girls, Dorchester 1860: 7). The middle class relied on the help of domestic servants, because one of the qualifications for middle class status was the employment of at least one domestic servant in the home (Stansell 1982: xi-xii; Young 2003: 54). At the most basic level, a middle class family would have occasional or daily help, such as a laundress for the biggest and heaviest tasks of household management (Young 2003: 55). However, most middle class families wanted at least a female “general” servant that would live in the home and help the mistress with all daily tasks (Stansell 1982: 158; Young 2003: 55). The priority of servants for a middle class household was first, a general, then a housemaid or nursery maid, and thirdly a cook (Young 2003: 55). The Industrial School for Girls in Dorchester was training working class girls in domestic tasks to make them available for these domestic service positions. It was stated in an Annual Report that, “Our purpose is to fit them for household service...as we believe that young girls who require watch and ward are best off under the family discipline of respectable households...Domestic service has existed from the

beginning, and will exist as long as civilized society lasts” (Industrial School for Girls, Dorchester 1860: 7). The school functions as a vehicle for the integration of the girls into domestic service.

Even servants’ social lives, personal affairs, dress, and appearance came under examination by mistresses (Stansell 1982: 163). Servants that spent their wages on fashionable dress were considered to be rejecting their feminine behavior and familial duties (Stansell 1982: 187). A virtuous girl or woman was supposed to send their wages to their families for necessities, so they would have no money for luxuries such as fashion or entertainment (Stansell 1982: 187; Smith 2002: 63). The upper and middle classes indulged in luxuries, but they were limited to “taste” as it was seen as appropriate for their station in society due to the rules of gentility (Smith 2002: 81). The rules of taste set limits on exuberance and sensuality (Smith 2002: 81). There was an aesthetic balance tied to the notion of moral limit and a standard of public acceptance (Smith 2002: 81). The items must convey status such as quality of goods without falling into a category of excess (Smith 2002: 81).

In previous research, investigations have been conducted into the ways in which the “Cult of True Womanhood” influenced child-saving institutions (Feister 1991: 31; Holloran 1994: 107-108; Spencer-Wood 2001: 106-107). Barbara Brenzel (1975) and Eric C. Schneider (1992) were both historical investigations that focused on the Lancaster Industrial School for Girls in Massachusetts. At the Lancaster Industrial School for Girls, the girls were housed in cottages that resembled family homes and were ruled by a matron who was to act as a surrogate mother and teach the girls domestic skills to train for domestic service and

rehabilitate their “deviant” behavior (Brenzel 1975: 41; Schneider 1992: 78). The Industrial School for Girls in Dorchester was similarly run for the purpose of teaching its students domestic skills and housing the girls in a staged family home with a matron to act as a surrogate mother. These institutions taught domestic skills to complete two goals: (1) creating economically dependent women in respectable occupations, and (2) the restoration of women to appropriately moral and domestic roles (Spencer-Wood 2001: 107). Much of the previous archaeological research has been confined to institutions that were for delinquent children, like the Lancaster Industrial School for Girls, however, the Industrial School for Girls, Dorchester was designed to house children that were not delinquent, but instead could not be cared for by their parents.

Brenzel (1975: 42) sought to study the girls at Lancaster Industrial School for Girls and examine their lives before, during, and after their time at the school to try and determine what functions the school served and what influences the domestic plan for the school had on the inmates. Brenzel (1975: 51) found that the Lancaster Industrial School for Girls acted as a way-station and domestic servant employment agency for adolescent working class daughters. The Lancaster Industrial School for Girls used domestic influence to give adequate shelter and supervision in a home-like setting where their families and society could be assured that they were not exposed to vice or corruption but remained respectably poor in the working class (Brenzel 1975: 51). Not many inmates at the Lancaster Industrial School for Girls rose above their previous situation or fell into disrepute, so in that case I suppose the school achieved what it set out to (Brenzel 1975:51).

Schneider (1992: 2) sought to examine the relationship between juvenile delinquency prevention and social welfare, the ways in which early programs helped create the current system in place, and how the delinquents themselves impacted the function of the institutions. Schneider (1992: 68) looked at the way that domestic reform influenced members of the social welfare community in the 1880s and 1890s. Domestic reformers maintained that institutions needed to place out children into families so that children could have a domestic influence that would foster independence and moral respectability (Schneider 1992: 69). Before children could be placed out, domestic reformers wanted children to be housed and guided in family-style institutions where they were taught domestic skills in order to prevent moral contagion (Schneider 1992: 71-72). Schneider (1992: 189-190) stated two possible reasons for the failure of reform at juvenile institutions: (1) reformers underestimated the impact of inmates on their reform programs and (2) reformers did not take into consideration the structure of economic inequality and instability that forced working class families to rely on charity and child labor.

There are two different schools of thought when it comes to studying child saving institutions. Humanitarians believe that child saving institutions were created to control and rehabilitate the children's behavior and protect them from malicious circumstances (Bellingham 1986: S34). Revisionists reject this interpretation and believe that the goals of child saving institutions were for the dominant group to maintain control over the submissive party by teaching poor children their submissive role in society (Bellingham 1986: S34). Even though both theorists have different motivations associated with child savings institutions, both support the idea that control is a factor used to produce an outcome that the

dominant views as benefitting either to the submissive, or society as a whole (Bellingham 1986: S34). Furthermore, I allege that the administrators at the Industrial School for Girls in Dorchester believed they were truly helping the students they brought in by teaching them domestic skills and unburdening their impoverished families, but that they also had the ulterior motive of training the working class girls in Christian moral values and domestic service skills in order to fill the vacant positions in middle and upper class homes. This is supported by the fact that the school sent all of the girls, as long as they were able, to homes to work as domestic servants. Additionally, I believe that the parents of the girls used the Industrial School for Girls in Dorchester to keep their children in school and to have them retain working skills, because they could not afford to keep them and did not want to have their children begin factory work or give them up for adoption.

Previous Archaeological Work

Previous archaeological work connecting the Second Great Awakening's influence on the Domestic Reform movement and the importance placed on material culture in the home has been conducted by Hadley Kruczek-Aaron (2015) and Diana deZegera Wall (1991; 1994; 1999; 2000). Kruczek-Aaron (2015: 2) uses the concept of lived religion by David D. Hall (1997) which focuses on religious beliefs in lived environments. Kruczek-Aaron (2015: 55) examined the material dimensions of lived religion at the Smith estate by considering the meaning of objects and spaces to their owners and those who worked and visited there. Kruczek-Aaron looks at four different sites that were owned by the Smith family in this examination. The first site is the Smith mansion that is owned by Gerrit Smith, an activist for temperance and a philanthropist (Kruczek-Aaron 2015: 1, 98). The second site is known as

the Brown-Buck site which was a small domestic structure north of Gerrit's temperance hotel and was rented by the Brown family and a female boarder. The third site is the Williams Strafford site which was rented by Harvey Williams and occasionally boarded by laborers hired by the Smith family (Kruczek-Aaron 2015: 98). The last site is the Eastman site which was rented by the Eastman family as a store and living space (Kruczek-Aaron 2015: 99). Tablewares and teaware were analyzed in each dwelling to determine if there was a difference in the wares based on the different economic statuses of the four sites. When studying the teawares it was found that while the Smith mansion contained the most porcelain vessels, all four sites contained porcelain vessels (Kruczek-Aaron 100). The thing that set the Smith's teaware apart from the others is that their teaware had handles, which made the teacups more expensive than the other site's porcelain (Kruczek-Aaron 102). Additionally, all four sites had decorated tablewares, but only the Smith mansion focused on matching tableware sets (Kruczek-Aaron 2015: 103). Alcohol and tobacco materials were also investigated at all four sites to determine if Smith's preached temperance values were being lived at the sites. The data suggested that the inhabitants of the sites that bordered the Smith Mansion were not opposed to drinking alcohol in moderation or were selective about the alcohol they consumed and they all also participated in the use of tobacco products (Kruczek-Aaron 2015: 129, 132). Documented sources of the Smith household also suggest that the women of the household struggled to find a balance between desires to live a Christian lifestyle while also presenting themselves as elite in society (Kruczek-Aaron 2015: 169).

Diana deZerega Wall (1991; 1994; 1999; 2000) studied middle class homes in New York at different income levels to determine if their ceramic assemblages would reflect this difference. Wall (1991: 75-76) found that approximately half of both assemblages' tableware consisted of similar white granite that featured "gothic" patterns. Wall (1991: 78-79) suggests that the use of tableware in the family meal could have been used to enhance the sacred aspect of women's domestic role through ritualized family meals. However, the teaware show a greater diversity, the richer household had a larger quantity of porcelain teawares and the poorer household had mostly white granite teawares (Wall 1991: 76). Wall (1991: 79) suggests that the reason the richer household had porcelain wares was to maintain their status as upper middle class and to compete with their peers during afternoon tea. In contrast, the prevalence of white granite teaware in the poorer household is interpreted by Wall (1991: 79) to be because the poorer household relied on their friendships in order to maintain their status within the middle class and wanted to promote an atmosphere of familiarity and sacred value at tea times instead of competition and status. Wall (1994; 1999; 2000) continued to examine ceramic assemblages at different sites to determine if there was a difference in the ceramics based on difference income levels and found similar results. Even in the working class tenement house that was studied white granite "gothic" pattern vessels were found (Wall 1999: 113). This evidence shows that perhaps working class women also participated in the used of "sacred" objects to elicit ties of morality and community (Wall 1999: 113). One of Wall's (2000 132-133) studies also examined the glass ware of the different sites and found that the vessels were decorated with panels that would complement the white granite "gothic" pattern wares.

I will be using the methods employed by Lu Ann De Cunzo (1995: 87) in her article series “Reform, Respite, Ritual: An Archaeology of Institutions: The Magdalen Society of Philadelphia, 1800-1850” to help me to look at the ways in which clothing can communicate self-image, social identity, and relationships. Clothing can communicate many things such as status, age, gender, class, occupation, marital status, religion, and politics (De Cunzo 1995: 87). In De Cunzo’s study of the Magdalen Asylum in Philadelphia she discusses how replacing the inmate’s clothing which expressed their associations of self-identity and self-image with a uniform, would take away the inmate’s individuality and express an image that the institution’s administration wanted to instill in the inmates (1995: 88). The Magdalen Hospital chose a uniform, like other eighteenth and nineteenth century American charitable institutions, for its economy, durability, and uniformity as well as for its plainness, and conservatism (1995: 89). Their uniform was a symbol of humility, modesty, respectability, and chastity (1995:89). I will also examine the way that the Industrial School for Girls in Dorchester used clothing to instill moral and cultural values onto the students. Additionally, the Magdalen Society, like the Industrial School for Girls in Dorchester, also had annual meeting logs that De Cunzo used to gain insight into the minds of the administrators (1995:94). De Cunzo also saw that, although the Magdalens were considered a monolithic group, there were many different individual beliefs within the group that constituted different economics, social identity, political views, religious beliefs, and other cultural values (1995: 101). The Industrial School for Girls in Dorchester is similarly constructed with administrators of different individual beliefs that can be seen better in the Secretary Records when they split off into committees. For example, over time and as different individuals are a

part of the Clothing Committee the regulation of the girls' clothing is more relaxed or disciplined depending on the individual's ideas of appropriate clothing and economic circumstances of the school at the time. The Magdalen Society purchased goods that reflected the moral views they wished to instill on the environment, and these ideas came from various social movements of the time (1995:107). I will use this same framework while looking at the archaeological assemblage and written documents created by the administrators of the school to answer my question.

Archaeological Excavation

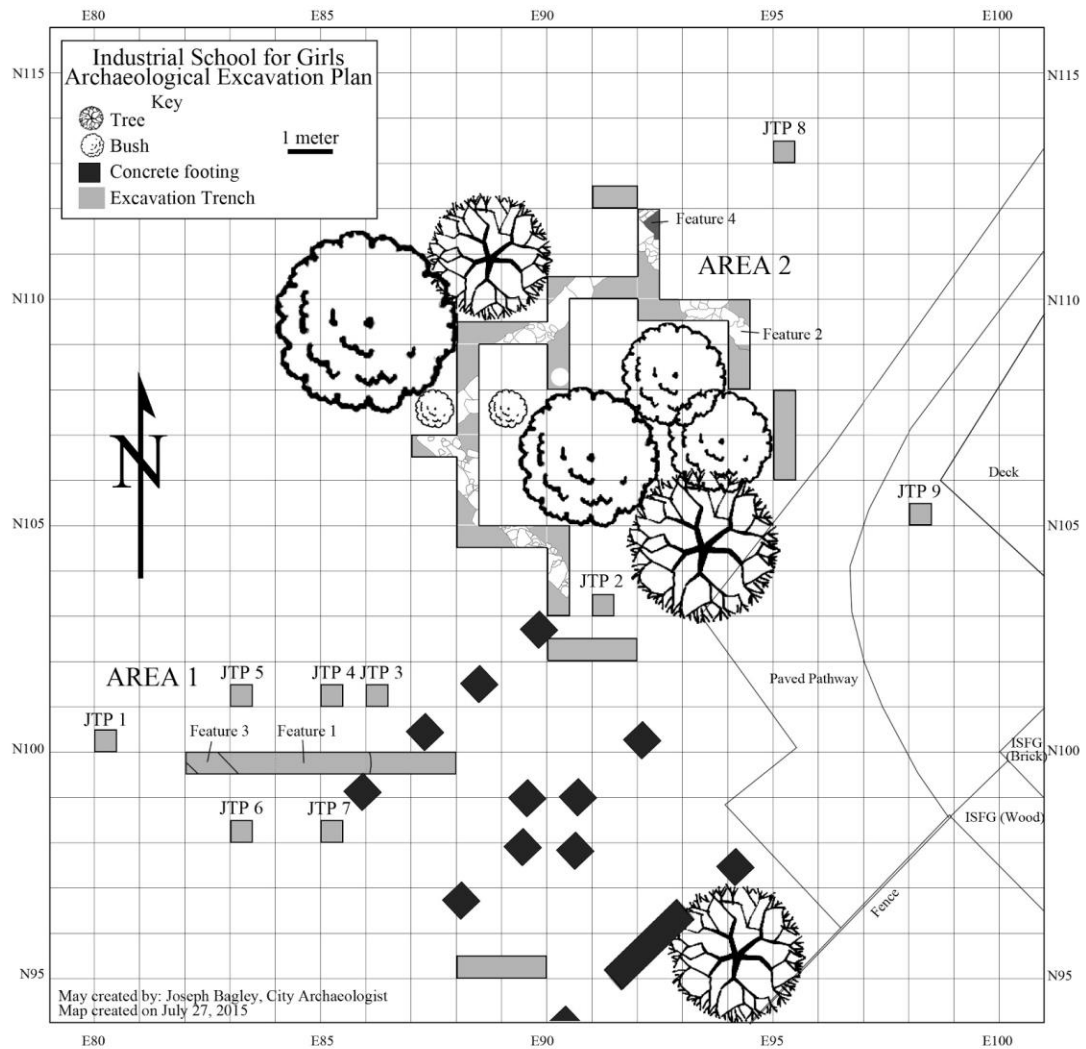
Figure 3: The backyard of the school during excavation in 2015



Photograph courtesy of Joseph Bagley.

The Industrial School for Girls in Dorchester was built in 1858 on a parcel of land at 232 Centre Street Dorchester, Massachusetts (Bagley 2015: 7). Prior to the school purchasing the land, it was owned by James Hildreth in the 1840s (Bagley 2015: 9). The land changed hands many times before ending up in the hands of Rufus Kelton who parceled the land into six pieces to divide among his children (Bagley 2015: 9). The school was built upon agricultural land, and there was no evidence found for Native American occupation (Bagley 2015: 9). The excavated property remained known as the Industrial School for Girls in Dorchester until 1941. After 1941, the school merged with the New England Home for Little Wanderers and became an orphanage known as the “Everett house” (Bagley 2015:7). In 2011 the property was purchased by the Epiphany School, a local independent school for children who come from economically-disadvantaged families (Bagley 2015: 7; Epiphany 2017). The Epiphany School had planned to demolish the school building and build a new building in its place; however, the mitigation efforts by the local historical society, the Boston Landmarks Commission, and Bagley’s City Archaeology Lab convinced the head of the Epiphany School to preserve the building (Bagley 2015: 7). Nevertheless, the school planned to build around the school building, and they allowed for the City Archaeology Lab to conduct an archaeological survey and excavation to save the cultural material.

Figure 4: Map of Phase I Intensive Survey Excavations



This map of phase I testing was taken from the final report for the project (Bagley et al 2018: 97)

The archaeology for the Industrial School for Girls in Dorchester was conducted in the backyard and side yard of the schoolhouse (Figure 3). Phase I of the archaeological survey was conducted in July 2015 and consisted of a series of 2-meter by .5-meter test trenches across the project area (Bagley et al 2018: 96, 117). A map of the trenches that were made can be seen in Figure 4. Phase I yielded evidence of the location of the carriage house,

a man-made terrace, ash pit (Feature 1), a cultural deposit that bisected the ashpit (Feature 3), a privy (Feature 4 and 5), and a shed (Feature 2)(Bagley et al 2018: 97-98). The Phase II was conducted between August 4th and September 15, 2015 and focused on Features 1 and 4 and 5 (Bagley et al 2018: 117). All of the features were fully excavated.

Figure 5: Plan of Phase I-II Excavation of Feature 4 and 5

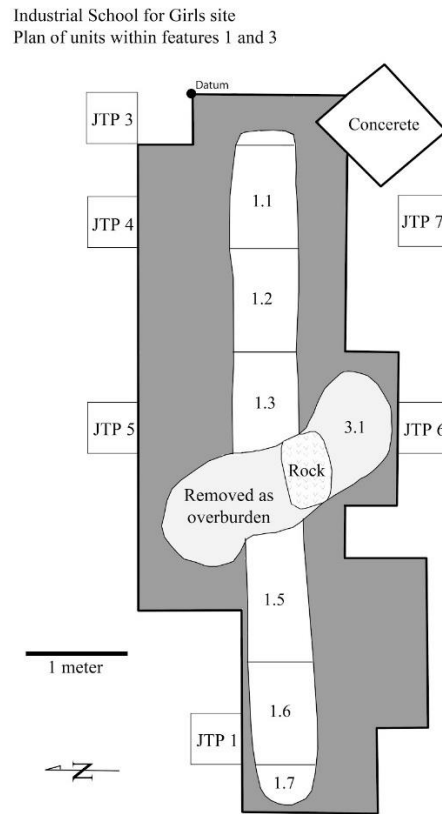


Phase I-II excavation plan showing Features 4 and 5 (Bagley et al 2018: 122).

I will focus on Features 1 and 4 and 5 because they were the deposits that yielded adornment artifacts. Feature 4 and 5 was completed first. Feature 5 is an outline of bricks that extended to the south of Feature 4's brick outline (Bagley et al 2018: 118). This extension of Feature 5 from Feature 4 can be seen in Figure 5. It was determined in the field that Features

4 and 5 should be designated as one feature and would both be interpreted together (Bagley et al 2018: 120). Feature 4 and 5 measures to 5 x 1.1 meters and was divided into 1 x 1 meter units during excavation (Bagley, Johnson, and Penney 2018). Feature 4 and 5 contained nearly 1.5 meters of sandy fill with concentrations of plaster, which were likely the collapsed interior walls of the privy (Bagley, Johnson, and Penney 2018). In Feature 4 and 5, between 150 and 160 centimeters below surface (cmbs), the soil became dark and silty and artifacts were visible in large quantities until the mortared base of the privy was reached at 180cmbs (Bagley, Johnson, and Penney 2018). This indicates that Feature 4 and 5 would have met the legal depth requirement for privies in Boston during the nineteenth century, at 6 feet deep (Bagley, Johnson, Penney 2018). Feature 4 and 5 was excavated using wet screens of 1/8" mesh and a hose. There were 10,080 artifacts recovered from Feature 4 and 5, and the artifacts consisted mainly of animal bones from the kitchen and personal goods (Bagley, Johnson, Penney 2018).

Figure 6: Plan of Features 1 and 3



This plan map of Features 1 and 3 show the individual units with Feature 1 and the bisection of Feature 3 into Feature 1 (Bagley et al 2018: 124).

Feature 1 was a linear ash pit deposit that was 60cm wide, 60cm deep, and 7m long as can be seen in Figure 6 (Bagley, Johnson, Penney 2018). The feature yielded many deposits of coal ash, cinder, and coal slag which made 1/8" screening difficult (Bagley, Johnson, and Penney 2018). Feature 1 had an artifact deposit of 2.5 cubic meters in volume and indicated a single depositional episode because all of the items inside of it were burned with coal ash deposits and there was no stratigraphy within the hole (Bagley, Johnson, Penney 2018). The Secretary Records would also suggest a single deposit event. Feature 1 yielded 156 artifacts,

and these consisted of mainly ceramics, glass, and furnace waste (Bagley, Johnson, Penney 2018).

I have decided to look at the features together instead of separately because the adornment artifacts do not show a major difference in typology or date of manufacture. The only difference is that the artifacts from Feature 1 are melted and due to a single depositional episode where Feature 4 and 5 was deposited over time. I believe that most of the adornment artifacts were confined to Feature 4 and 5 because personal items could often be lost when conducting business in a privy setting more readily than when throwing out the kitchen trash in the furnace in the basement. There were not many adornment items found in the furnace because they were most likely burned before they entered the ash pit. Only some melted buttons and beads remain. Additionally, the personal items could have been sifted for in the trash before it entered the furnace so that the adornment items would likely be readily used again. Furthermore, I decided to confine my study of adornment to these features because I could date both of them to the time frame when the Industrial School for Girls in Dorchester was in service which I could not do with the individual units, and the features tended to be undisturbed where the units were not.

I determined that the artifacts from Features 1, 4 and 5 were deposited between 1859 and 1884. Sarah Johnson, another masters student studying historical archaeology at the University of Massachusetts Boston, calculated the Terminus Post Quem (TPQ) analysis for Feature 1, 4 and 5 using ceramics (Johnson 2018). Feature 1 yielded the TPQ 1856 (Johnson 2018) which would indicate that many of these artifacts possibly came from the first school location in Winchester, Massachusetts that opened in 1853, or the datable artifacts were

donated. The Secretary Records suggest that the ashes were deposited in Feature 1 in 1865 after they became a nuisance in the school cellar as described in the passage from the Secretary Records in January, “As to the ash pit Mrs. Reed suggested that the children could sift the cinders, & the ashes could afterwards be thrown into the pit by a chore man (Industrial School for Girls, Dorchester 1861-1871: January 5, 1865). However, the ashes could have been abandoned in a vault in the house as early as 1860 and redeposited in the back yard in 1884 as described in this Annual Report, “...the removal of the floor discovered a cemented brick vault filled with coal-ashes...the ashes were dug out, the vaults broken up at bottom and the whole filled in with fresh dry earth. Upon an examination of the records, it was found that the use of these vaults had been abandoned in 1860...” (Industrial School for Girls, Dorchester 1885: 11-112).

The TPQ for Feature 4 and 5 was 1880 (Johnson 2018). Due to the possibilities of donated datable artifacts, I determined that the Secretary Records would also need to be consulted to result in an accurate closing date. The Secretary Records were consulted to understand the progression of plumbing at the school. First, water closets were installed at the school in October 1874:

Miss Slies Manager of the month reported for the com. On drainage that they had a consultation with Mrs. Eller and Draper. Mr. Dodge (mason) and Mr. Dux a neighbor on the grounds- and had decided to purchase water closets as the old privies were too near the house- and to make a new cesspool. The place chosen for the closets is the end of the cloak room. - Also, the selectman had spoken of the rear of the wash room. This arrangement provides all possibility of freeing other will cost \$100.00 less in plumbing. (Industrial School for Girls, Dorchester 1872-1880: November 5, 1874).

Although, water closets were purchased in 1874, the water closets must have been connected to the privy, because there was no sewer connection until the end of 1877 where it was

mentioned in the Secretary Records, “the connection with the main sewer has been successfully made and it is supported that nothing further will be needed in this direction” (Industrial School for Girls, Dorchester 1872-1880: January 8, 1878). Nevertheless, there is no mention of the privies being closed until November of 1884 when the administration determined that the privies would have to be closed, because they believed that they might be the cause of diphtheria that had been plaguing the school in recent years (Industrial School for Girls, Dorchester June 1880-December 1888: November 6, 1884). This is the last mention of the privies at the school, and thus the last possible date of the privy closure is 1884.

Table 1: Artifact Totals by Feature

Object	Feature 1	Feature 4 & 5	Total
Buttons	129	638	767
Beads	4	1,369	1,373
Combs	14	116	130
Headbands	0	15	15
Buckles	2	14	16
Jewelry	0	42	42
Other fasteners	7	482	489
Total	156	2,676	2,832

I created the table (Table 1) to determine the artifact distribution by feature. The total number of artifacts found was 2,832. Feature 1 yielded a lot fewer artifacts than Feature 4 and 5. This is possibly due to the feature not being a common trash deposit area, and the fact that most of the artifacts were burned in a furnace beforehand so many artifacts probably did not survive. Feature 1 yielded mostly buttons (129) with small numbers of beads (4), combs (14), buckles (2), and other fasteners (7). There were no headbands or jewelry items found. Possibly there were not a lot of jewelry items found because the jewelry items were not intentionally burned and thrown away. Jewelry items could be passed down from generation

to generation or pawned in time of economic hardship, so those items would not have been purposely destroyed. There were not many headbands found at the site (15) and all of them were found in Feature 4 and 5. This could possibly due to the fact that there were made out of vulcanite which would have been burned in the furnace. The total number of personal adornment artifacts found in Feature 1 was 156.

Feature 4 and 5 yielded the most personal adornment artifacts (2,676). There were 638 buttons, 1,369 beads, 116 combs, 15 headbands, 14 buckles, 42 pieces of jewelry, and 482 other fasteners. Feature 4 and 5 yielded the most artifacts from the assemblage due to its use as a privy. The privy likely collected many items from accidental drops and intentional trash deposits. The artifacts would have preserved better in the ground then being burned in the furnace.

CHAPTER 3

DRESS

Dress is one of the most visible forms of consumption and performs a major role in the construction of identity (Crane 2000: 1). Additionally, dress serves many different functions. Dress serves a technical, aesthetic, moral, and ritualistic function (Lynn 2010: 9; Roach 1965: 12-15; Thieme 1988: 15). Additionally, during the nineteenth century, clothing was based on age, sex, gender, religion, group affiliation, regional identity, occupation, and social status (Crane 2000: 3; De Cunzo 1995: 87; Roach 1965: 1-77; Roberts 1977: 554-555; White 2008: 18). Therefore, clothing can be an indication of how people perceive their position in social structures and how they negotiate their status and boundaries by maintaining or subverting symbolic boundaries using clothing (Crane 2000: 1).

Also, prior to the Industrial Revolution that brought about industrially produced cloth, textiles were very expensive (Crane 2000: 3). Clothing was so expensive that often in poor households clothing would be handed down through many generations of the same family and be restyled to fit the latest fashions (Crane 2000: 3). However, it was clear from contemporary literature, that beginning in the mid-nineteenth century there was distress among the upper classes because it became harder to distinguish classes of women by their clothing, as clothing became more affordable (Ashelford 1996: 214; Breen 1993: 255; Crane 2000: 3-5, 29-60; Laver 1969: 177; Lindbergh 1999: 50; Stamper and Condra 2011: 81-82; Steele 1985: 71). There were many critics who complained that the lower classes were

wearing clothing of their “betters”, and they declared it an immoral act that would lead to dangerous consequences for the individual, economy, and society as a whole (Crane 2000: 3-5, 29-60; Rubinstein 1995: 16). Due to their high visibility, clothes presented a challenge to the social hierarchy (Breen 1993: 255). Women of the lower classes often emulated the upper classes in their style, however, they made their own clothes and wore cheaper fabric such as calico to be more economical (Breen 1993: 255; Crane 2000: 3-5, 29-60; Lindbergh 1999: 50; Stamper and Condra 2011: 82; Steele 1985: 71). During the eighteenth century, wearing the calico pattern on dress was seen as participation in gentility and the expression of high status because of the high cost of calico silks (Smith 2002: 57). However, as the calico pattern became available on cheaper fabrics such as cotton it became more popular with the working class and less desirable by the higher classes (Smith 2002: 58). Fashion must constantly change in order for the elite groups to show status, over the poor groups that emulate them (Smith 2002: 43). By the time of study, in the nineteenth century, calico fabrics were synonymous with the working class.

Also, during the nineteenth century it was very important for Christians to extend their spiritual influence onto their material surroundings (Kruczek-Aaron 2015: 31). The idea was that good Christians should adorn themselves in ways that were aesthetically and spiritually pleasing but were also socially and economically honest (Kruczek-Aaron 2015: 34). By adorning themselves above their status, working class people were looked upon by the upper classes as being evil and corrupted by the capitalistic and industrialized system. To combat this corruption middle class reformers in child-saving institutions often forced children to give up their clothes during admittance and don unattractive and often

uncomfortable uniforms (Clement 1997: 194). It is possible that the administration at the Industrial School for Girls in Dorchester were also trying to combat corruption through dress.

Dress During the Mid-to-Late Nineteenth Century

Dress during the mid-to-late nineteenth century fluctuated often, and women and girls wore similar fashions. I will discuss the fashions that may have been present at the Industrial School for Girls in Dorchester based on previous research on dress and fashion from the nineteenth century. First, I will discuss the fashions that were popular, because working class women at the time were often trying to emulate fashionable styles. Then, I will use the research to examine girls and working class women's fashion during the mid-to-late nineteenth century, to more closely indicate what the girls at the school might have worn.

1859 to 1860s

Figure 7: An example of an American walking dress, about 1860



Lent by The Brooklyn Museum. (Exhibition March 13th to April 23rd, 1939: Plate 19).

Dress in the late 1850s to the 1860s was characterized by a tight-fitting bodice and wide skirt (as characterized in Figure 7)(Cunnington 1961: 194; Dalrymple 1991: 23; Hill 2011: 498; Iwagami 2006: 126; Nunn 1984: 147; Smithsonian 2012: 198; Stamper and Condra 2011: 88). The sleeves of bodices at the time were most commonly pagoda sleeves; which were wide at the base and remained wide and open, or closed at the wrist with a narrow band (Cunnington 1961: 194; Hill 2011: 498; Payne 1965: 510; Stamper and Condra 2011: 96). Skirts of the late 1850s were bell-shaped, but during the 1860s the skirt began to spread out at the back, and the front started hanging straight over the crinoline frame (Cunnington 1961: 206; Hill 2011: 496; Nunn 1984: 150; Payne 1965: 516; Stamper and Condra 2011: 88-89). Patented in 1865, the cage crinoline was a contraption of flexible hoops which were either a separate garment hung by tapes from the waist, or the hoops were sewn into a petticoat (Ashelford 1996: 218; Cunnington 1961: 206, 1981: 98-100, 104; Dalrymple 1991: 23; Exhibition March 13th to April 23rd, 1939: 3; Hill 2011: 495-496; Iwagami 2006: 126-127; Laver 1969: 177-178; Levitt 1986: 36; Lynn 2010: 165, 170; McClellan 1969: 477-479; Nunn 1984: 137; Payne 1965: 508; Roberts 1977: 557; Smithsonian 2012: 198; Stamper and Condra 2011: 110-111; Thieme 1988: 15-16).

Moreover, the crinoline was not confined to the upper classes; it was common for women of lower classes, and even young girls, to wear crinolines during the late 1850s and 1860s (Cunnington and Cunnington 1981: 98; Lynn 2010: 172-174). By 1868, the skirt slipped entirely to the back and was supported by a half-crinoline or crinolette and ended in a train (Ashelford 1996: 221; Cunnington 1961: 230; Dalrymple 1991: 23; Hill 2011: 496; Laver

1869: 188; Lynn 2010: 165; Smithsonian 2012: 198; Stamper and Condra 2011: 89). In the 1860s, stockings were often white or a pale shade, and sometimes striped (Nunn 1984: 161).

1870s

Figure 8: An example of a visiting dress, 1871



From *The Metropolitan Museum of Art*. (Exhibition March 13th to April 23rd, 1939: Plate 26).

Fashions of the 1870s were extremely tight fitting and the skirt was tied back and bunched and puffed up with tapes at the rear to support a bustle (as can be seen in the attributes in the garment featured in Figure 8)(Ashelford 1996: 224-229; Cunningham 1961: 254-256; Dalrymple 1991: 47; Exhibition March 13th to April 23rd, 1939: 4; Hill 2011: 503; Iwagami 2006: 126; Lynn 2010: 176; Nunn 1984: 153; Payne 1965: 519; Smithsonian 2012: 198-200; Stamper and Condra 2011: 90; Steele 1985: 62; Thieme 1988: 18-19). The bustle was either supported by a horsehair petticoat at the waist, a crinoline of steel half hoops with horsehair, or crinoline flounces (Ashelford 1996: 224; Cunningham and Cunningham 1981:

112-113; Steele 1985: 62). A popular fashion was to add an overskirt or apron draped at the front of the dress (Ashelford 1996: 224-226; Iwagami 2006: 126). Sleeves were tight fitting and long and neck lines were high (Hill 2011: 503; Nunn 1984: 153, 156; Stamper and Condra 2011: 90, 276-278). Stockings could be patterned with beading, colored in multicolored stripes either horizontal or vertical, embroidered with clock motifs, or colored to match the dress or slippers (Cunnington 1961: 333; Nunn 1984: 161; Stamper and Condra 2011: 291; Steele 1985: 66).

1880s

Figure 9: An example of an American carriage dress, about 1885



Lent by The Brooklyn Museum. (Exhibition March 13th to April 23rd, 1939: Plate 38).

The fashions of the 1880s were severe, usually with a tight-fitting short bodice that came to a point in the front, tight sleeves, and the return of the bustle from 1882 to 1889 (Ashelford 1996: 234; Cunnington 1961: 312, 321; Lynn 2010: 178; Nunn 1984:156; Payne

1965: 524; Stamper and Condra 2011: 270-273; Steele 1985: 65). Figure 9 details some of the fashion attributes popular during this period. The bustle was now supported by metal bands working on a pivot that could be raised when sitting and then spring back into place when standing (Laver 1969: 198; Stamper and Condra 2011: 279, 284). Initially, during the revival, there was often a draped overskirt with bunched puffs behind, but over time pleats and flounces replaced the overskirt (Steele 1985: 65). Stockings were usually woolen or cotton and could be black, white, or grey (Cunnington 1961: 347; Nunn 1984: 161; Stamper and Condra 2011: 291).

Girl's Clothing

Figure 10: An illustration from Lewis Carroll's book Alice in Wonderland representing the common style of dress for girls from 1860-1865



(de Rooy 2017a)

The dress style of girls from the late 1850s to the early 1890s closely mirrored that of adult women, but cropped at knee length (older girls around ankle length), with lower necklines, short sleeves, and often accompanied by a crinoline or bustle (Ashelford 1996: 283; Buck 1996: 127, 227-232; Calvert 1992: 101; Dalrymple 1991: 23; Hill 2011: 525-526;

Nunn 1984: 164; Smithsonian 2012: 192; Stamper and Condra 2011: 195, 355). The usual fashion for a girl during the day would be a simple dress worn with a pinafore (Figure 10 is a good example of this style)(Ashelford 1996: 285; Buck 1996: 129; Nunn 1984: 164; Stamper and Condra 2011: 196, 357). Pinafores, made of white muslin, checked gingham, black silk or sateen, were worn to protect their clothing (Buck 1996: 131; Nunn 1984: 164; Stamper and Condra 2011: 362). Poor girls from urban centers, rural areas, immigrants, or ex-slaves often wore low-necked jumpers with a straight bodice that had a gathered skirt at the natural waist (Stamper and Condra 2011: 358). Additionally, girls wore bloomers, also known as pantalettes made of linen or cotton that tied above the knee and were edged with lace or embroidery, to remain modest during play (Ashelford 1996: 283; Calvert 1992: 99-101; Smithsonian 2012: 192; Stamper and Condra 2011: 195).

Figure 11:
The illustrations of Alice in Through the Looking Glass by Lewis Carroll is a good representation of what girls would have dressed like day to day in the early 1870s



(de Rooy 2107b)

Also, girls in the 1860s would often wear a loose blouse with a skirt (Buck 1996: 118). Until the 1870s, it was common for a girl to have one clean calico gown and two aprons per week (Buck 1996: 236; McClellan 1969: 519; Stamper and Condra 2011: 197). Beginning in 1872, high waisted dresses with simple ribbon sashes, in the empire style, were popular (Ashelford 1996: 283; Dalrymple 1991: 47; Nunn 1984: 164). Decorative aprons check and plaid, and horizontally striped stockings with boots were common (An example of the high waisted dresses, decorative apron, and stripped stockings can be seen in Figure 11)(Dalrymple 1991: 47; Stamper and Condra 2011: 362-363). By the end of the 1880s and into the 1890s, sailor blouses and pleated skirts with a knitted jersey were widespread (Buck 1996: 118, 130; Nunn 1984: 164). Additionally, simple smocked dresses were popular everyday dress (Ashelford 1996: 283; Buck 1996: 129; Nunn 1984: 164). Moreover, girls wore long-sleeves drop-waist dresses made of printed fabric, wore aprons, and may have had puffed sleeves toward the end of the 1880s (Stamper and Condra 2011: 196-197, 357).

*Figure 12:
When Alice transforms into a queen in Through the Looking Glass by Lewis Carroll, she is sporting the style of the bustle polonaise written about in fashion histories*



(de Rooy 2017b)

Underwear for girls were similar to that of women. For example, girls wore stays of corded or wadded bodice, but they were not boned until puberty (Buck 1996: 134-135; Stamper and Condra 2011: 195, 355). Additionally, it was common for young girls and women of lower classes to wear crinolines during the late 1850s and 1860s, and bustles in the 1870s and 1880s (In Figure 12 Alice is wearing a bustle)(Buck 1996: 127-129; Cunningham and Cunningham 1981: 98 Lynn 2010: 172-174; Stamper and Condra 2011: 81, 195, 355). For girls, combinations were popular as early as 1866 (Buck 1996: 137; Cunningham and Cunningham 1981: 111). Around the 1880s, girls' combinations included a vest, calico chemise that reached the knees, stays of wadded pique that buttoned down the back, and buttons that supported the drawers, stocking suspenders, and petticoat (Nunn 1984: 164). Stockings were popular in striped patterns, red, blue, or magenta in the 1860s, but by the

1880s, stockings in plain dark colors of black, brown, or grey made of ribbed wool were more popular than cotton (Ashelford 1996: 285; Buck 1996: 132; Nunn 1984: 163-164).

Girls often wore boots that were elastic-sided or buttoned up the side until shoes that buttoned or laced over the instep were introduced in the 1880s and became more popular in the 1890s (Ashelford 1996: 285; Buck 1996: 133; Nunn 1984: 164). Moreover, poor children's boots were often tipped with iron to make them last longer (Buck 1996: 133).

Bonnets and hats were equally fashionable until 1860 when hats in adult fashions increased in popularity (Ashelford 1996: 221; Buck 1996: 138-141; Dalrymple 1991: 23; McClellan 1969: 518, 521).

Working Dress

Working class women's style of dress needed to be addressed in this section because the girls that left the Industrial School for Girls in Dorchester for domestic service positions would have been given new clothes, and if the girls were sent back to the school, they might have still had to wear their new clothes. Working class women imitated the styles of upper class women, but it was difficult to emulate them because upper class women's clothing did not allow for free movement for household and outside tasks (Crane 2000: 29; Stamper and Condra 2011: 129). Upper and middle class women thought that working class dress should be neat and tidy but should not impede work or create a hazardous work environment (de Marly 1986: 123-124; Stamper and Condra 2011: 129). During the 1860s, working class women often wore hairnets and aprons or bibs with cap sleeves to protect their clothing (de Marly 1986: 124; Stamper and Condra 2011: 289-290). However, the impracticality of fashionable clothing did not keep working class women from emulating the upper class.

When popular, working class women wore affordable crinolines and bustles (Crane 2000: 3-5, 29-60; de Marly 1986: 136; Stamper and Condra 2011: 129). However, crinolines and bustles were discouraged by employers, because they caused machinery accidents in factories, and could be dangerous and cumbersome in tight environments (Crane 2000: 60; de Marly 1986: 124; Stamper and Condra 2011: 129). To make bustles more economical, many working class women had small bustles with little decoration due to the cost of fabric and adornment (Stamper and Condra 2011: 129).

Before the middle of the nineteenth century, young local girls were hired to work alongside the wife of the house and were treated as companions rather than employees (Crane 2000: 92; Stansell 1982: 12-13). However, as immigration increased, and local girls were replaced by foreigners, upper and middle class women began to create boundaries between themselves and their servants to elevate their status (Crane 2000: 93). One way that upper and middle class women elevated their status from their domestics was to establish uniforms (Stansell 1982: 164). Uniforms were deeply resented by staff, because they were a badge of low-status jobs and they were an infringement on their personal identities (Crane 2000: 90-91). Maids' dresses were often loose-fitting, front fastening, printed calico and chintz material, with small servant's caps and aprons during the morning, and after lunch black dresses were common attire (Ashelford 1996: 297-298; de Marly 1986: 134; McClellan 1969: 494; Stamper and Condra 2011: 129; Steele 1985: 75).

Durable Clothing Items

Adornment is very important to archaeological research, because it can be a significant indicator of class, age, gender, and occupation (Steele 1985: 73). All members of

society wear adornment in some form to augment or fasten their dress. For example, working class women used hairstyles and accessories such as watch chains, brooches, and cameo pins to enhance their dress (Crane 2000: 73). Additionally, durable adornment is important archaeologically, because they are often the only dress items that survive archaeologically. There were many durable adornment artifacts found at the Industrial School for Girls, Dorchester such as buttons, beads, combs, headbands, buckles, jewelry, and other fasteners.

Buttons

During the nineteenth century, women wore many different types of buttons on their clothing. Dresses, undergarments, shoes, and accessories often sported buttons as a fastener or decoration (Cunnington 1961: 194-426; Lester and Oerke 2004: 479-480; Payne 1965: 519). The buttons on women's clothing during the 1860s were often large and made of oxidized silver and jet (Cunnington 1961: 207, 223, 226). Women's clothes in the 1860s and 1870s often closed in the center front with buttons or heavy hooks and eyes (Stamper and Condra 2011: 95). Additionally, gloves from the mid-to-late nineteenth century were often popular for many occasions and sported at least one button each (Cunnington 1961: 194-426; Lester and Oerke 2004: 368; McClellan 1969: 497; Nunn 1984: 166).

Beads

During the nineteenth century, beads were used to accent many different clothing items, jewelry, and accessories. During the 1850s and 1860s, reticules were a popular accessory. Reticules were made of silk, netted, or beaded (Hill 2011: 502; Nunn 1984: 166; Smithsonian 2012: 192; Stamper and Condra 2011: 117-118). Stockings could be beaded in the 1870s and in the 1880s beaded gloves were popular (Cunnington 1961: 320, 333; Nunn

1984: 161; Stamper and Condra 2011: 291; Steele 1985: 66). Additionally, women often adorned their hair with beads (Sherrow 2006: 386). Women could easily make their own beaded items with the help of magazines and needlework books that contained elaborate instructions and colored designs for making beaded works (Stamper and Condra 2011: 118).

Combs and Headbands

Victoria Sherrow (2006: 86) described a comb as a, “toothed implement made of solid material.” There were new machines created to produce combs beginning in the 1860s, and many new materials used for making combs available in the 1800s (Sherrow 2006: 89). Hairstyles from 1863 until the earlier years of the twentieth century occasionally called for decorative back and side combs in jet, tortoise shell, sterling silver, animal horn, vulcanite, and gutta-percha (Cunnington 1961: 246, 296-301; Fales 1995: 223-225; Lester and Oerke 2004: 134-135; Payne 1965: 528; Sherrow 2006: 89, 92; Stamper and Condra 2011: 119, 293). Gutta-percha was an early plastic made from the sap of the Isonandra Gutta tree that grows in Malaya and other Pacific Rim countries (Sherrow 2006: 89,92). Combs started being produced from gutta-percha in the 1840s (Sherrow 2006: 89, 92). After 1870, decorative combs diminished in popularity (Sherrow 2006: 93).

In the research I have conducted into hairstyles during the 1800s there is no mention of any hair ornament specifically called a “headband.” However, there were references about young girls typically wearing their hair down during childhood and then pinning it up after they reached maturity; usually around age fifteen or sixteen when they also started wearing longer skirts (Sherrow 2006: 94-95, 386). Although I could not find anything directly called a headband, there were some hair accessories that sounded close to the type of headbands

found in the Industrial School for Girls, Dorchester Collection. During the 1850s, there was a popular hair accessory of floral “Madonna bands” used in hair styles (Corson 1969: 476).

“Madonna bands” were a hair band that was influenced by a floral Grecian style hair band (Corson 1969: 476). Additionally, in the 1860s and 1870s, diadems made of carved tortoiseshell were popular (Corson 1969: 483-484, 488). The diadem comb would brush all the hair upwards from the forehead and leave the temples free; which is a perfect explanation of a modern-day headband (Corson 1969:483).

Buckles

During the nineteenth century, buckles were used for decoration on shoe fronts to conceal elastic fittings, on hats to secure to the head, and corsets (Cunnington 1961: 223-352; Meredith and Meredith 2008: 14-26). Belts with buckles were often used in the middle of the nineteenth century around the waist to accentuate the size of the crinoline, and after the demise of the crinoline to accentuate the fashionable small waist line (Fales 1995: 169; Meredith and Meredith 2008: 18; Stamper and Condra 2011: 129, 288). Many buckles were made of a gilt metal that matched jewelry sets, but very cheap metal buckles were worn by the poor (Fales 1995: 169; Stamper and Condra 2011: 129, 288). Furthermore, plain or sparsely decorated buckled shoes were especially popular livery worn by uniformed staff and household servants (Meredith and Meredith 2008: 25).

Jewelry

During the mid-nineteenth century sets of bracelets, brooches, earrings, and locket were worn, and earrings became increasingly popular as the hair styles were drawn behind the ears (Cunnington 1961: 220-389; Evans 1970: 180; Fales 1995: 169-184; Nunn 1984:

167; Payne 1965: 524; Stamper and Condra 2011: 122-123, 288-289). Earrings were often large from 1865 to 1875, and then decreased in size (Cunnington 1961: 220-389; Fales 1995: 169-173; Nunn 1984: 167). Plain gold rings were popular (Fales 1995: 180). Signet rings were also popular especially since societies, schools, and soldiers used them to identify themselves (Fales 1995: 180-181). Gold chains, from a yard to a yard-and-a-quarter in length attached to a watch were a favorite ornament, between 1865 and 1890 (Cunnington 1961: 220-389; Dalrymple 1991: 47; Fales 1995: 164, 183; Hill 2011: 503; Lester and Oerke 2004: 190, 383; McClellan 1969: 486; Nunn 1984: 167; Stamper and Condra 2011: 123, 288-289).

The middle of the nineteenth century was dominated by jewelry featuring flowers and archaeological inspired jewelry from excavations conducted at Roman and Byzantine Empire sites (Fales 1995: 163). Additionally, during the 1870s and 1880s, jewelry including birds, insects, and other animals were fashionable (Cunnington 1961: 296-320; Evans 1970: 180). This fascination with insects and animals continued onto hats and buttons as well (Stamper and Condra 2011: 294).

Additionally, cameos were very popular jewelry items during the mid-nineteenth century (Cunnington 1961: 223-233; Lester and Oerke 2004: 190, 319-320; Nunn 1984: 167). Cameos were worn on brooches, necklaces, bracelets, locket, rings, and earrings (Cunnington 1961: 223-233; Lester and Oerke 2004: 190, 319-320, 348). In addition to cameos, brooches were large and heavy and often sported many different types of gems and seed pearls (Cunnington 1961: 223-233; Fales 1995: 177; Hill 2011: 503; Nunn 1984: 166; Stamper and Condra 2011: 123, 288-289).

Jet necklaces, crosses, gold bracelets, dog collar necklaces of velvet with beads sewn on, and pendant earrings were popular during the 1870s (Cunnington 1961: 220-389; Dalrymple 1991: 47; Fales 1995: 173, 256; Stamper and Condra 2011: 122). Jet was a hard, type of fossilized wood, that was very expensive and commonly used for mourning adornment (Bell 2004: 192-193; Cunnington 1961: 220-389; Fales 1995: 256; Dalrymple 1991: 47; Phillips 1996: 150). Additionally, jet was also popular outside of mourning periods (Bell 2004: 193-194). Common jet and imitation jet jewelry items were bulky chains and beads (Fales 1995: 256; Phillips 1996: 150). Imitation jet jewelry was made using vulcanite, gutta-percha, crape stone, glass, and celluloid (Fales 1995: 224, 256; Phillips 1996: 150; Sherrow 2006: 89; 92).

Gems were popular in jewelry, and glass was often an imitation material for gems (Fales 1995: 256). Additionally, costly gems such as diamonds could be substituted with cheaper gems such as crystal, quartz, zircons, white topaz, and white sapphires (Fales 1995: 324). The most popular colored gems during the nineteenth century were rubies, emeralds, and sapphires (Fales 1995: 328). Coral jewelry was thought to have beneficial properties for children (Stamper and Condra 2011: 196). Also, girls were often seen with lockets on chains or ribbons, bracelets, and rings (Stamper and Condra 2011: 196).

Other Fasteners

During the 1880s, suspenders were used with women and girl's garments on a shaped belt that fit the corset to hold up the stockings (Cunnington 1961: 362; Nunn 1984: 164). Women's clothes in the 1860s and 1870s often closed in the center front with buttons or heavy hooks and eyes (Stamper and Condra 2011: 95).

CHAPTER 4

METHODS AND DATA

The methods employed in the investigation of the Industrial School for Girls in Dorchester includes the creation of a catalog of the adornment assemblage and an appendix of the Secretary Records and Annual Reports that relate to clothing, laundry, and sewing. The artifacts and reports all date to the period between the school's move to Dorchester, Massachusetts in 1859 and the last possible date of deposit 1884. The adornment assemblage is attributed to the residents of the school as there is only one mention in the Secretary Records of the girls taking in outwork. Additionally, there is no mention of the girls creating crafts or taking in laundry from elsewhere. There is a large assemblage of adornment found at the site, but I have attributed this to the large number of girls that came in and out of the site during the time of study. Admissions Records for the school were found, but only documented entries from the beginning of the school until 1876. There were 181 girls listed in the Admissions Records during this time period. Some girls were at the school for a short time, and some girls were there for longer, but they all had to be clothed and were taught how to sew garments so that would require a large number of adornments such as buttons. Some of the items probably belonged to the staff of the school as well, but I did not have a definite number of staff at the school during the time period of study.

The initial catalog was created by me, Sarah Johnson, and other volunteers from the Boston City Archaeology Lab. The cataloging process focused on the provenience

information, object type, whether the item is fragmented or whole, material, count of the item, a brief description of any decorations, the color, and the function. Later, I added to this catalog measurements, any mends and matches within the assemblage, and corrected any of the data from the initial database.

I applied these methods to support or refute the idea that the managers at the school were influenced by the social movements of the time and if the influence of those movements could be seen on the adornment that the students wore. One way that you might see this influence is if the managers kept a tight control of the dresses that the girls at the school wore. If the managers were able to control the dress of the girls, I would expect to see more uniformity among the adornment of the assemblage. Conversely, if the adornment displays variability that could show that the girls had some choice over their styles, the school relied heavily on donations, or the administration did not control the clothing the girls wore at the school. The adornment assemblage will work in tandem with the Secretary Records and Annual Reports in order to see the intent of the managers in the contemporary documents against the result of the artifacts in the adornment assemblage.

Adornment Methods and Data

The adornment artifact assemblage at the School is restricted to buttons, beads, jewelry, decorative combs, buckles, and metal fasteners. The artifacts that were excluded from study are those that can be assigned to personal hygiene (hygienic hair combs, make up, etc.) and sewing (needles, pins, etc.). These items were excluded due to their functions separate from adornment. The adornment assemblage was also restricted to Features 1, 4 and

5, because the features can be accurately dated using other artifacts from the features and the Secretary Records written by the Managers of the school.

Buttons

Buttons are used to keep clothing in place, closed or decorated (Sprague 2002: 123). Buttons are the most common personal adornment artifact type recovered on historic-period sites, and are found in the greatest numbers, designs, materials, and forms (White 2005: 50). Although buttons are found in abundance on historic-sites, there are many issues with button analysis.

The first challenge is that buttons cannot be dated with total accuracy unless there is a date stamped on the back, because many buttons are made and reused over long periods of time. Another challenge is the inability to assign a specific button to an article of clothing, sex, or age. In the past, buttons were often purchased separately from the garment, and buttons were often saved and reused for multiple garments (Venovcevs 2013: 7). Furthermore, there is no definite way to ascertain the use of a button based on its size during the late nineteenth century (Venovcevs 2013: 7). Moreover, there is a discrepancy in the way that buttons were marketed and how they were used. During the nineteenth century, buttons were often marketed towards male clothing while women's garments were often advertised with laces, hook and eye clasps, and pins (Lindbergh 1999: 56; Venovcevs 2013: 8). However, women's clothes could be and were fastened by buttons and those buttons remain indistinguishable from the ones worn by men (Lindbergh 1999: 56; Venovcevs 2013: 8). This uncertainty and inability to assign a gender to buttons is exactly why this site is so important.

The Industrial School for Girls was managed, staffed, and attended all by females which allows an exclusively female button assemblage to be analyzed.

After the initial cataloging process, I re-cataloged the button materials, because many of the originals were incorrect. I also gave new and more uniform descriptions, collected diameter measurements using a caliper, and noted if the button mended or matched another button. These additional notes allowed for ease in analysis and added information for future research.

Table 2: Button Artifact Catalog

Type	Subtype	Count	Subtotal
Bone			12
	Bone Button Blank	1	
	Bone four-hole saucer button	6	
	Bone one-hole button	3	
	Bone one-hole saucer button	1	
	Bone shank button	1	
Four Hole Inkwell			56
	Brown four-hole inkwell button	16	
	White four-hole inkwell buttons	3	
	White four-hole inkwell buttons with a brown painted rim	34	
	White four-hole inkwell button with a green painted rim	1	
	White four-hole inkwell button with a pink painted rim	1	
	White four-hole inkwell button with a pink painted bullseye pattern	1	
Four Hole Saucer			504
	Black four-hole saucer button	18	
	Blue four-hole saucer button	1	
	Blue four-hole saucer button with white painted diagonal lines	1	
	Brown four-hole saucer button	48	
	Green four-hole saucer button	5	
	White four-hole saucer buttons	391	
	White four-hole saucer button with a black painted rim	1	
	White four-hole saucer button with a blue painted rim	1	
	White four-hole saucer buttons with a blue painted splatter design	2	
	White four-hole saucer buttons with a blue transfer printed calico pattern	3	
	White four-hole saucer buttons with a brown painted rim	21	
	White four-hole saucer buttons with a brown transfer printed calico pattern	3	
	White four-hole saucer button with a brown transfer printed gingham pattern	1	
	White four-hole saucer button with a gray painted splatter design	1	
	White four-hole saucer button with a green painted rim	3	
	White four-hole saucer buttons with a pink transfer printed calico pattern	2	
	White four-hole saucer buttons with yellow and blue paint	2	
Four Hole Other			12
	White four-hole buttons	6	
	White four-hole hobnail buttons	3	
	White four-hole tire buttons	3	
Glass			20
	Black button with a linear dot design through the middle	1	
	Black domed shank button	2	
	Black multifaceted jewel shank button	7	
	Black oval shank button	1	
	Black shank buttons	2	
	Black two-hole multifaceted jewel buttons	2	
	Black two-hole button	1	
	Clear button; missing shank	1	
	Clear pie crust button	1	
	Green shank button with a six-pointed star/Star of David design	1	
	Milk glass shank button with surrounding dot pattern	1	
Goodyear			7
	Black Goodyear shank button	1	
	Black two-hole button; Goodyear patent 1851 National Rubber Company; wasp on the front	1	
	Black two-hole tire button; National Rubber Company Goodyear Patent 1851	5	

Type	Subtype	Count	Subtotal
Metal			16
	Copper alloy button back with a shank	1	
	Copper alloy four-hole button	1	
	Copper alloy four-hole dome shank button	1	
	Copper alloy shank buttons	5	
	Iron button	1	
	Iron dome shank button	2	
	Iron four-hole button	1	
	Iron shank button	1	
	Shank button cover	2	
	Shank for a button	1	
Pie Crust			53
	White four-hole pie crust buttons	52	
	white four-hole pie crust button with a green painted rim	1	
Shank			13
	Black domed shank button	1	
	Brown dome shank button	2	
	Brown shank button	2	
	Red multifaceted oval shank button	1	
	White domed shank buttons	7	
Shell			52
	Shell button	3	
	Shell enamel button with an iron shank	1	
	Shell four-hole buttons	17	
	Shell four-hole button incised eight-pointed star	1	
	Shell four-hole incised pie crust buttons	2	
	Shell four-hole inkwell buttons	3	
	Shell four-hole saucer buttons	3	
	Shell four-hole shield button	1	
	Shell saucer button	1	
	Shell shank buttons	2	
	Shell shield buttons	2	
	Shell three-hole button with varnish	1	
	Shell three-hole incised pie crust button	1	
	Shell two-hole buttons	11	
	Shell two-hole shield buttons	3	
Synthetic			5
	Black celluloid shank button	2	
	Black domed celluloid shank button	2	
	Blue plastic flower button; looks modern	1	
Three Hole			2
	White three-hole inkwell button	1	
	White three-hole saucer button	1	
Two Hole			4
	White two-hole button	2	
	White two-hole button with a zig-zag incised pattern	1	
	White two-hole tire button with a brown painted rim	1	
Other			12
	Blue button	1	
	White buttons	6	
	White saucer buttons	5	
All Types			767

Buttons were the second most common artifact found at the Industrial School for Girls in Dorchester. The total count of buttons was 766 and one button blank (Table 2). There were 87 different types of buttons found (Table 2), but ceramic buttons (655) were the most common type of button found at the site and were probably worn the most by the girls at the school. Shell buttons came in second with 52 buttons (Table 2) and would have most likely been worn on undergarments. There were many different types of large buttons made of many different styles and decoration that could have been worn on garments such as coats, or clothes worn by the staff of the school or girls that returned to the school from outside posts. Additionally, the buttons could have been for sewing practice or used for arts and crafts.

Bone

During the nineteenth century, bone buttons were the cheapest and easiest to manufacture. Bone buttons can be made on any site with a few tools and a dead animal (Meredith and Meredith 2000: 27; Venovcevs 2013: 2). Bone buttons were usually made using a cow's shin bone and a lathe (Luscomb 2006: 25; Meredith and Meredith 2000: 27; Venovcevs 2013: 2). The bone was boiled, cleaned and cut into lengthwise slabs, called a button blank, using the lathe (Fink and Ditzler 1993: 52; Luscomb 2006: 25; Venovcevs 2013: 2). Then, the buttons would be individually cut out of the button blank (Luscomb 2006: 25; Venovcevs 2013: 2). Bone buttons could be dyed with a natural black vegetable dye, but otherwise coloring was not effective (Meredith and Meredith 2000: 27).

Bone buttons were utilitarian in nature and are known to be used to fasten everything from underwear to women's shawls and coats (Albert and Kent 1949: 25; Fink and Ditzler 1993: 52; Lindbergh 1999: 52; Luscomb 2006: 25; Meredith and Meredith 2000: 27; Rivers

1999: 31; Venovcevs 2013: 2,7). However, by the 1850s bone buttons fell out of popularity due to the cheapness and availability of vegetable ivory, but bone was sometimes still used for utilitarian purposes (Lester and Oerke 2004: 479-480; Venovcevs 2013: 2).

Unfortunately, due to their organic nature, bone buttons do not often survive archaeologically, so it is hard to determine how popular they were at different time periods.

Figure 13.1, 13.2 & 13.3: Bone Buttons



Bone buttons from the Industrial School for Girls in Dorchester (left to right): bone four-hole saucer button (*Figure 13.1*), bone four-hole saucer button (*Figure 13.2*), and bone button blank (*Figure 13.3*). Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.

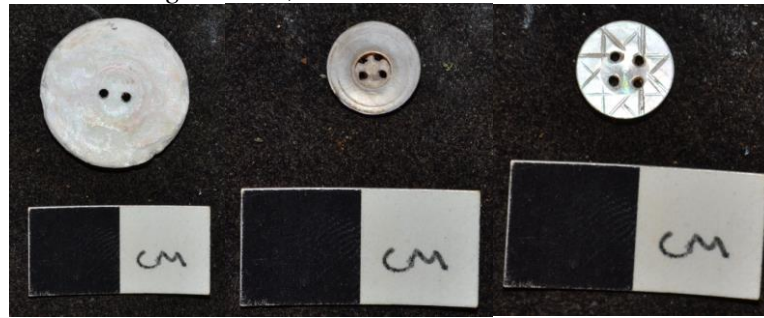
Only 11 bone buttons and one bone button blank were found at the Industrial School for Girls in Dorchester (Table 2). The small number of bone buttons acquired is probably due to the bone buttons' organic nature that breaks down over time. Additionally, there was evidence that the Industrial School for Girls in Dorchester produced bone buttons with the discovery of the bone button blank (*Figure 13.3*). Furthermore, some of the bone buttons that were found had manufacturing glitches, such as overlapping holes and holes of different sizes. Moreover, due to the knowledge that bone buttons were unfashionable in the mid-and-late nineteenth century, it is likely that the bone buttons were made only in times of shortage (Venovcevs 2013: 2).

Shell

Shell buttons, also known as mother-of-pearl buttons, first appeared in fashion in the 1820s, but they were not used in large quantities until the mid-nineteenth century (Venovcevs 2013: 4). Shell buttons were made from mollusk shells in much the same way as bone buttons (Albert and Kent 1949: 58; Venovcevs 2013: 4). From about 1850, machines using tubular saws and other mass-production devices, instead of hand tools, were used to produce shell buttons (Albert and Kent 1949: 59; Venovcevs 2013:4). If the button was not a sew-through, often a metal shank was fixed to the back of the shell button (Albert and Kent 1949: 59).

Shell buttons were inexpensive to produce and were often used in women and children's fashion on blouses and underwear (Lindbergh 1999: 51; Venovcevs 2013: 4). Shell buttons were often small and undecorated, but could be decorated with "stars, sunbursts, asterixis, piecrusts, and a variety of geometric motifs" (Lindbergh 1999: 52; Venovcevs 2013: 4). Shell buttons can be very fragile due to their organic nature and often do not survive in the archaeological record (Venovcevs 2013: 4).

Figure 14.1, 14.2 & 14.3: Shell Buttons



Shell buttons from the Industrial School for Girls in Dorchester (left to right): shell two-hole button (*Figure 14.1*), shell four-hole inkwell button (*Figure 14.2*), and shell four-hole button incised eight-pointed star (*Figure 14.3*). *Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

There were 52 shell buttons found at the site (Table 2). One of the shell buttons had an eight-pointed star on it (*Figure 14.3*)(*Figure 1*). The shell buttons ranged in type from shank to four-hole. The shell button forms present were inkwell, pie crust, saucer, and shield buttons. Some of the shell buttons were in very poor condition due to their organic nature.

Metal

Throughout the nineteenth century, metal buttons were made from copper, steel, pewter, brass, silver, aluminum, and tin (Albert and Kent 1949: 5-13; Fink and Ditzler 1993: 22-28; Venovcevs 2013: 3). Metal button production, in the nineteenth century, was accomplished by machines that rolled metal into sheets, that were then pierced to create buttons (Albert and Kent 1949: 13). Button shanks were created by attaching a wire clamp to the back of the button with a small quantity of solder and rosin before exposing the attachment to heat on an iron plate that would fuse the shank to the button (Albert and Kent 1949: 13). There are many decorative methods used in adorning metal buttons, however, as I did not have any decorated metal buttons in my assemblage, I will not discuss them.

Metal buttons declined in popularity in the mid-nineteenth century, however, metal was often used in the Florentine button as a base for the cloth exterior (Venovcevs 2013: 3). The Florentine button was, “a domed, cloth covered metal button with a flexible cloth shank” (Venovcevs 2013: 3). The metal parts of these buttons may be found, but the cloth part does not often survive in the archaeological record making it hard to identify.

There were 16 metal buttons found (Table 2). Of the 16 buttons found 2 buttons were four-hole buttons, 9 were shank buttons, and 4 were too corroded or fragments be identified (Table 2). These metal buttons were probably cloth covered buttons, but the low number of metal buttons found suggests that cloth buttons were not common at the school and may have been worn by a returning girl or a staff member on a blouse or dress.

Cloth

Cloth buttons, also known as fabric buttons, were very popular during the Victorian era. Cloth buttons gained popularity due to the invention of the Jacquard loom in 1801 which permitted cheaper production and greater variety (Epstein and Millicent 1991: 69; Fink and Ditzler 1993 17-18; Stamper and Condra 2011: 95). Later in 1825, cloth buttons had become even easier to produce after Benjamin Sanders Jr.’s improvement upon his father’s cloth button invention of the cloth-covered metal shank button (Epstein and Millicent 1991: 70; Fink and Ditzler 1993: 18; Meredith and Meredith 2000: 31). Benjamin Sanders Jr.’s improvement was the flexible shank, a piece of canvas that fastened to the back of the button allowing a needle to pass in any direction and affix to the garment (Epstein and Millicent 1991: 70; Fink and Ditzler 1993: 17-18; Meredith and Meredith 2000: 31). Additionally, by the 1830s, cloth buttons were industrially produced in England and the United States, and by

1850 they replaced metal buttons in popularity (Albert and Kent 1949: 47; Epstein and Millicent 1991: 70). One of the most popular cloth buttons was the Florentine button (described previously in the metal category). The Florentine button, after 1860, “evolved into the utilitarian two-piece, two-hole sew-through button that was covered with cotton or linen to match the article of clothing it was sewn on” (Albert and Kent 1949: 48; Venovcevs 2013: 3). The cheapest and simplest cloth covered button had a core of wound wool or wood, stitched in place, and held to the garment with more stitches (Meredith and Meredith 2000: 31). Cloth buttons were very popular and used for many different garments but are often not found archaeologically due to their fragile nature. The shank buttons found at the site could have been cloth buttons that the cloth became detached or deteriorated.

Glass

Molded glass buttons were first produced in the 1830s and were mounted on metal frames (Venovcevs 2013: 6). Beginning in the 1870s, molded glass buttons were press molded and then a metal shank was inserted into the base (Venovcevs 2013: 6). In the nineteenth century, glass buttons came in a variety of colors, due to the inclusion of different minerals into the molten glass during manufacture. Possible colors include clear (manganese oxide), milk glass (tin oxide), blue, and black (Albert and Kent 1949: 49-50; Venovcevs 2013: 6).

Molded black glass buttons were at the height of fashion in the second half of the nineteenth century due to Queen Victoria’s mourning period after the death of Prince Albert in 1861 (Fink and Ditzler 1993: 13; Meredith and Meredith 2001: 12; Venovcevs 2013: 6). Black molded glass buttons and jewelry were used to imitate jet, a very expensive and

popular material made from fossilized driftwood found in the rocks along the Yorkshire coast near the fishing village of Whitby, because it was cheaper and easier to produce (Albert and Kent 1949: 53; Epstein and Millicent 1991: 86; Fink and Ditzler 1993: 13; Luscomb 2006: 111; Meredith and Meredith 2000: 12). Black glass was used to imitate jet so often that it was often advertised as “genuine jet” before advertising regulations began in the United States (Albert and Kent 1949: 53; Luscomb 2006: 111). The ornate designs of molded glass buttons have led many archaeologists to assume that the buttons are associated with women and children’s clothing, but it can be hard to establish gender to buttons (Venovcevs 2013: 6). On women and girl’s fashions, molded glass buttons were often adorned on the front of a dress or blouse (Rivers 1999: 35).

Figure 15.1, 15.2. & 15.3: Glass Buttons



Glass buttons found at the Industrial School for Girls in Dorchester (left to right): black multifaceted jewel shank button (*Figure 15.1*), milk glass shank button with surrounding dot design (*Figure 15.2*), and black dome button with an iron shank (*Figure 15.3*). *Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

There were 20 glass buttons found at the site (Table 2). There were a small number of black multifaceted glass jewel shank buttons (7) which would indicate that maybe the buttons were worn by a staff member on a coat or dress (Figure 15.1)(Table 2). The multifaceted glass jewel shank buttons were not found in the same context and thus cannot be attributed to

the same garment. Black jeweled glass buttons would have been more expensive than a utilitarian button.

Synthetic

Rubber buttons were one of the first products made by Goodyear (different from the tire company) in 1851 (Venovcevs 2013: 6). The type of rubber produced was known as “Indian rubber”, “vulcanite”, or “vulcanized rubber” (Albert and Kent 1949: 66-68; Fink and Ditzler 1993: 53; Luscomb 2006: 111; Meredith and Meredith 2000: 35; Sherrow 2006: 89). Vulcanite buttons are usually brown or black in color and were exclusively popular for adornment in the North America, found in Canada as a novelty item (Fink and Ditzler 1993: 53; Venovcevs 2013: 6). Additionally, vulcanite was another material that was used to imitate jet adornment (Luscomb 2006: 111).

Synthetic plastic buttons were first made during the late Victorian period. Celluloid was the first synthetic plastic created in 1868 by an American printer, John Wesley Hyatt, in an attempt to make a substitute for ivory billiard balls (Fink and Ditzler 1993: 60-61; Hill 2011: 494; Phillips 1996: 150). However, the plastic was too brittle for billiard balls, so instead it was used for many other household items and was popular as a material for buttons between the 1870s and 1930s (Fink and Ditzler 1993: 61; Hill 2011: 494). Celluloid is composed of lower nitrates of cellulose that were gelatinized in ethyl alcohol or a solution of camphor in methyl (Albert and Kent 1949: 69; Fink and Ditzler 1993: 60-61). Then, the mixture was hardened into thin sheets for button making that were then heated and dyed (Albert and Kent 1949: 69). During the nineteenth century, celluloid was available in two-hundred different colors (Fink and Ditzler 1993: 60-61). Celluloid was used to substitute

ivory, horn, tortoiseshell, glass, marble, coral, jade, bone, hard-rubber, and other button materials (Albert and Kent 1949: 69; Epstein and Millicent 1991: 78-80; Fink and Ditzler 1993: 60-61).

Figure 16.1 & 16.2: Synthetic Buttons



Synthetic buttons from the Industrial School for Girls in Dorchester. Black two hole tire button with "N.R. Co / Goodyear's PT 1851" on the back (*Figure 16.1*) and black two hole button with "Goodyear patent 1851 National Rubber Company" on the back and a wasp on the front (*Figure 16.2*). *Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

There were 12 synthetic buttons found at the Industrial School for Girls in Dorchester (Table 2). Most of the buttons are large in size, and were most likely used for coat buttons. Seven of the buttons were made of vulcanized rubber and had the Goodyear company stamped on the back with the patent date of 1851 (*Figure 16.1*)(Table 2). One of the Goodyear buttons had a molded picture of a wasp on the front (*Figure 16.2*). Insects were popular on adornment during the 1870s and 1880s (Cunnington 1961: 296, 320; Evans 1970:180). The other five buttons were made of celluloid.

Ceramic

Ceramic buttons were very popular starting in the 1860s and are the most common button type recovered from late nineteenth century sites (Venovcevs 2013: 5). Prosser buttons, also called “small Chinas” or “agate buttons”, were especially popular during and after the 1860s, and were among the cheapest buttons available (Lester and Oerke 2004: 480; Lindbergh 1999: 52; Luscomb 2006: 183-184; Sprague 2002: 113; Venovcevs 2013: 5). Prosser buttons were first patented by Richard Prosser in 1840, by means of his dry porcelain mold method (Albert and Kent 1949: 35; Epstein and Millicent 1991: 74; Fink and Ditzler 1993; Lindbergh 1999: 52; Sprague 2002: 111-113; Venovcevs 2013: 4). This method completely industrialized the process of manufacturing ceramic buttons made from finely ground clays, flint, and feldspar (Sprague 2002: 111; Venovcevs 2013: 4). In this method, a machine compressed the powder mixture under enormous pressure into a cast-iron mold, as much as 400 tons of pressure, and then fired the mold in a muffle furnace to create a white ceramic button (Albert and Kent 1949: 35; Sprague 2002: 111-113; Venovcevs 2013: 4). After the first firing, the buttons could be glazed with any color, including metallic lusters, and then fired again (Sprague 2002: 111-112). The process of creating prosser buttons continued to improve during the nineteenth century in England, France, and America (Sprague 2002: 111-116; Venovcevs 2013: 5).

The most common decorations for prosser buttons were the transfer printed “calico” and “gingham” patterns, along with the simpler decoration of painting a solid color on the rim of the button (Lindbergh 1999: 52; Meredith and Meredith 2000: 29; Sprague 2002: 116; Venovcevs 2013: 5). There is a clear distinction between the calico and gingham patterns.

Ginghams have tiny cross bars and plaid designs. Calicos have tiny repetitive details within the cross hatches (Sprague 2002: 116). Additionally, splatter, sponged, bullseye, and stenciled designs were also common (Sprague 2002: 117). Other decorations could be applied to prosser buttons such as molded patterns. Some of these patterns were piecrust, sawtooth, hobnail, and inkwell (Lindbergh 1999: 52; Luscomb 2006: 183-184; Venovcevs 2013: 5). The piecrust pattern is when the edges of the button are molded with fine lines (that do not extend to the edge of the button) resembling the edge of a crust of pie (Lindbergh 1999: 52; Luscomb 2006: 152). Sawtooth, is a similarly fine lined pattern, but the molded lines continue to the edge of the button in a curved manner (Luscomb 2006: 173). Hobnail buttons have molded circles along the rim of the button (Lindbergh 1999: 52). Lastly, inkwell buttons are smooth but have a larger depression in the middle with higher slanted sides than that of the plain saucer button.

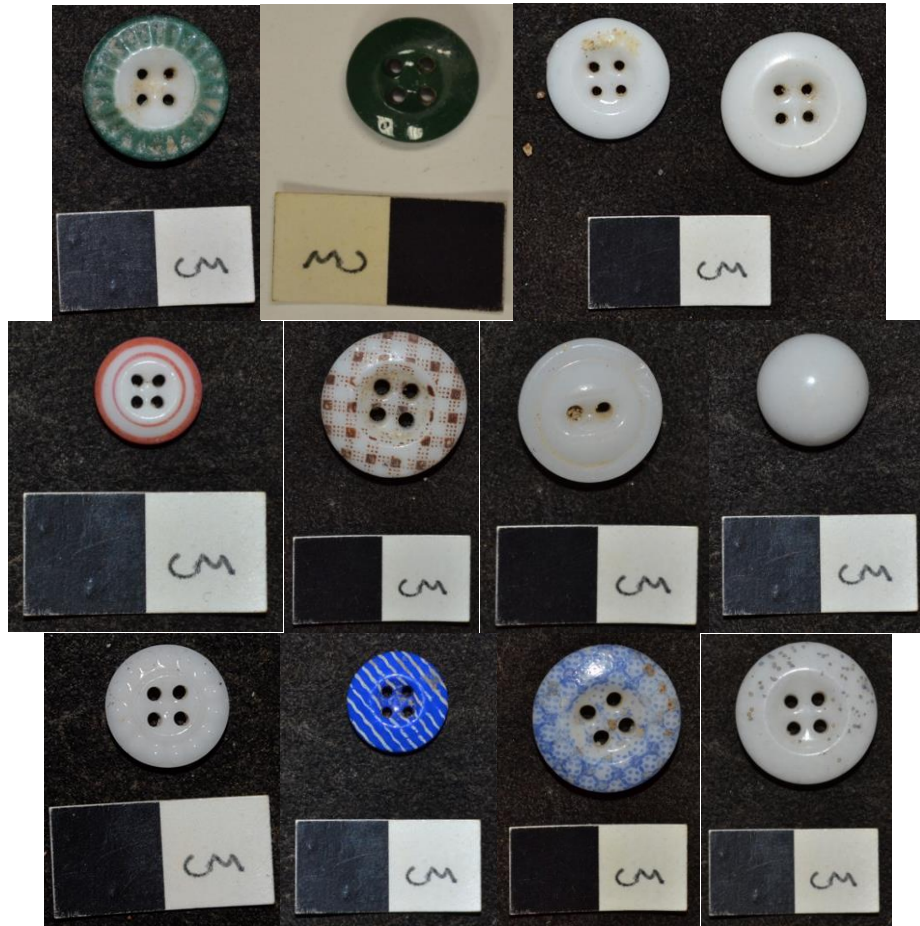
Prosser buttons can be very hard to distinguish from milk glass buttons, but it is suggested that milk glass buttons are glossier and smoother than prosser buttons and can look mirror-like (Lindbergh 1999: 52; Rivers 1999: 31; Sprague 2002: 111). While prosser buttons will have an “orange peel” surface on the underside that is rough and pitted from the process of striking off the clay at the top of the metal mold, or from resting the button on a surface while it is being fired (Lindbergh 1999: 52; Rivers 1999: 31; Sprague 2002: 111). If the button is broken, under magnification, the surface of the prosser button will show minute crystals, whereas, the glass button will be smooth (Sprague 2002: 119). Additionally, both prosser and glass buttons can have a seam around the edge, so that is not a good distinguishing characteristic for either (Sprague 2002: 111). Sprague (2002: 119) concludes

that prosser buttons are “chemically identical to glass, but are physically very different, because they possess a crystalline structure lacking in glass.” I have determined because of this chemical likeness that the difference is not important in this thesis.

The most common prosser buttons were plain, white, four-hole sew-through buttons (Fink and Ditzler 1993: 45; Luscomb 2006: 183-184; Meredith and Meredith 2000: 10; Sprague 2002: 120; Venovcevs 2013: 5). During the process of cataloging I divided the white, plain, four-hole sew-through buttons into three categories: small (12mm-14mm), med (15mm-17mm), and large (18mm-max) to better distinguish the matching of these buttons to determine which ones could go together on one garment. The sizing of the buttons only proved to be useful in distinguishing the white prosser buttons during the cataloging process and did not help in interpretation of the adornment assemblage because size is not a good indicator of button use. The most common plain, white, four-hole sew through buttons were often used for blouses, cheap worsted dresses, and children’s underwear, but larger ones could be used on coats, pajamas, etc. (Meredith and Meredith 2000: 10; Rivers 1999: 35; Sprague 2002: 120; Venovcevs 2013: 5). Three-hole sew-through prosser buttons were often used on children’s clothing (Venovcevs 2013: 5). Domed shank prosser buttons were frequently found on women and children’s clothing, as well as shoes or gaiters that gained popularity in the 1860s (Cunnington 1961: 226-233; Nunn 1984: 164; Payne 1865: 522; Steele 1985: 66; Venovcevs 2013: 5). Additionally, the bullseye pattern is regularly attributed to women and children’s dresses and gaiter boots (Lindbergh 1999: 52; Sprague 2002). In general, prosser buttons were ideal for work clothes, underclothing, blouses, and

other utilitarian wear (Lester and Oerke 2004: 480; Lindbergh 1999: 52; Sprague 2002: 120; Venovcevs 2013: 5).

*Figure 17.1, 17.2, 17.3,
17.4, 17.5, 17.6, 17.7,
17.8, 17.9, 17.10 & 17.11: Ceramic Buttons*

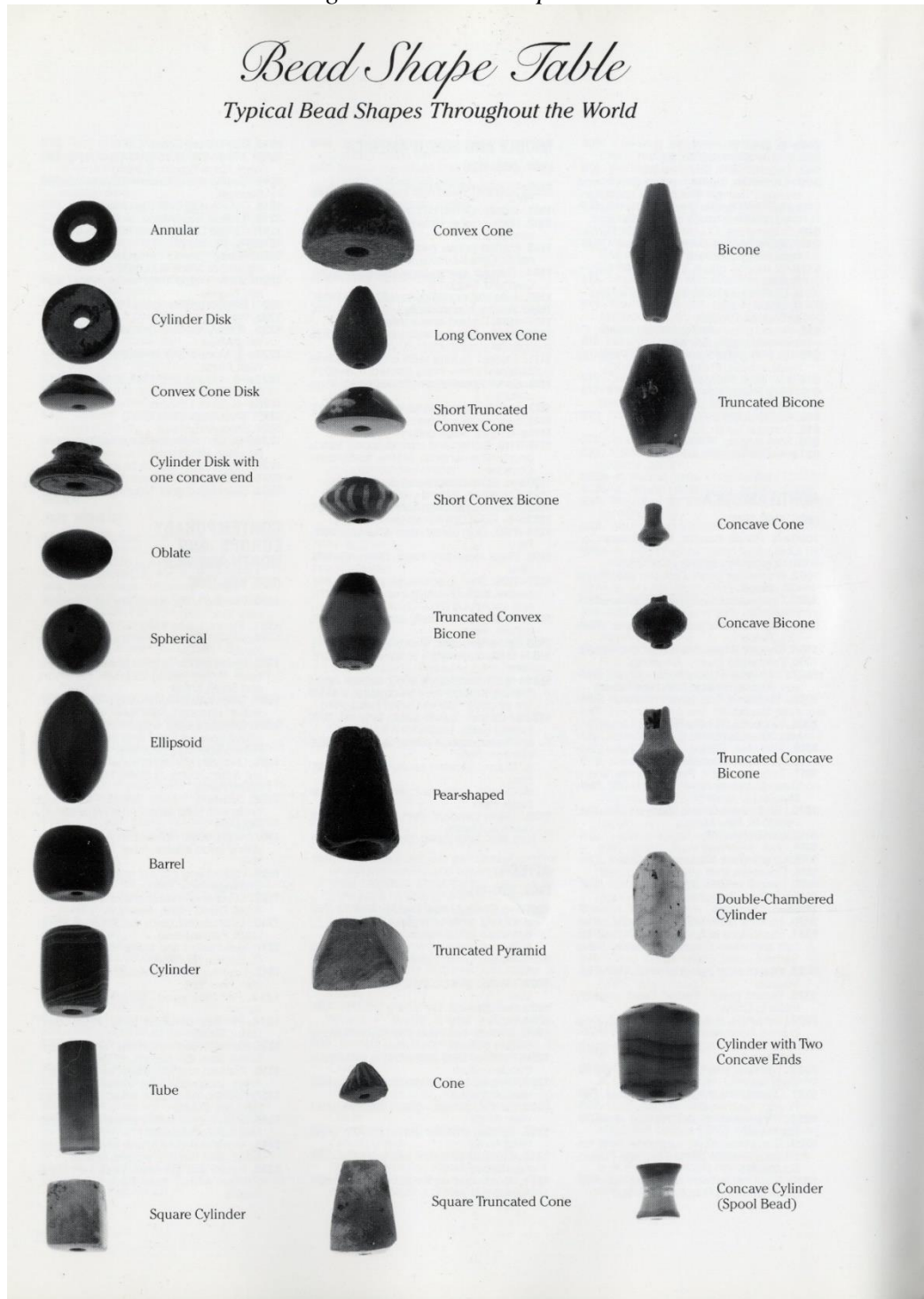


Ceramic buttons from the Industrial School for Girls in Dorchester. Top row (left to right): white four-hole pie crust button with a green painted rim (*Figure 17.1*), green four-hole saucer button (*Figure 17.2*), and white four-hole saucer buttons (*Figure 17.3*). Middle Row (left to right): white four-hole inkwell button with a pink painted bullseye pattern (*Figure 17.4*), white four-hole saucer button with a brown transfer printed gingham pattern (*Figure 17.5*), white two-hole tire button (*Figure 17.6*), and white domed shank button (*Figure 17.7*). Last row (left to right): white four-hole hobnail button (*Figure 17.8*), blue four-hole saucer button with white painted diagonal lines (*Figure 17.9*), white four-hole saucer button with a blue transfer printed calico pattern (*Figure 17.10*), and white four-hole saucer button with gray painted speckled design (*Figure 17.11*). Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.

The most common type of button found at the Industrial School for Girls in Dorchester was ceramic with 655 total (Table 2). This is not surprising considering that ceramic buttons were very popular starting in the 1860s and are usually the most common button type recovered at late nineteenth century sites (Venovcevs 2013: 5). There were many different types of buttons ranging from two-hole to four-hole, and many different forms such as: saucer (Figure 17.2, 17.3, 17.5, 17.9, 17.10 & 17.11), inkwell (Figure 17.4), tire (Figure 17.6), domed (Figure 17.7), piecrust (Figure 17.1), hobnail (Figure 17.8), and shank (Figure 17.7)(Table 2). Additionally, there were many different decorations: painted rims (Figure 17.1), bullseye (Figure 17.4), painted diagonal lines (Figure 17.9), incised zig zag lines, painted speckled design (Figure 17.11), and transfer printed patterns such as gingham (Figure 17.5) and calico (Figure 17.10)(Table 2). The most common form of ceramic buttons was the undecorated white four-hole saucer button (391) (Figure 17.3)(Table 2). I believe the undecorated white four-hole saucer buttons were most likely used for the dresses that the girls wore at the school, because of the large number found and the utilitarian design.

Beads

Figure 18: Bead Shape Table



The name for each bead shape is from *Classification and Nomenclature of Beads and Pendants* by Horace C. Beck, which remains the classic bead shape reference guide. The shapes depicted on this chart are those most commonly found in stone and glass.



Bead Shape Table from Lois Sherr Dubin's book *The History of Beads: From 80,000 B.C. to the Present* (1987).

In addition to the earlier catalog conducted by myself, Sarah Johnson, and other volunteers at the Boston City Archaeology Lab, I added the bead method of manufacture, more uniform and detailed descriptions, and any mends or matches with other beads in the assemblage. Measurements of the beads were taken using a caliper in millimeters to determine the diameter and length. Furthermore, Drill bits were used for calculating the bore hole diameter of each bead to help with matching, descriptions, and future research. During the process of identifying bead shape, I used the *Bead Shape Table* from Lois Sherr Dubin's book *The History of Beads: From 80,000 B.C. to the Present* (1987) (Figure 18).

Unfortunately, there are some difficulties in determining the function of a bead, unless it is found in an archaeologically diagnostic context, because beads could be used on clothing, accessories or household decoration such as pillows and wall embroidery (Karklins 1985: 115; White 2005: 82). However, some beads have been assigned by some researchers to certain purposes based on size; which is still very controversial. For example, very small beads (under 6mm in diameter) were often used in embroidery, however, they were also frequently used in jewelry such as necklaces, earrings, brooches, and other adornment such as hair ornaments, reticules, and other various items (Cunnington 1961: 210-389; Hill 2011: 502; Karklins 1985:115; Nunn 1984: 166; Smithsonian 2012: 192). Another difficult task in bead identification is chronology. Karklins (2012: 80), an archaeologist that has studied glass trade beads in North America, stated that, "despite decades of research, no one has yet worked out a comprehensive chronology for glass beads found [in North or South America]."

Beads from the mid to late nineteenth century can be made from many materials: bone, ceramic, metal, plastic, and by far the most popular glass. The process for many of

these types of beads are similar to the manufacturing methods for buttons. I will discuss in detail the most common type of bead in the collection, glass beads, because it is the only type of bead with a different manufacturing method than the buttons.

Table 3: Bead Artifact Catalog

Type	Subtype	Count	Total
Annular			25
	Black annular beads	4	
	Clear annular beads	18	
	Light amber annular beads	3	
Barrel			319
	Black barrel seed beads	149	
	Black barrel seed beads with red paint	46	
	Brown barrel seed bead with green paint	1	
	Clear barrel seed beads	22	
	Clear barrel beads	18	
	Cream barrel bead	1	
	Dark blue barrel seed beads	15	
	Green barrel seed beads	29	
	Light blue barrel seed bead	3	
	Red barrel seed beads	5	
	Tan barrel seed bead with white paint	1	
	White barrel seed beads	26	
	White barrel seed beads with red paint	3	
Bone			2
	Bone spherical bead	1	
	Unidentified bone bead	1	
Ceramic			14
	Blue painted oblate bead	12	
	Brown unidentified ceramic bead; melted	1	
	White convex cone bead	1	
Cylinder			183
	Amber multifaceted hexagonal cylinder beads	104	
	Black cylinder disk beads	54	
	Black multifaceted hexagonal cylinder beads	4	
	Black multifaceted pentagonal cylinder beads	14	
	Brown cylinder disk bead with white paint	1	
	Clear cylinder disk bead	1	
	Clear multifaceted cylinder bead	1	
	Green cylinder disk bead	1	
	Purple cylinder disk bead	1	
	White cylinder disk bead	1	
	White cylinder disk seed bead	1	
Jewel			11
	Black multifaceted cone jewel beads	4	
	Black multifaceted convex cone jewel bead	1	
	Blue multifaceted hexagonal tube beads with gem-like edges	6	
Metal			1
	Copper alloy annular bead	1	
Oblate			28
	Black oblate beads	25	
	Light amber oblate beads	2	
	Light blue oblate seed bead; burned	1	

Type	Subtype	Count	Total
Spherical			10
	Black spherical bead	4	
	Blue spherical beads	3	
	Clear multifaceted hexagonal spherical beads	2	
	White spherical bead	1	
Synthetic			2
	Vulcanite black semicircular bead; two holes through the edge; five incised lines on front	1	
	Black tube bead	1	
Tube			59
	Black multifaceted tube bead	2	
	Black tube beads	47	
	Clear tube beads	10	
Multifaceted Unidentified			719
	Black concave bicone bead	1	
	Black oblate and round beads	11	
	Black round bead	1	
	Blue multifaceted hexagonal bead	1	
	Brown seed bead with white paint	1	
	Clear beads	2	
	Clear annular and cylinder disk beads	25	
	Clear multifaceted beads	12	
	Clear multifaceted hexagonal beads	575	
	Clear multifaceted hexagonal beads with multiple striations	87	
	Light amber beads	2	
	White ellipsoid bead	1	
All Types			1,373

Beads are the most common adornment artifact type found at the Industrial School for Girls in Dorchester at 1,373 beads (Table 3). There were 59 different types of beads found at that site (Table 3). However, 1,354 of the beads were glass and there were large quantities of certain kinds of beads (Table 3). This large number of beads would suggest that beads were used in a number of major activities at the school. However, although beads are the most common adornment artifact found at the Industrial School for Girls in Dorchester beads, embroidery, or crafts including beads are never mentioned in the Secretary Records or Annual Reports. It is odd that a type of artifact that represents a large portion of the artifact assemblage at the site was never mentioned in the contemporary records as being donated or used for clothing, adornment, or activities. Possibly these activities using beads were not

mentioned in the Secretary Records or Annual Reports because they were activities that produced a separate source of income or were deemed insignificant for some reason.

Glass

There are a few different glass bead manufacturing methods. The first glass bead manufacturing method creates the drawn bead. Drawn beads “are made from sections of glass tubing that are drawn out from a hollow globe of molten glass” (Karklins 1985: 11, 2012: 63; Kidd 1979: 13; Kidd and Kidd 2012: 40; White 2005: 81-82). Identification of this method can be seen in broken edges or edges that have been rounded as a result of subsequent heating and agitation (Karklins 1985: 88-89). Additionally, bubbles and striation, if present on the surface of the bead, are oriented parallel to the perforation (Karklins 1985: 89, 2012: 64). The drawn method can produce thousands of tube beads from a single bubble or gathering of glass (Kidd and Kidd 2012: 40; White 2005: 81-82).

The second glass bead manufacturing method produces a wound bead. Wound beads are “produced by repeatedly winding a filament of glass around a rotating mandrel until the desired size and shape [is] achieved” (Karklins 1985: 19, 2012: 68; Kidd 1979: 15; Kidd and Kidd 2012: 40-41; White 2005: 82). Using this method, the surface usually exhibits swirl marks that encircle the perforation, and the bubbles are either round or elongated with an orientation that follows the swirl marks (Karklins 1985: 97, 2012: 68). Additionally, the wound method can only produce one bead at a time. (Kidd 1979: 15; Kidd and Kidd 2012: 41).

The third glass bead manufacturing method creates a molded bead. Molded beads are “manufactured by pressing molten glass in a two-piece mold and then letting it harden”

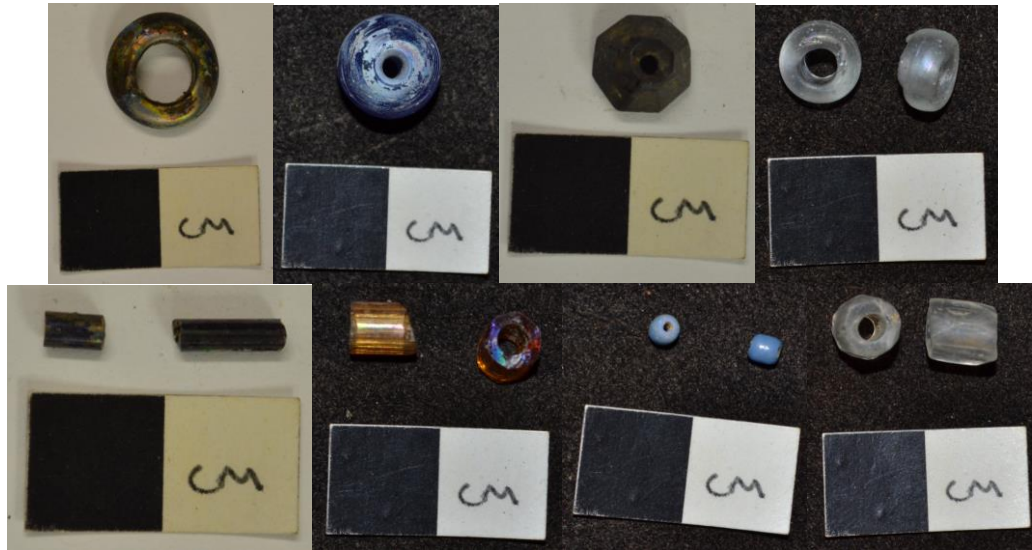
(Karklins 1985: 28, 2012: 71; Kidd 1979: 14; Kidd and Kidd 2012: 40; White 2005: 82).

Molded beads can be identified in a few ways: they are symmetrical, they may contain a mold seam or display tiny flattened areas due to the grinding off of the mold seam, they may also have a pebbled (“orange peel”) surface, or exhibit mold mark in the form of slight to bold ridges and linear bulges (Karklins 1985: 101, 2012: 71; White 2005: 82).

The fourth method of glass bead manufacture is free-blown. Free-blown beads are simply made from molten glass that is blown from a blowpipe into the desired bead shape (Karklins 1985: 103, 2012: 73; White 2005: 82). The free-blown method is not represented in the Industrial School for Girls in Dorchester assemblage. Many of the manufacturing methods for beads could have been used together and thus can make bead manufacturing methods hard to determine.

Machine-made molded beads began being made in 1868 with the U.S. patent of George J. Campwell (Ross 2005: 49). It can be very difficult to distinguish between hand-drawn and machine-drawn beads (Ross 2005: 47). However, one way to distinguish between hand-drawn and machine-drawn beads, is that while hand-drawn beads leave striations parallel to the perforation, machine-drawn beads have striations that are slightly twisted at an angle greater or lesser according to the diameter of the glass (Ross 2005: 48). Nevertheless, during my investigation of the bead assemblage, I did not focus on whether a bead was hand-drawn or machine-drawn, but rather I distinguished between, drawn, wire-wound, molded, and combinations.

*Figure 19.1, 19.2, 19.3,
19.4, 19.5, 19.6,
19.7 & 19.8: Glass Beads*



Glass beads from the Industrial School for Girls in Dorchester. Top row: black annular bead (*Figure 19.1*), blue spherical bead (*Figure 19.2*), black multifaceted cone jewel bead (*Figure 19.3*), and clear annular beads (*Figure 19.4*). Bottom row: black tube bead (*Figure 19.5*), amber multifaceted hexagonal cylinder beads (*Figure 19.6*), dark blue barrel seed beads (*Figure 19.7*), and clear multifaceted hexagonal beads (*Figure 19.8*).

Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.

An overwhelming majority of the beads that were found in the adornment assemblage for the Industrial School for Girls in Dorchester were glass (1,354) (Table 3). All the beads range in size and could have been used for adornment or embroidery purposes. The types of glass beads found were annular (Figure 19.1 & 19.4), barrel (Figure 19.7), cylinder (Figure 19.6), jewel (Figure 19.3), tube (Figure 19.5), oblate, spherical (Figure 19.2), hexagonal (Figure 19.6 & 19.8), concave bicone, round, or ellipsoid (Table 3). The glass beads also came in many colors such as clear, black, amber, blue, white, brown, cream, green, tan, and red (Table 3). The most common type of bead is the clear multifaceted hexagonal bead (575) (Figure 19.8)(Table 3). This is not surprising considering, faceted glass tube beads that were

generally shorter than their diameter were the most common type of bead found at archaeological sites that date to the first half of the nineteenth century (Noel Hume 1969: 54). There were also many black barrel seed beads (149), amber multifaceted hexagonal cylinder beads (104) (Figure 19.6), and clear multifaceted hexagonal beads with multiple striations (87) (Table 3). There were 303 seed beads found at the site, and all but three were glass barrel seeds beads of various colors. Seed beads would have likely been used for embroidery but could have also been used for jewelry items. Furthermore, the seed beads could have all been used for one embroidered pillow or clutch bag as beaded bags and household items were popular during the nineteenth century and required a great quantity of beads (Karklins 1985: 115; White 2005: 82). Unfortunately, the function of a bead cannot be determined by its size (Cunnington 1961: 210-389; Hill 2011: 502; Karklins 1985:115; Nunn 1984: 166; Smithsonian 2012: 192). However, during the 1860s, seed beads and jeweled glass beads were often mounted in hair nets (Godey's Lady's Book 1865: 384). Although, there are no mention of hair nets in the records, they could have been worn by older girls and the staff at the school.

Ceramic

Figure 20.1 & 20.2: Ceramic Beads



Ceramic beads found at the Industrial School for Girls in Dorchester. Blue painted oblate ball clay beads (*Figure 20.1*) and unfired clay white convex cone bead (*Figure 20.2*).

Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.

There were only 14 ceramic beads found at the Industrial School for Girls in Dorchester (Table 3). There were three different types of ceramic beads found (Table 3). The first type was the blue painted oblate beads (Figure 20.1)(Table 3). The second was the brown unidentified melted ceramic bead (Table 3). Additionally, the last was the ball clay white convex cone bead (Figure 20.2)(Table 3). There were not a lot of cermaic beads found, but the ones that were found were quite large and thus were probably made for adornment rather than embroidery.

Bone

Figure 21.1 & 21.2: Bone Beads



Bone beads found at the Industrial School for Girls in Dorchester. Bone round bead (*Figure 21.1*) and bone disk bead (*Figure 21.2*). *Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

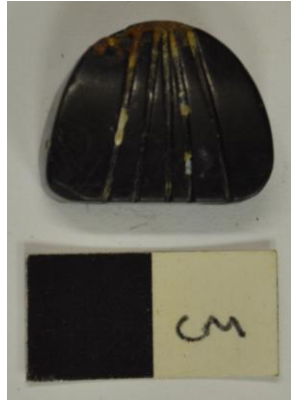
There were only two bone beads found at the Industrial School for Girls in Dorchester (Table 3). It is curious that bone beads were found, because they fell out of fashion in the 1850s due to the cheapness and availability of vegetable ivory and other materials (Lester and Oerke 2004: 479-480; Venovcevs 2013: 2). However, it is possible that the bone beads had been made at the school, as there is evidence that some bone buttons had been made there.

Metal

There was only one metal bead found at the Industrial School for Girls in Dorchester (Table 3). The only metal bead found was a copper alloy annular bead (Table 3). Only finding one metal bead proves that it was not a common material for beads at the time.

Synthetic

Figure 22: Black Semicircular Vulcanite Bead



This bead was found at the Industrial School for Girls in Dorchester. This is a black semicircular vulcanite bead with two holes that extend from the top to the bottom and five incised lines on one side. This bead was possibly used on a purse string to keep the bag attached to the wrist. *Photograph by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

There were only two synthetic beads found at the Industrial School for Girls in Dorchester site (Table 3). One was a black tube bead (Table 3) made of hard rubber. The other was a rounded triangular vulcanite bead with two holes that perforated from the top to the bottom of the bead and had six etched lines on one side that connected at the top of the triangle (Figure 22)(Table 3). It is possible that the vulcanite bead was part of a necklace, bracelet, or earrings. Vulcanite was a common substitute for jet which was a popular status symbol of the time due to its expense (Fales 1995: 224, 256; Phillips 1996: 150; Sherrow 2006: 89; 92). Jet (and imitation jet) necklaces were popular during the nineteenth century and some featured two strands of beads in the front and one strand in the back and used triangular beads to connect the strands (Bell 2004:193-194). Additionally, the vulcanite bead could have been used as a string bead on a reticule for attaching the string to the wrist of the

wearer. Reticules were commonly carried during the 1850s into the 1890s (Nunn 1984: 166; Hill 2011: 502; Smithsonian 2012: 192; Stamper and Condra 2011: 117-118, 287-288).

Jewelry

After the initial process of cataloging the jewelry items, I then provided a description of the item, the possible purpose of the item (if it could be determined), a measurement of the diameter (if possible), the measurement of the bore hole diameter (if possible), and any mends and matching (if applicable). Jewelry came in many different forms during the nineteenth century: metal, glass, celluloid, enamel, gemstones, and organic materials such as turtle shell, clay, and jet. However, jewelry could also be something as simple as a coin with a hole drilled through it and worn on a cord around the neck. Additionally, children often wore costume jewelry during play. People use jewelry to signify things about themselves, express their style, hold precious tokens close to themselves, and for costume play.

Table 4: Jewelry Artifact Catalog

Type	Count
Black vulcanite chain link	11
Black vulcanite watch chain clasp	1
Civil War Union ID tag "JAMES LANIGAN/CO G/9 th MASS V/ENLISTED/AUG 9/BOSTON MASS//THE UNION AND THE CONSTITUTION/(picture of the union shield)/WAR OF 1862"	1
Copper alloy circle hook piece	1
Copper alloy dumb bell fastener	2
Copper alloy earring clip	1
Copper alloy jump rings	2
Copper alloy watch chain	1
Gilded metal loopy jewelry piece; possible hair piece or pin	1
Glass amber ring	2
Glass aqua ring	1
Glass black oval; it looks like it fit in an earring at one time; could also be a button or bead	1
Glass black ring	1
Glass blue circle; possible jewelry	1
Glass blue piece	1
Glass clear chain links	12
Glass red multifaceted ring	1
Red pendant with a middle aged woman's face on one side; piece that fits into a frame for adornment	1
Total	42

*Figure 23.1, 23.2,
23.3 & 23.4: Jewelry*

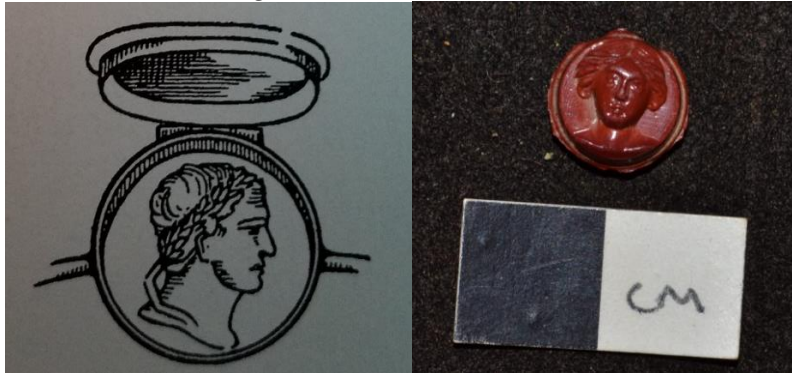


Jewelry from the Industrial School for Girls in Dorchester. Top Row: gilded jewelry fragment (*Figure 23.1*) and metal dumb bell fastener (*Figure 23.2*). Bottom Row: clear glass chain links (*Figure 23.3*) and glass amber ring (*Figure 23.4*). *Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.*

There were 42 pieces of jewelry found in the adornment assemblage (Table 4). There were 23 chain fragments found that were made of either vulcanite or clear glass (Figure 23.3)(Table 4), and would have been used for necklaces, bracelets, earrings, or watch chains. Additionally, there were 4 fragments of glass rings found (Figure 23.4)(Table 4). However, in the adornment research I conducted, I never found any reference to glass rings, so I wonder if they were used as a costume jewelry item for children. Additionally, there were some curious items that could have been used as adornment, such as the gilded jewelry fragment shown as Figure 23.1 (Table 4). The gilded jewelry fragment could have been used on a belt or as part of a hair piece. Many buckles were made of gilt metal and matched

jewelry items and working class women often used hairstyles and accessories to enhance their dress and blend in with the upper classes (Crane 2000: 73).

Figure 24.1 & 24.2: Cameo



The left image is of a Cameo ring listed as Figure 446 in *Accessories of Dress: An Illustrated Encyclopedia* by Katherine Morris Lester and Bess Viola Oerke (2004: 348)(Figure 24.1).

The Photograph on the right is of a celluloid adornment artifact posing a face found at the Industrial School for Girls in Dorchester (Figure 24.2). Photograph on the right by Madelaine Penney at the Boston City Archaeology Laboratory.

A red celluloid disk cameo (Figure 24.2) was found at the Industrial School for Girls in Dorchester (Table 4). Cameos could have been placed on any type of jewelry item such as earrings, a necklace, a ring, or a bracelet. The idea of the cameo being placed on a ring can be seen in Figure 24.1. Cameos on jewelry were very popular during the second half of the nineteenth century, and the celluloid disk that had been found could have been used on a piece of jewelry as a substitute for a shell cameo (Crane 2000: 73; Cunningham 1961: 220-389; Lester and Oerke 2004: 190, 319-320, 348)

*Figure 25.1
& 25.2: Tortoise Shell Jewelry and Vulcanite Watch Chain*



Top Picture: United States Tortoise shell jewelry c. 1860-1880. Buckle (upper left), arrow pin (bottom), and a watch chain (center), c. 1868. Listed as Colour Plate 132 in *Society for the Preservation of New England Antiques*. (Fales 1995: 224)(*Figure 25.1*). Bottom Picture: photograph of a possible vulcanite watch chain and dumb bell clasp found at the Industrial School for Girls in Dorchester (*Figure 25.2*). Photograph by Madelaine Penney at the Boston City Archaeology Laboratory.

There was a long vulcanite chain, similarly sized vulcanite chain links, and a dumbbell fastener found at the Industrial School for Girls in Dorchester (*Figure 25.2*)(Table 4). These vulcanite artifacts together would suggest something similar to the tortoise shell watch chain (*Figure 25.1*). Watch chains were very popular during the second half of the nineteenth century by women of all classes, and the vulcanite would have been a common substitute material for tortoise shell (Crane 2000: 73; Fales 1995: 224). It is likely that the watch chain belonged to a staff member of the school due to the cost of a watch and the

limited number of watch chains found. All of the chain pieces came from Feature 4 and 5, the privy feature, and could have broken accidentally while someone was using the facilities.

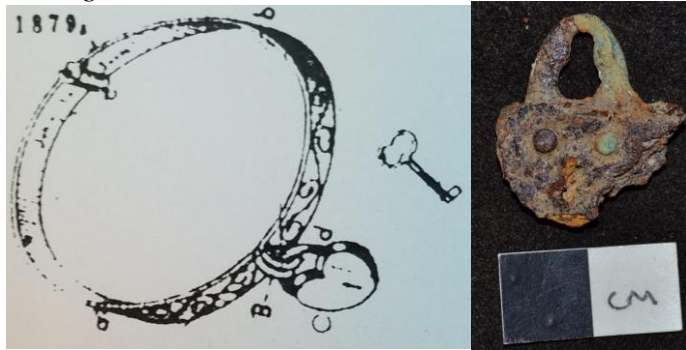
Figure 26.1 & 26.2: Tortoise Shell Chains and Vulcanite Chain Links



The photograph on the left is an American tortoise shell chain and pendant locket c. 1870. Listed as Colour Plate 131 in *Society for the Preservation of New England Antiques*. (Fales 1995: 224). Photograph by Peter J. Theriault. (Fales 1995: 224)(*Figure 26.1*). Photograph on the right is a vulcanite chain link from the Industrial School for Girls in Dorchester (*Figure 26.2*). Photograph by Madelaine Penney at the Boston City Archaeology Laboratory.

Many vulcanite chain links (such as in *Figure 26.2*) were found at the Industrial School for Girls in Dorchester (Table 4). I determined that these chain links were different from the watch chain links due to their ovular nature. These chain links were probably made as a substitute material for tortoise shell (such as in the picture from *Figure 26.1*) or jet jewelry (Fales 1995: 224).

Figure 27.1 & 27.2: Bracelet Patent and Lock



The photograph on the left is a design for a bracelet with lock and key clasp, patented December 21, 1880 by Frank Kursh of Philadelphia Pennsylvania. United States Patent Office, No. 235,637 (Fales 1995: 364)(*Figure 27.1*). Photograph on the right is a metal lock piece from the Industrial School for Girls in Dorchester (*Figure 27.2*). *Photograph by Madelaine Penney at the Boston City Archaeology Laboratory.*

This metal lock (*Figure 27.2*) was found at the Industrial School for Girls in Dorchester (Table 4). It is possible that the item could have been used as a furniture item for a toy chest or a box, however, I came across an advertisement (*Figure 27.1*) for a bracelet that was patented in 1880 by Frank Kursh in Philadelphia, Pennsylvania (Fales 1995: 364). The ad led to speculation that the lock could have been an adornment piece on a bracelet or other jewelry item, so I have included it among the adornment items.

Civil War at the School

*Figure 28.1
& 28.2: Civil War ID Tag*



The first picture is a photograph of the front of the Civil War ID tag found at the Industrial School for Girls in Dorchester that reads, “THE UNION AND THE CONSTITUTION/WAR OF 1862” with the shield of the Union (*Figure 28.1*). The back of the ID tag reads, “JAMES LANIGAN/CO G/9th MASS V/ENLISTED/AUG 9/BOSTON MASS” (*Figure 28.2*).

Photographs by Joseph Bagley at the Boston City Archaeology lab. The illustrations were created by Madelaine Penney.

The American Civil War affected many Americans both personally and economically. A Civil War ID tag was found at the Industrial School for Girls in Dorchester that was inscribed with “JAMES LANIGAN/CO G/9th MASS V/ENLISTED/AUG 9/BOSTON MASS” (*Figure 28.2*) on one side, and “THE UNION AND THE CONSTITUTION/WAR OF 1862” with a picture of the Union Shield on the other (*Figure 28.1*). According to Ancestry.com (2009) James Lanigan was 19 years old when he enlisted as a union private infantryman during the Civil War in August 9, 1862. He was a fireman when he enlisted, and was wounded, but survived the war and was discharged on June 21,

1864. Lanigan has not yet been linked to any of the girls from any of the available census records or Admission Records. However, It is possible that some of the girls that attended the Industrial School for Girls in Dorchester had relatives in the war and wanted to use their domestic skills to aid the war effort. In an 1893 Annual Report it stated that, “During the War, Many Soldiers’ socks were knit by the girls and sent to the Sanitary Commission” (Industrial School for Girls, Dorchester 1893: 7). The Secretary Records narrow the timeline down to a meeting on March 2, 1865, where the school administrations wrote that, “A note of acknowledgement from the Sanitary Commission [a private relief agency created by federal legislation on June 18, 1861, to support sick and wounded soldiers of the US Army during the civil war] for the socks knitted by the children was presented” (Industrial School for Girls, Dorchester 1861-1871: March 2, 1865). The information compiled from the written sources of the school conclude that many of the girls were worried about the Union soldiers, and they used their knitting skills to help the cause.

Decorative Combs and Headbands

After the initial catalog, I determined the material of the comb or headband and the purpose based on the curve of the comb (whether it was hairbrush comb or decorative comb), a description of the comb, and any mends or matches with other pieces. Decorative combs were used to hold hair in place and add decoration to a hair style. Additionally, decorations on the combs were often concentrated to the top of the comb (White 2005: 107). Decorative hair combs were popular on and off during the nineteenth century but were continuously popular after 1861 until the end of the nineteenth century (Cunnington 1961: 246, 296-301; Lester and Oerke 2004: 135). Decorative combs come in two different types: one-piece

combs and composite combs (White 2005: 107). The only difference is composite combs have a side plate, and once-piece combs are a simple comb that holds the hair in place while offering decoration (White 2005: 107). In the late nineteenth century, both back and side combs were popular (Lester and Oerke 2004: 135; White 2005: 107). Back combs were larger than side combs and were used to secure larger quantities of hair (Cunnington 1961: 246, 296-301; White 2005: 107). Tortoise shell was a popular comb material, but vulcanite, celluloid, and gutta-percha were common substitutes for tortoise shell (Fales 1995: 223-225; Sherrow 2006: 89). Headbands were not explicitly discussed in historical research. However, a diadem comb's description is the closest to a headband as it is described as brushing all the hair upwards from the forehead and leaving the temples free (Corson 1969:483). Diadems were popular during the 1860s and 1870s (Corson 1969: 483-484, 488).

Table 5: Comb and Headband Artifact Catalog

Type	Count
Comb pieces	130
Headband pieces	15
Total	145

There were a large number of decorative combs and headbands found at the site (145)(Table 5). The quantity of adornment combs and heads bands would suggest that they were worn by the girls at the school. All of the hair adornment artifacts were made of vulcanite which was a popular substitute for the expensive tortoise shell combs that were worn by the upper classes (Cunnington 1961: 246, 296-301; Epstein and Millicent 1991: 78-80; Fales 1995: 223-225; Stamper and Condra 2011: 129).

Figure 29: Decorative Comb



This Photograph is of an ornate decorative comb found at the Industrial School for Girls in Dorchester. *Photograph taken by Madelaine Penney at the Boston City Archaeology Lab.*

There were 130 decorative comb pieces found at the Industrial School for Girls in Dorchester (Table 5). There was a minimum of 23 minimum combs present. Many of the pieces were ornate with designs on the top and would have been used as hair adornment (Figure 29). Comb pieces that could be assigned to hygienic purposes were excluded. The curvature of the comb teeth indicated the difference between a hygienic and a decorative comb tooth. Only curved teeth were included in the count.

*Figure 30.1, 30.2
& 30.3: Headbands*

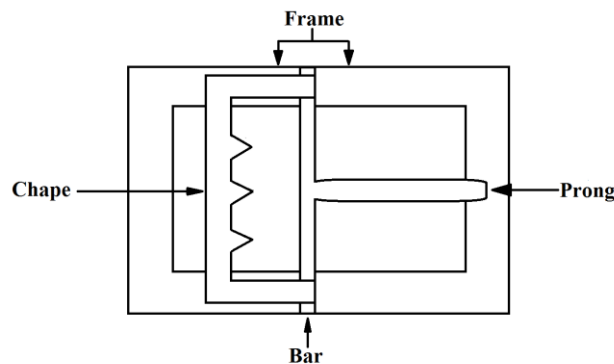


Pictured above, are three headband types found at the Industrial School for Girls in Dorchester. The one on the top left has a floral design on the crown (*Figure 30.1*), the one on the top right has a dot pattern that increases in size as it emerges towards the center of the crown (*Figure 30.2*), and the headband on the bottom is a plain round headband (*Figure 30.3*). *Photograph taken by Madelaine Penney at Boston City Archaeology Laboratory.*

There were 17 headband pieces found at the site (Table 5). There was a minimum of 13 headbands represented. Moreover, the headbands had 3 different decorative design types. The first design type had a flower at the crown of the headband (*Figure 30.1*)(Table 5). The second type featured several circles that increased in size as they converged to the top of the headband (*Figure 30.2*)(Table 5). The last style of headband was a plain curved style with no decoration (*Figure 30.3*)(Table 5). Furthermore, there are enough headband pieces to suggest that they were popular at some point in the school, but with enough variation to suggest choice in the type of headband, or donations of many different styles.

Buckles

Figure 31: Buckle Parts



This buckle illustration was created by Madelaine Penney but was based on the buckle illustration from *Buckles* by Alan and Gillian Meredith (2008: 5).

A buckle's use is to join two ends of straps in a secure and adjustable manner (Meredith and Meredith 2008: 5). After the original catalog process, I listed a description of the buckle and noted any decoration. Unfortunately, buckles are difficult to date because buckles were often reused on many different garments and styles over decades (Meredith and Meredith 2008: 12). The most diagnostic and visible part of the buckle is the frame which comes in many different shapes, sizes, decorations, and materials depending on the intended use and fashion (for buckle parts consult Figure 31)(Meredith and Meredith 2008: 5). For example, if the buckle is intended for a shoe, the frame will be slightly curved to accommodate the shoe front (Meredith and Meredith 2008: 5). Additionally, if the buckle frame is slightly curved in on itself, the buckle was intended for use in securing thick material (Meredith and Meredith 2008: 5). Furthermore, if a buckle was intended for use with leather, the bar was set away from the frame (Meredith and Meredith 2008: 5). The chape of the buckle, the part of the buckle that secures the two pieces of fabric together, could be fitted to the bar to enable easy interchangeability between buckles (Meredith and Meredith

2008: 5). However, the teeth of chapes damaged straps and belts which made frequent repairs necessary (Meredith and Meredith 2008: 5-7). One way to fix this problem, was to create the “T” anchor-or-spade-shaped chapes that avoided damaging the material but required the belt to have holes to accommodate it (Meredith and Meredith 2008: 7). A buckle without a chape is called a buckle trim or a slide (Meredith and Meredith 2008: 7). During the nineteenth century, slide buckles were often used in home dress-making, and the belt was secured instead with a hook and eye which allowed for the omission of the intricate stitching around eyelet holes (Meredith and Meredith 2008: 7).

Table 6: Buckle Artifact Catalog

Type	Count
Buckle piece	1
Cloud shaped buckle with leaf etchings	2
Oval belt buckle with outline etching around the outside and inside edges	2
Oval buckle with two hooks on the side	1
Rectangular belt buckle	8
Square buckle	2
Total	16

Figure 32.1, 32.2 & 32.3: Buckles



Buckles found at the Industrial School for Girls in Dorchester (left to right): oval buckle with two hooks on the side (*Figure 32.1*), cloud shaped buckle with leaf etchings (*Figure 32.2*), and oval belt buckle with outline etching around the outside and inside edges (*Figure 32.3*).
Photographs by Madelaine Penney taken at the Boston City Archaeology Laboratory.

There were 16 different buckle pieces found of various styles (Table 6). There were 8 different rectangular buckle pieces, 2 square buckle pieces, 1 oval buckle piece with two hooks in the side for a slide buckle (*Figure 32.1*), 2 oval buckles pieces with an etched outline (*Figure 32.3*), 2 buckle pieces in a cloud shape with etched designs with a slide design (*Figure 32.2*), and 1 unidentified buckle piece (Table 6). Most of the buckle pieces, judging by their size, shape, and hooking method, would have been used for belts. Belts on women's clothing was popular throughout the second half of the nineteenth century. I was unable to determine in my research if belts were worn by children as well as adults, but children were often dressed in the same styles as adults so it would be understandable to think that children also wore belts. Shoe buckles were not common for everyday wear during the nineteenth century, especially for working class girls and women. Additionally, the Secretary Records often mentioned boots being purchased for the girls that would have either buttoned or laced.

Other Clothing Fasteners

The other clothing fasteners found at the Industrial School for Girls in Dorchester consisted of aglets, eyelets, a suspender, and hook and eye clasps. After the initial cataloging process, I measured the length and width of the aglets. Aglets are pieces of metal that cover the tips of shoelaces or strings (White 2005: 31; White 2008: 24). The purpose of aglets was to prevent the laces from unraveling, and to allow for more easily threaded laces through eyelets on clothing (Iwagami 2006: 127; White 2005: 31; White 2008: 24). Eyelets are metal circular clamps that prevent clothing holes from tearing (Iwagami 2006: 127; White 2005: 31). Hook and eye clasps were a simple fastener with the hook being a curved “T” shape that was sewn into one side of the garment that looped through the “U” shaped eye that was sewn into the other side of a garment. The hook and eye clasp were one of the most common ways to fasten women’s clothing in the nineteenth century (White 2005: 31). A popular trend from the late 1870s into the 1890s was to wear a full fitted jacket with front closures that fastened with hooks and eyes for a gapless look of a seam (Hill 2011: 505). Women began using suspenders in about 1875 that connected an elastic supporter that suspended from a girdle or belt to the top of the stocking (Lynn 2010: 124).

Table 7: Fastener Artifact Catalog

Type	Count
Aglets	432
Eyelets	37
Hook and eye fasteners	12
Other hook	7
Copper alloy suspender	1
Total	489

*Figure 33.1, 33.2,
33.3, 33.4 & 33.5: Fasteners*



Fasteners from the Industrial School for Girls in Dorchester. Top row: metal hook (*Figure 33.1*), metal eye (*Figure 33.2*). Bottom row: metal aglets (*Figure 33.3*) and metal eyelet (*Figure 33.4*), and metal suspender with etchings (*Figure 33.5*). *Photograph by Madelaine Penney at the Boston City Archaeology Laboratory.*

There were 489 fasteners found at the school (Table 7). The most common fastener was the aglet (432) (Figure 33.3)(Table 7). There were a large number of aglets found at the site which may suggest that shoelaces were bought in bulk, and there were mentions in the Annual Reports of people donating shoestrings. Aglets were worn on shoe and corset strings to keep the ends from unraveling (White 2005: 31; White 2008: 24). The Secretary Records often mention the purchase of boots, and one entry from an Annual Report from 1859 stated the items the school would be interested in being donated, “A few yards of cotton or calico, a pair of shoes, a bundle of shoe strings, anything that is fit for the common use of a country household, or gives innocent pleasure to children, will find a hearty welcome, and can be sent to any of the Managers in town, or to the school, as convenient” (Industrial School for Girls,

Dorchester 1860: 5). Next, eyelets were the second most common fastener with 32 found (Figure 33.4)(Table 7). There were 20 hooks in the adornment assemblage (Figure 33.1 & 33.2). Hook and eye fasteners (12), and other hooks such as the suspender hook (8) (Figure 33.5), were used for many different types of clothing. During the nineteenth century, women's garments were advertised with hook and eye clasps and pins (Lindbergh 1999: 56; Venovcevs 2013: 8). However, at the Dorchester Industrial School for Girls there were more buttons found than hook and eye clasps which would suggest that the girls' dresses fastened with buttons. Buttons were more easily changed from garment to garment because there were fewer needed. Perhaps the mistress or teacher of the school wore hook and eye clasps instead of buttons. However, the various hooks and eyes could have been used for petticoats or corsets. Unexpectedly, a suspender was found at the site, however, with some research I discovered that some women began using suspenders in 1875 to hold up their stockings (Lynn 2010: 124).

Figure 34.1 & 34.2: Corset that fastens in the front and a Metal Artifact



The picture on the left is of a British Corset, early 1890s. (Lynn 2010, 126)(*Figure 34.1*).

The picture on the right is of a metal artifact from the Industrial School for Girls in Dorchester (*Figure 34.2*). *Photograph by Madelaine Penney at the Boston City Archaeology Laboratory.*

A metal artifact (Figure 34.2) was found at the site (Table 7). Due to its aesthetic appearance I determined that it was probably a type of fastener. Through research on dress in the nineteenth century, I found an example of a corset that fastened in the front (Figure 34.1) with fasteners that looked like the one found at the site (Figure 34.2). Corsets that fastened in the front and laced in the back were popular in the 1890s (Lynn 2010: 130).

Secretary Records and Annual Reports Methods and Data

I determined, that for my research questions to be fully answered, I would need to do a detailed analysis of the Secretary Records and Annual Reports from the Industrial School for Girls in Dorchester from 1859 to 1884. The Secretary Records were found at the Howard Gotlieb Archival Research Center at Boston University, and the Annual Reports were

accumulated from the Massachusetts State Library, the Massachusetts Historical Society, Simmons College, the Monroe C. Gutman Library at Harvard University, and the Boston Public Library. During the analysis of the Secretary Records and Annual Reports I wrote down all references to the act of creating clothing, clothing in general, laundry, and any other mentions related to clothing.

Secretary Records

Creation of Clothing

Sewing and mending are often referenced in the Secretary Records when a visitor arrives at the school to help with the sewing, or to mention a girl's exploits related to sewing. In February of 1889 it was written in the Secretary Records that two of the girls, Clara Conley and Katie Smith sent their sewing items to the Paris Exhibition from the public school (Industrial School for Girls, Dorchester Jan 1889-Jan 1894: February 7, 1889). Additionally, in February and March of 1861, the Secretary Records refer to a time of "spring sewing" which would indicate that there is a time of bulk sewing during the springtime possibly for making dresses to last the spring and summer seasons (Industrial School for Girls, Dorchester 1861-1871: March 6, 1861). Furthermore, it was also discussed in the Secretary Records of staff members that were hired to fill the sewing teacher positions. Moreover, there are several mentions in the Secretary Records of new dresses being sewn by seamstresses with the help of the older girls and finished off by the younger girls. Seamstresses were often employed when the girls had an excess of sewing that needed to be completed such as repairs to comforters and old garments and the completion of dresses for the spring and fall (Industrial School for Girls, Dorchester 1861-1871: October 1, 1863).

However, there were a couple of occasions where the administrators helped with the sewing to accommodate the massive amount that needed to be done such as was described on July 2, 1868: “There was a great accumulation of sewing that needs to be done at once. Mrs. Smith had ahead made arrangements to get some ladies together to sew one or two afternoons. Some of the managers promised to come on Tuesday afternoons to cut” (Industrial School for Girls, Dorchester 1861-1871: July 2, 1868). There also a few mentions of the purchase and use of a school sewing machine.

Cutting for dresses is often referred to as being done by the staff at the school or outsiders, presumably so the girls do not hurt themselves and because the task takes some skill. One comment from March 2, 1865 mentions that the girls’ dress cut might have marked them as institutionalized children. The statement follows as: “an offer from a competent person to cut the spring dresses for the children, provided they might be more like other peoples. The offer was accepted” (Industrial School for Girls, Dorchester 1861-1871: March 2, 1865). Beginning in 1879, the administration began to note of how many garments are sewn and mended, and how many stockings are knit. Knitting is often mentioned in the Secretary Records as a task that the girls completed and showed off to the administration of the school and visitors. The girls even sent their knitted works to union soldiers during the Civil war as stated in a excerpt from March 2, 1865, “A note of acknowledgement from the Sanitary Commission for the socks knitted by the children was presented” (Industrial School for Girls, Dorchester 1861-1871: March 2, 1865).

Clothing

Clothing is often mentioned in the Secretary Records in regard to the Clothing Commission or Clothing Committee. The Clothing Committee was a group of the administrators that were appointed each year to oversee that the girls were clothed properly and received enough funding for their clothing needs. Clothing mentions also indicate the types of clothing that were at the school as seen in one entry from December 3, 1863, “Mrs. Chisholm had made in six weeks, twenty-four dresses and fourteen cloaks” (Industrial School for Girls, Dorchester 1861-1871: December 3, 1863). Clothing is also discussed as being provided for by guardians while the girls are away at service. It is interesting to note that sometimes the girls’ consideration of their clothing was taken into account such as it was on July 2, 1868, “Mrs. Philbrick said that Miss Macy thought the shoes which the girls were wearing were not suitable to them. They were frayed, shredded, and the girls, the older ones especially, were ashamed of them. Voted that they should have found better shoes to wear on Sundays and special occasions” (Industrial School for Girls, Dorchester 1861-1871: July 2, 1868). In 1879 the Clothing Committee started a notation every month of how much clothing cost. Additionally, the annual Administration meeting noted that the relatives of the girls in the school now provide a good deal of the clothing for them during the year which reduced the expense of each child’s clothing (Industrial School for Girls, Dorchester June 1880-December 1888: January 11, 1888). The addition of clothing from outside the school should have shown variation in clothing, but there is still a lot of uniformity in the adornment assemblage.

Laundry

The comments of laundry in the Secretary Records often mention the machines that were purchased for the process such as the “wringing machine”, and which girls were responsible for the laundry at the time of the record (Industrial School for Girls, Dorchester 1861-1871: April 30, 1862). There was also discussion about installing a drying room in the basement and purchasing a washing machine in 1866.

Other

The “other” section is reserved for interesting facts about clothing related comments in the Secretary Records. One mention in the Secretary Records from December 2, 1869, “A gift of gloves and hats from some ladies of Rev. Mr. Hinkle’s society had been received. The hats were described as being ____ fancifully trimmed, that it was concluded after some little talk about the matter that the children had better be allowed to wear them as they had been given to them” (Industrial School for Girls, Dorchester 1861-1871: December 2, 1869). This quote suggests that due to fanciful nature of the hats that the administration was debating whether to give items to the girls, but because it was charity, they allowed it.

Annual Reports

Creation of Clothing

Sewing, mending, knitting, and cutting are discussed in the Annual Reports as skills that were acquired during the girls’ stay at the school. These skills were used in the domestic vocations that the school administration wished the girls to continue onto after they reached majority and during their terms in domestic service in their teens. Clothing is discussed in the Annual Reports as being created by the matron, assistant matron, teacher, and children each

dress season, with rarely any mention of a hired seamstress (Industrial School for Girls, Dorchester 1860: 7). The 1865 Annual Report stated that, “The girls make all their own garments, and knit all their own stockings, and do all the work of the house except a small portion of the weekly wash” (Industrial School for Girls, Dorchester 1865: 1). This Annual Report inflated the amount of work the girls did in making their own garments by negating the work that seamstresses and other volunteers did to help make their garments while deflating the amount of work that they did with regards to laundry. If a seamstress is mentioned in the Annual Reports, it is often in reference to a previous pupil who had gone into the dress making business. One example of this is, “_____’ is apprenticed to a dressmaker, her sister working with a tailor, both helping their mother, an excellent woman, but poor, and out of health when they came to us” (Industrial School for Girls, Dorchester 1876: 14). A wage for a seamstress is mentioned in the 1881 Annual Reports (Industrial School for Girls, Dorchester 1882: 16-17). By 1886, the job of assistant matron was held by a seamstress (Industrial School for Girls, Dorchester 1887: 5). Additionally, often the Annual Reports list the quantity of garments that had been made and repaired, and the stockings that had been knitted.

Clothing

Clothing is discussed in the Annual Reports in response to a need for clothing as a charity item. In an excerpt from the 1859 Annual Report it stated, “A few yards of cotton or calico, a pair of shoes, a bundle of shoe strings, anything that is fit for the common use of a country household, or gives innocent pleasure to children, will find a hearty welcome, and can be sent to any of the Managers in town, or to the school, as convenient” (Industrial

School for Girls, Dorchester 1860: 5). The Clothing Committee also usually has an annual amount of the cost of clothing per year listed in the Annual Report. There are also lists in the Annual Reports of charitable persons and organizations that had donated clothing items usually hats, socks, fabric, shoes, and shoelaces.

Laundry

The laundry is portrayed in the Annual Reports as an asset to the school. The laundry is referred to in the Annual Reports by expense, and that the girls were employed in washing and ironing at the school. By 1868, every Monday three girls were employed to wash, and on ironing days four or more were required to assist (Industrial School for Girls, Dorchester 1868: 1). Additionally, by 1874, the girls assigned to washing laundry often did so multiple times of week, so they would not have to hire a permanent laundress (Industrial School for Girls, Dorchester 1861-1871: July 1, 1874). By 1882, two girls were employed in the laundry room four days a week for three hours each day (Industrial School for Girls, Dorchester 1883: 6).

Further Discussion

From the Secretary Records I have been able to glean the type of clothing that the girls would have worn at the school. From an excerpt from April 6, 1864, “Miss Everett showed a specimen of cloth which she had bought for the children’s dresses at 45 cents a yard. She thought that the children would only need one set of dresses this year - also that sun-bonnets were needed” (Industrial School for Girls, Dorchester 1861-1871: April 6, 1864). The girls all had the same type of fabric for their dresses and they wore sunbonnets. From many excerpts in the Secretary Records the girls were also given aprons to protect their

dresses. Additionally, a Secretary Record from November 16, 1872 would suggest that the girls' clothing did not change due to their age, "Miss Reed would like some older girls to have some new skirts, but the ladies did not approve" (Industrial School for Girls, Dorchester 1872-1880: November 16, 1872). Another mention in the Secretary Records from April 3, 1879 suggested that the fabric that was used for the dresses the girls wore was made from gingham and calico fabrics (Industrial School for Girls, Dorchester 1872-1880: April 3, 1879). An excerpt from December 1, 1887 describes the reason for this fabric choice over wool;

With regard to the question, brought up by Mrs. Thomas of our girls wearing woolen dresses to school instead of the ginghams now worn. Mrs. Rogers, who was on the clothing committee when the change had been made to gingham, said that it was made on account of the great difficulties in keeping woolen dresses clean (also for greater economy). As it now stands the girls put on working dress (gingham) in the morning, change to school dress (gingham) later, & between schools wear an apron to cover the latter. A clean working dress is given out once a week. Clean school-dress the next each to be worn two weeks. It was decided to make no change. Simply keeping a little watch to make sure that dresses were not worn when really untidy (Industrial School for Girls, Dorchester June 1880-December 1888: December 1, 1887).

In January of 1894 the administration was still receiving complaints about the girls were wearing cotton dresses that marked them as institution children, so the distinct institution style and cut were still in place (Industrial School for Girls, Dorchester Jan 1889-Jan 1894: January 4, 1894).

The administration of the school often discussed in the Secretary Records what clothing might be appropriate for the girls because of their station and needs. Fashion is often not considered, and the administration seemed reluctant to change the dress of the girls. In the Secretary Records from December 4, 1873 there is a statement to this effect, "Mrs.

Roberson thinks the children might be allowed white stockings, and after some discussion, it has been to empower Mrs. Roberson to purchase American stockings. Striped with color, at about 90 cents apiece” (Industrial School for Girls, Dorchester 1872-1880: December 4, 1873). Striped colored stockings were popular in the 1870s, but the fact that they had to vote on allowing them is rather odd. Additionally, another quote from the Secretary Records on March 3, 1892, “One of the public-school teachers had spoken of our girls’ cotton dresses as a disadvantage, marking them as “institution” children. This question has come up before but has not been thought of sufficient important to change the plans of the clothing-committee” (Industrial School for Girls, Dorchester Jan 1889-Jan 1894: March 3, 1892). During the late nineteenth century calico dresses were synonymous with working class girls and women. Thus, the administration was reinforcing class distinctions using clothing. This idea reflects many institutional reformers ideas that children should learn to cope with adversity and not be spoiled (Clement 1997: 194-195).

Also, there is information to gather from the Secretary Records that would indicate that individuality in clothing or clothing worn that expressed a status above their poor station was discouraged and enforced. In a notation from January 2, 1862 this idea is expressed, “Mrs. Barratt had asked to have her children come into Boston to meet her [and] have their children had received from their family presents of clothes not suitable in their position” (Industrial School for Girls, Dorchester 1861-1871: January 2, 1862). This excerpt points to the fact that the administration of the school was willing to educate the girls in domestic skills at the school, but they did not want them to rise above their station to threaten middle class positions. During the nineteenth century when clothing could be made cheaper due to

the advancements of the time it was frowned upon by upper members of society for working class people to dress above their station and they often remarked about their distaste of it (Ashelford 1996: 214; Crane 2000: 3-5, 29-60; Laver 1969: 177; Lindbergh 1999: 50; Stamper and Condra 2011: 81).

Dress reform was a popular topic among women in the 1870s due to the “Cult of True Womanhood’s” critique of the individualism, cost, and health detriment (tightly laced corsets, weight of layers, and crinolines that trapped women in burning buildings) caused by fashionable dress, and the Industrial School for Girls in Dorchester was no exception (Spencer-Wood 2013: 191). It is stated in the Secretary Records on March 1, 1876 that, “Miss Sever said that she had examined the garments at the Dress Reform rooms liked them very much and had made arrangements to take some of the older girls in to be fitted for patterns” (Industrial School for Girls, Dorchester 1872-1880: March 1, 1876). This statement would suggest that maybe some of the administrators had more progressive ideas toward clothing and favored comfort over fashion. However, this could also be a statement that because of their economic class the girls should be forced to wear clothing that would make their domestic duties easier to achieve than fashionable clothing would allow.

Interesting to note, the Annual Reports often mentioned that the students made all of their own clothing, but the Secretary Records frequently discuss that they hired a seamstress and had volunteers from the board make articles of clothing. For example, in the Secretary Records from April 1, 1869, “six ladies had attended the special meeting for cutting and had cut aprons, waists, chemises, drawers Vc. Many of these garments had been taken home by the ladies to be made” (Industrial School for Girls, Dorchester 1861-1871: April 1, 1869). I

believe that this oversight in the Annual Reports was intentional as a way for the school to seem more functional in its instruction of the girls' abilities to create their own garments. I also think that it is interesting that the women in administration know a lot of the domestic skills that they are teaching the girls in the school and are willing to perform the tasks for free in times of need. It is also important to note that later in the century certain garments that had been previously made by the girls were being purchased due to the beginning of the industrialized clothing industry. From a Secretary Record excerpt from November 2, 1882, "the clothing Com. Reports stockings bought for the first time in any quantity" (Industrial School for Girls, Dorchester June 1880-December 1888: November 2, 1882). Even though the primary objective of the school was teaching the girls domestic skills, the school eventually saw the disuse of certain skills such as knitting stockings which were quickly being replaced by machine-made stockings.

There were also questions in the Secretary Records as to the effectiveness of the school in preparing the girls for the real-world regarding finances and the girls' priorities of fashion over thrift, detailed in this excerpt which comes from March 1, 1876:

Miss Rogers reported for the Com. Originally formed to consider the question of paying the older girls, a plan arose from the need of making them feel a greater sense of responsibility. The Com. had considered the whole subject carefully. They found that the girls, even Mary Connor had no idea of the value of money, that one girl was lately willing to pay \$10.00 for a pair of woolen gloves and was not surprised at the price- that all the girls are consequently careless about their clothes and waste a good deal in small ways. That where everything is supplied without the need of time or thought on their part, they do not understand why they should not even have more and better things. The Com. find on consulting the reports that \$26.50 has been the average price for the clothing of each girl per year- this, however, is not quite a fair standard as the school has not always been full and the girls charge more or less. They propose the plan schooled in the following matter and it was after some opposition that in order to carry on the style further the many expenses of the girls is

an issue of responsibility for their own support, and to teach them as far as possible the value of money. Those girls who can best profit by such a plan, shall have a certain amount of liberty in the choice of their clothes and shall keep an accurate account of their expenses. That \$28.00 per year shall be appropriate for this use. That as this is an experiment the details of the plan be left to a Com. of two in connection with Miss. Burns. That this Com. Consist of Misses Sever and Rogers (Industrial School for Girls, Dorchester 1872-1880: March 1, 1876).

This practice was not mentioned again or for how long it was carried out. As a charitable organization, the administration must have budgeted the cost of clothing for each girl to make sure that each girl was clothed, but the administration also showed concern for the specific items that the girls purchased and the higher station that they would have implied if worn.

The clothing com. said that when the spring dresses were purchased. The girls had expressed through Miss Burns a desire for overskirts, that she had consulted with the Pus. And several others and they had agreed apart from their own desire to cloth the girls simply. The school had no right to expend money in expenses so to speak; but that if the older girls who were keeping an account of their expenses, with a ___ to keep within a certain sum. Desired to pay for them and save in other directions. They were at liberty to do so. Miss Rogers wrote a letter stating the case to them and showing them how by a sacrifice in this direction they could spend in some better place. The result was that the overskirts were entirely rejected and only few girls chose a ruffle at the bottom of their plain skirts. Mary Connor and Phoebe both fond of dress, chose plain skirts (Industrial School for Girls, Dorchester 1872-1880: May 3, 1876).

Both excerpts emphasize that the Administration was trying to get the girls to internalized appropriate working class clothing by making them accountable for the cost of clothing.

From the information gained from the Secretary Records and Annual Reports, it is obvious that the girls tried to supplement their institutionally issued clothing with more fashionable accessories. One passage from the Secretary Records from March 4, 1880, “the girls are knitting clocks on their stockings bought by Miss Walker, the knitting is very good” (Industrial School for Girls, Dorchester 1872-1880: March 4, 1880). Clocks on stockings

were every popular in the 1880s (Nunn 1984: 161). It is also clear that donations from the outside also tried to supplement some semblance of fashion for the girls in the form of hats, stockings, and other hair accessories. An Annual Report from 1876 noted a donation of, “Mrs. Felton Round Combs and Ribbons” (Industrial School for Girls, Dorchester 1876: 15). Many round combs were found at the site to corroborate these types of donation.

CHAPTER 5

ANALYSIS AND CONCLUSION

I have examined the adornment collection of 2,832 artifacts from the Industrial School for Girls in Dorchester which includes: beads, buttons, combs, buckles, jewelry, fasteners, and headbands. I have also studied the contemporary Secretary Reports and Annual Reports published by the school and the social movements of the Cult of True Womanhood, and the influence of the Second Great Awakening on the reform movements of domesticity, dress, and institutions. All of this was studied to understand how the staff and administration were influenced by the social movements of the time and how those values were expressed in the dress of the students.

The influence of the Second Great Awakening on domestic reformers was the idea of pious living and purifying environments within the home (Kruczek-Aaron 2015: 35-36; Spencer-Wood 2013: 183; Young 2003: 72, 91). Domestic Reformers sought to translate their ideas of purifying environments, limiting and reorganizing their associations, and creating guidelines to fix moral chaos that existed in the working class through institutions (Finkelstein 1985: 117-132; Schneider 1992: 72, 78; Spencer-Wood 1996: 410). The administration at the Industrial School for Girls saw the working class as depraved and that the only ones who could purify the students were the administrators. The administrators described the girls as:

shy, defiant, or sulky look[ing], the unhealthy aspect, the indescribable *savage* expression...[to] the natural, childish expression of health and hope and confidence greets you from faces which one would have classed as *hopeless*...Many of them must be first trained to decency, and broken of injurious and disgusting habits, and afterwards taught the simplest of lessons of obedience and forbearance (Industrial School for Girls, Winchester 1856: 6-7).

Domestic Reformers believed that gendered work as a repetitive ritual would both maintain and support the transformation of women and girls into workers in compliance with the “Cult of True Womanhood” (Spencer-Wood 2010: 111). In a way they were using the practice theory to create the result they sought.

One of the ways in which women were affected by the Second Great Awakening in their material culture was to buy clothing that met a certain standard of quality, value, and beauty without valuing costliness (Kruczek-Aaron 2015: 36). The administrators of the Industrial School for Girls in Dorchester wished to assert these values on the students by promoting economic thrift. Most of the adornment found at the school was made of less expensive materials such as bone, ceramic, glass, clay, vulcanite, and low-cost metals that would support the idea that the school encouraged economic thrift. The button assemblage in particular shows signs of economic thrift. There was some variation among the button assemblage, with 87 different types of buttons, but overall the buttons had a large number of identical buttons; there were 655 ceramic buttons and 52 shell buttons out of 766 buttons total. Ceramic buttons were one of the cheapest buttons of the time and this cheapness over style would follow the Second Great Awakening value of selecting clothing that was affordable, fine, but not flashy (Kruczek-Aaron 2015: 35-36; Lester and Oerke 2004: 480; Lindbergh 1999: 52; Luscomb 2006: 183-184; Spencer-Wood 2013: 183; Sprague 2002: 113;

Venovcevs 2013: 5; Young 2003: 72, 91). Additionally, the bone button blank that was found also promotes the idea of thrift at the school, because that means that someone at the school was also making their own buttons possibly in times of shortage. Furthermore, the historical documentation from the school also referenced that the dresses for the students were purchased in batches, and thus were fairly uniform in style. This consistence of style shows that the school administrators favored functionality and family unity among their students over style. Moreover, the school administration wanted the students to feel like a family, so they dressed the girls alike as to not promote competition among them. Possibly, the school also wanted the girls to become comfortable wearing clothing that had little fashionable detail, because their uniforms in service would also be made for functionality and not fashion.

Children at the school were taught the value of money and that clothing was not where excess money should be spent. The Secretary Records also show this cost over fashion in a Secretary Record from 1876 that said that the school gave the girls a budget of \$28.00 a year for their clothing, and they were supposed to keep an account of what they purchased (Industrial School for Girls, Dorchester 1872-1880: March 1876). Additionally, during 1876 the girls were given the choice of a ruffle at the bottom of the skirts or to allocate the money for something else they wanted. Most of the girls chose to have plain skirts and to use the money for something else (Industrial School for Girls, Dorchester 1872-1880: May 3, 1876). By allowing the girls a choice the administrators were instilling ideas of what they thought was an appropriate cost of clothing and the idea that favoring fashion over functionality meant a loss of money for other items.

Another way to promote frugality among the students was to give them laced boots instead of buttoned boots. There were 432 aglets and 32 eyelets found at the site. Boots and shoelaces were often mentioned in the Annual reports as being purchased or donated. An Annual Report from 1859 mentioned a statement in which the school asked for shoes and shoe strings to be donated to the school, “A few yards of cotton or calico, a pair of shoes, a bundle of shoe strings, anything that is fit for the common use of a country household, or gives innocent pleasure to children, will find a hearty welcome...” (Industrial School for Girls, Dorchester 1860: 5). The large number of aglets can be attributed to the fact that shoestrings break and need to be replaced often and that they can be purchased in bulk. The small number of eyelets can be attributed to the fact that boots can also be re-soled instead of replaced, and thus there would be less need to throw out shoes creating only a small deposit of eyelets. Additionally, because boots did not have to be replaced as often, they were more economical than other shoes from the era.

There is some evidence that the staff at the school also promoted thrift among their own adornment. The jewelry items from the archaeological assemblage that were probably worn by adult staff members were made from imitation materials and would have been more economical than their counterpart materials. This would suggest that either the staff could not afford the real materials, or they did not believe that the real materials were worth the price when the imitation materials would suffice. This example of frugality might have also been used as an example to the students that gentility could be practiced without resorting to excess and thus sin in terms of the Second Great Awakening reform movement. However, there are some gilded jewelry items that would have been more expensive, and possibly these

items were worn when the staff members needed to negotiate their status with visitors to the school. Additionally, there were glass rings found at the site that could have been worn as costume jewelry by either the staff or the children at the school, and the items would have been much cheaper than other ring materials at the time.

The Second Great Awakening's influence on reformers to purify environments with pious goods could also be seen in the adornment assemblage (Kruczek-Aaron 2015: 35-36; Spencer-Wood 2013: 183; Young 2003: 72, 91). The buttons recovered from the archaeological site could possibly show an attempt by the administrators at the school to instill moral values through the girls' clothing. There were 474 plain white buttons found. During the nineteenth century and onward the color white has signified purity (Young 2003: 57). For example, furniture and ceramic and glass vessels in the home were often white or colorless and in the "gothic" style to enhance the sacred aspect of women's domestic role within the ritual of family meals and friendly visits because "gothic" style architecture was very popular for church architecture in the mid nineteenth century (Wall 1991: 78-79; Wall 1994: 158; Wall 1999: 113; Wall 2000: 135). Perhaps, white buttons were a way of promoting that sacred message through clothing. Additionally, the managers may have wanted to signify to the girls of the school that they saw them as pure and wanted the children themselves to remain pure. Furthermore, the plain white buttons could signify simplicity and versatility of the same buttons on many different garments. Additionally, there were 771 clear beads and 32 white beads found at the site that could have the same significance. Furthermore, there was a green glass shank button found at the site with a molded six-pointed star (Table 2); otherwise known as the star of David. Perhaps, the green

star of David button may have had religious significance, and could point to religious influence at the school. The school supported a Protestant Christian religious experience as did most of Boston at the time, so it would not be out of the ordinary to see a Christian influence in adornment. Alternatively, the star of David could have just been a popular pattern for buttons at the time.

Furthermore, as members of the middle class, the administrators benefited from distinguishing the students from members of higher classes by dressing them to their station of working class. The Secretary Records from January 2, 1862 detail such an account, “Mrs. Barratt had asked to have her children come into Boston to meet her + have their photographs taken - permission refused, for various reasons. Miss Parkman remarked that these children had received from their family presents of clothes not suitable in their position” (Industrial School for Girls, Dorchester 1861-1871: January 2, 1862). However, in later school years (around 1888) the administrators began to be more relaxed in their restrictions and allowed the girls’ families to supplement their wardrobe. Perhaps, economic necessity at the time surpassed instilling moral values through dress or the result of marking the students as “institution children”. During the nineteenth century, it was common for institutional reformers to believe that children should learn to cope with adversity and not be spoiled (Clement 1997: 194-195).

The managers of the school also may have chosen a specific fabric for the girls’ dresses as a way to distinguish the girls as working class. During the nineteenth century, gingham and calico patterns were synonymous with the working class (Smith 2002: 57-58). References made from the Secretary Records on April 3, 1879 and December 1, 1887 suggest

that the fabric that was used for the girls' dresses was made from gingham and calico fabrics, and that these fabrics were still in use by the end of my research window in 1884 (Industrial School for Girls, Dorchester 1872-1880: April 3, 1879; Industrial School for Girls, Dorchester June 1880-December 1888: December 1, 1887). There were also buttons found at the site that had gingham and calico patterns on them. Perhaps by providing dresses in these patterns, the administrators were trying to instill in the girls a sense of their proper economic and social class within society.

Additionally, there is a disconnect between the Annual Reports and the Secretary Records with regards to who was creating clothing at the school. Clothing is often discussed in the Annual Reports as being created by the girls at the school with the help of the matron, assistant matron, and teacher (Industrial School for Girls, Dorchester 1860: 7). For example, in the 1865 Annual Report it was stated that, "The girls make all their own garments, and knit all their own stockings, and do all the work of the house except a small portion of the weekly wash" (Industrial School for Girls, Dorchester 1865: 1). In this way, the Annual Reports often inflated the amount of work that the girls did in making their own garments by negating the work that seamstresses and other volunteers contributed. In this way, the public Annual Reports promoted the idea of institutional self-sufficiency and thrift in clothing as a way to impart their values onto the public about how working class girls should dress themselves. However, the private Secretary Records state that there were different levels of sewing at the school and dress making was a special skill and necessitated the help of a seamstresses. Most sewing that was being done by the girls at the school was mending or finishing garments and not actually making their own dresses. The constant mention of how

many garments the girls were mending is emphasized pointedly in every Annual Report while the use of a seamstress is glossed over. This is because the administrators of the school wanted to promote the idea of self-sufficiency and economic thrift among the working class and to show that the school was helping to reduce the need for future charitable institutions due to its method of domestic reform.

Furthermore, there were a wide range of buttons, buckles, jewelry, beads, combs, fasteners, and headbands found at the site that are not discussed in either the Secretary Records or Annual Reports, so it is hard to say to whom they belonged or what they were all used for. However, with 1,374 beads and 767 buttons found at the site it is possible that the girls could have been creating garments, embroidery, or other crafts to be sold to supplement the income of the school. There are no references to these practices in the Annual Reports because those were circulated publicly, but there are also very few discussions of this in the Secretary Records besides one remark on June 2, 1865, “The children are to be allowed to take in work & be paid for it, as their own sewing is done, & they would like to contribute to the Melodeon” (Industrial School for Girls, Dorchester 1861-1871: June 2, 1865). Perhaps the Administration was embarrassed by the practice and thus did not put it into writing very often. However, there were a large number of girls that passed through the school from 1859 to 1884 which would have attributed to this large amount of adornment items. The Admissions Records, that noted the admissions of students from November 1853 to October 1876, listed 196 students as being admitted. That does not even account for the entire duration of the site from 1858 to 1884 or the growing number of staff members at the school.

After my examination of the Industrial School for Girls in Dorchester adornment collection of 2,832 artifacts and the contemporary Secretary Records and Annual Reports, I have determined that the school administrators were influenced by the social movements of the nineteenth century, such as Domestic Reform, the Second Great Awakening, and the “Cult of True Womanhood”, and that these social movements affected the dress choices that the administration chose for the students. These social movements’ influence can be seen in the administrators’ promotion of genteel behavior, frugality, class conformity, and professionalized domestic work. The Industrial School for Girls in Dorchester’s adornment was carefully chosen and given meaning in order to influence the students to be proper and skilled domestic servants. The results of this study can be used to further the knowledge of the influence of social movements on material culture in institutionalized female settings.

APPENDIX 1

CLOTHING AND ADORNMENT APPENDIX

Secretary Records Notes

Industrial School for Girls, Dorchester

1861-1871 *Secretary Records*. Boston University Howard Gotlieb Archival Research Center: Boston.

I.) 1861

A.) February 6, 1861

1.) It was thought advisable that more of the Ladies should see Miss Mead it was decided she should be engaged to assist in the spring sewing at the School from the 1st March.

B.) March 6, 1861

1.) Mrs. Smith reported that Miss M. came to the School the 1st March to assist in the spring sewing + since Mrs. French's illness had filled her place as Teacher.

C.) May 2, 1861

01.) Com. On clothing reported that a seamstress had been employed 2 weeks and 3 days

D.) August 1, 1861

1.) Mrs. Parkman being absent, Mrs. May reported that the Matron when to Jamaica Plain to see Sarah Moore- who had been transferred to Mrs. Townsend. Sarah did not seem contented- Mrs. T thought the girl had read too many newspaper stories or novels- had her head filled with wrong ideas of life. She dislikes housework, but is a good seamstress.

E.) January 2, 1862

1.) Mrs. Barratt had asked to have her children come into Boston to meet her + have their photographs taken - permission refused, for various reasons. Miss Parkman remarked that these children had received from their family presents of clothes not suitable in their position.

II.) 1862

A) April 30, 1862

1.) Mrs. Goodwin + the children had done all the washing for two Mondays - that a wringing machine had been bought.

2.) Com. on Clothing reported the revising of the list of clothes given to girls when they were placed at service.

III.) 1863

A.) January 7, 1863

1.) The Secretary reported that Virginia Barnes had left her place in Milton + sought a home with her father's relatives in Beverly, where, after some difficulty she had been found by the Sec. her guardian. That she was binding shoes + had a respectable home. She refused to return to Milton, or to be under guardianship any longer - her father having told her, that as he never signed any paper, she had a perfect right to run away.

B.) April 1, 1863

1.) No further communication from our lawyer concerning the abducting of Lizzie Lowry, a letter from Mrs. Lowry read, asking the managers to return the clothes her child took with her when admitted to the School, the Secretary desired to answer said letter.

C.) June 4, 1863

1.) A letter was read from Mr. Goodrich at Hopkinton, saying that May 28th Monica Butler had left his house, taking clothes belonging to his daughters, also that his horse and wagon disappeared at the same time, probably Monica's father had taken it with him.

D.) July 2, 1863

1.) Mrs. May reported that Miss Nevers had not been satisfactory, she was not efficient in the school and that the sewing and repairs looked badly. Miss Nevers had resigned, and her resignation was accepted.

E.) September 3, 1863

1.) Miss Webster had been satisfactory as a teacher, especially in the sewing and mending department. Miss Everett suggested that some arrangement should be made by which less mending should be thrown upon the children in school. Miss W. had been almost overwhelmed with old garments to be repaired.

F.) October 1, 1863

1.) She thought the older girls might do more work out of school-hours, and had proposed to the matron that they should make more some pillow-cases that were on hand. A seamstress had been employed several days repairing comforters and old garments.
2.) Mrs. Warren had engaged a seamstress to make the children's fall dresses &c.

G.) November 5, 1863

1.) Mrs. Chisholm had been making dresses through the month, and was then employed on outside garments.

H.) December 3, 1863

1.) Mrs. Chisholm had made in six weeks, twenty-four dresses and fourteen cloaks

IV.) 1864

A.) January 7, 1864

1.) Maggie Hassen was now at the school where she had taken hold of work with energy, was learning to sew &c.

B.) March 3, 1864

1.) The subject of mending, which is found to be very heavy was discussed, and it was agreed that Miss Everett should assist Mrs. Currier in any way she thinks best. Also, the ladies all expressed their desire to help the matron about the sewing in any way it should be decided for the best.

C.) April 6, 1864

1.) Miss Everett reported that Mrs. Currier was getting on well with the mending, and spoke of her thoroughness and economy.

2.) Miss Everett showed a specimen of cloth which she had bought for the children's dresses at 45 cents a yard. She thought that the children would only need one set of dresses this year - also that sun-bonnets were needed, and this being agreed to, Miss Everett said that she would look for someone to make them.

3.) Mrs. Prentiss reported that Addy Ferguson had called to see her, that she is now boarding with her mother and working in a hoopskirt factory.

D.) May 5, 1864

1.) A large bundle of socks, knit by the children, was laid upon the table for the ladies to see.

E.) June 2, 1864

1.) Miss Everett acknowledged the receipt of nine shirts for the Sanitary made by the girls out of school hours.

2.) Mrs. Chisholm's inefficiency was spoken of, & it was proposed that another seamstress should be had, & that the elder girls should work under her.

F.) August 5th, 1864

1.) Miss Everett had made long & frequent visits in the School-room through the month & expressed some dissatisfaction with Mrs. Currier's mode of discipline, tho' she considered that she was conscientious & faithful, & very valuable in the sewing & mending department.

G.) November 3, 1864

1.) The matter of clothing the children out at service was discussed. Miss Guardenier is very desirous that they should receive wages & have their clothing provided by their guardians. Mrs. Guild agreed to take the guardianship of Annie Agnew & to take charge of her clothing. Her wages are to be a dollar a week.

V.) 1865

A.) February 4, 1865

1.) Nelly Hanaford, continuing ill has been placed at Miss Robbins's hospital, & although not strong, her ability as a seamstress justifies her stay at the School.

B.) March 2, 1865

- 1.) an offer from a competent person to cut the spring dresses for the children, provided they might be more like other peoples. The offer was accepted.
- 2.) A note of acknowledgement from the Sanitary Commission (was a private relief agency created by federal legislation on June 18, 1861, to support sick and wounded soldiers of the US Army during the civil war) for the socks knitted by the children was presented.

C.) April 6, 1865

- 1.) Miss Hooper, visitor for the month, reported that a great deal of sewing & knitting had been accomplished.

D.) June 2, 1865

- 1.) The children are to be allowed to take in work & be paid for it, as their own sewing is done, & they would like to contribute to the Melodeon.

E.) November 8, 1865

- 1.) Miss Nevers to be engaged as seamstress[?]. Blankets wanted - to be investigated by Mrs. Parkman.
- 2.) The sewing machine is obnoxious and order to be shelved.

F.) December 8, 1865

- 1.) Much trouble had been found in lighting a fire in the new sewing or hospital room. Mr. Pope had examined the chimney and thought the difficulty could be remedied by closing up the lower part of the flue which is open down to the cellar. Voted to have it closed.
- 2.) Mrs. Philbrick was chosen guardian for Nellie, and it was left to her to arrange about clothing with Mrs. Winsor.

G.) January 4, 1866

- 1.) A list of garments made during the year was handed in by Mrs. Currier.

VI.) 1866

A.) July 3, 1866

- 1.) Miss Ware said it had been suggested that a drying-room might be made in the cellar, which would relieve the children & the superintendent of the kitchen from the expense of hanging out clothes in the winter. Mr. Philbrick thought it might be made at moderate expense. Voted that the room should be made.

B.) August 2, 1866

- 1.) Mrs. Philbrick reported that arrangements had been made for making the drying-room, but the work was not yet begun.

C.) September 5, 1866

- 1.) It was reported of the business referred that the drying-room in the cellar had been made but the stove not yet provided.
- 2.) Several important articles were needed in the clothing department & Miss Hooper was appointed committee on clothing.

D.) October 4, 1866

- 1.) Decided to give Annie shoes & dress from the school supplies.

E.) November 1866

- 1.) She said that further cloaks had been made for the girls. One of them was brought in, a very warm thoroughly made garment.
 - 2.) A washing machine was proposed & Miss Hooper & Mrs. Philbrick appointed to attend to it.
- F.) December 1866
- 1.) Mrs. Philbrick had bought a washing-machine, which Miss Guardenier had not tried having taken a prejudice against it.
- VII.) 1867
- A.) March 1867
- 1.) Annie Agnew had gone to a Mrs. Wales in Dorchester. She had had a new gown
- B.) April 3, 1867
- 1.) Miss Peabody and Miss Ellis were to look for a seamstress.
- C.) June 6, 1867
- 1.) A great deal of sewing had been done in the school-room. Miss Nevers was making the spring dresses assisted by the older girls.
- D.) December 6, 1867
- 2.) Miss _____ had head of a person to do the spring sewing. It was agreed to engage her for a fortnight in April.
- VIII.) 1868
- A.) January 2, 1868
- 1.) Mrs. Hilliarrs had engaged a seamstress for the first two weeks of April
 - 2.) Miss Eliza Macy said that she felt over-burdened by the amount of sewing.
- B.) March 2, 1868
- 1.) Mrs. Chase had kindly visited the school several times and helped about the sewing.
- C.) May 7, 1968
- 1.) Mrs. Guild, visitor for the month, reported that the seamstresses had done well having fitted 21 new dresses and repaired the old ones. These dresses were to be finished by the children.
- D.) July 2, 1868
- 1.) Mrs. Philbrick reported that she had not found it advisable to have the sewing machine put in order as suggested at the previous meeting.
 - 2.) There was a great accumulation of sewing that needs to be done at once. Mrs. Smith had ahead made arrangements to get some ladies together to sew one or two afternoons. Some of the mangers promised to come on Tuesday afternoons to cut.
 - 3.) Mrs. Philbrick said that Miss Macy thought the shoes which the girls were wearing were not suitable to them. They were frays, shreds, and she girls, the older ones especially, were ashamed of them. Voted that they should have found better shoes to wear on Sundays and special occasions.
- E.) August 6, 1868

- 1.) The sewing machine had been repaired and several ladies had been in once a week to sew for the children.
- 2.) Lelina Clarke's friends were very glad to be relieved of the expense of her board. Miss Macy thought the clothing also might be furnished by the school
- 3.) Susan Brown was taken on the 11th by Mrs. Firm. Miss Everette was asked to arrange with Mrs. Firm (Same eligible name as before) about the clothing
- 4.) Mrs. Roberson consented to resume the duties of clothing committee.

F.) September 3, 1868

- 1.) Miss Everett had written to Mrs. Firm in reference to Susan Brown's clothing and received an answer from Mr. Firm desiring that a trunk might be sent furnished as for the other girls. He also asked for \$2.00 and some little articles belonging to Susan. The money and other things had been sent with a note noting that it was not customary to provide for the girls taken for adoption as for those sent into service. Mr. Firm had not since been heard from.

G.) October 1, 1868

- 1.) The dressmaker was expected on October 5th, but the seamstress deal failed. Miss Hooper knew a person who might come she thought.

H.) December 3, 1868

- 1.) A list of articles of clothing for the children numbering in all 43 was sent in my Miss Macy, all of which she said were required immediately. Mrs. Parkman offered to send a seamstress for a few days and Miss Guild proposed taking some home to be finished in their sewing-society.

IX.) 1869

A.) January 7, 1869

- 1.) Addie Ross had returned because she was unwilling to stay at Mrs. May's. She was at first troublesome and influenced the children unfavorably, but Miss Macy had since talked severely to her and she had done much better, and was very useful about the sewing.
- 2.) Mrs. Guild and Mrs. Philbrick brought over 36 finished garments which had been made outside for the children and would take home more to be done.
- 3.) there was some talking about having the children wear flannel. Referenced to Mrs. Smith to note her judgement about it.

B.) March 4, 1869

- 1.) In order to get the plain sewing work of the way ____ the regular sharing work came on, it was proposed to have a cutting meeting the next Wednesday at the school.

C.) April 1, 1869

- 1.) six ladies had attended the special meeting for cutting and had cut aprons, waists, chemises, drawers Vc. Many of these garments had been taken home by the ladies to be made.

2.) the dressmakers were approved to have been engaged for April by Miss. Parkmann, but as no one knew precisely when they were coming, Miss Guild permitted to write and find about it.

D.) May 6, 1869

1.) The children's old dresses had been repaired in the schoolroom and afterwards firmed, and were new ready to wear. Miss. Howard had required more work from some of the older girls.

2.) The dressmaker and seamstress were then working in the playroom. When questioned, they said that the girls who served with them were quite free in then talk and expressed themselves improperly in reference to Miss Howard.

E.) June 3, 1869

1.) A present of late (trimmed and a pair of stockings for each child had been received from ladies of the Rev. Mr. Hinkley's Society.

F.) July 1, 1869

1.) Miss Harl had visited Clara and was justified that she had an excellent home for the present, has intended to have her Clara dress making by and by.

G.) August 2, 1869

1.) Miss. Howard was not satisfied with the way the dressmaking had been done in the spring, and wished that a different arrangement might be made for the autumn.

H.) November 2, 1869

1.) The dressmakers had been in the house a week and made, with a little help from the children, eleven dresses and one sack,

I.) December 2, 1869

1.) A gift of gloves and hats from some ladies of Rev. Mr. Hinkle's society had been received. The hats were described as being ____ fancifully trimmed, that it was concluded after some little talk about the matter that the children had better be allowed to wear them as they had been given to them.

X.) 1871

A.) February 2, 1871

1.) Miss Cunningham, the dressmaker, had been employed a week at the school.

B.) May 4, 1871

1.) Mrs. Lunningdam, the dressmaker had been out with a seamstress, and twenty-one dresses had been made.

2.) Mrs. Smith and a few friends had sewed three afternoons and made several nightgowns

C.) December 7, 1871

1.) Miss Goodman's visits for December reported that the dressmaking had been the special variety of the ____ she had been delayed by illness in the dressmaker's ____ ____ was at last completed.

Industrial School for Girls, Dorchester

I.) 1872

A.) January 4, 1872

- 1.) ...it was noted that Indian [?] leather boots had been furnished for five children.

B.) April 5, 1872

- 1.) the dress making was discussed and it was decided to engage Mrs. Cunningham.

C.) May 2, 1872

- 1.) Mrs. Giupoor [?], reported that the summer dresses were all made.

D.) October 3, 1872

- 1.) She also asked for set tubs, and suggested a "Doty washing machine and a universal dryer" and a ____ bed around the ____ in the front of the house. After much talk about the tubs and construction built Miss R. is has decided to make no change. It has ____ the question of machine lie over until the next meeting.

E.) November 16, 1872

- 1.) Mrs. G. has visited on Nov washing days and seen no need of ____ or machine washing.
- 2.) Miss Reed would like some older girls to have some new skirts, but the ladies did not approve.

F.) December 5, 1872

- 1.) the question of washing some girls aprons fewer than once a week was discussed. For has thought best on the hole to make no decision on the subject.

II.) 1873

A.) April 4, 1873

- 1.) Miss Goodman reported in favor of the washing machine. Voted that Miss Goodman and Miss Guild be a com. Co. purchase a washing machine.
- 2.) The subject of summer dresses for the girls has focused and it has agreed that there should be a larger number than of old and as carious as possible. That Mrs. Roberson and Miss Guild should take change of the matter and consult with Miss. Reed.

B.) April 25, 1873

- 1.) The children's boots were in a desperate condition and seemed to have needed attention for a long time.

C.) July 3, 1873

- 1.) Mrs. Bird has asked for various comforts for her room; a bed-stead layer, book shelves, writing table, looking-glass, sewing machine, ____, brick-oven. Mrs. Soerelt, Miss Guild, Mrs. Preutiss be a Com. To arrange about the bed stead, as these ft. Miss Winsor offers to lend her sewing machine.

D.) September 4, 1873

- 1.) it has suggested that in constriction of the new washing machine, this state of things should be approved.

E.) December 4, 1873

- 1.) Mrs. Roberson thinks the children might be allowed white stockings, and after some discussion, it has been to empower Mrs. Roberson to purchase American stockings. Stripped with color, at about 90 cents apiece
- 2.) on this account, voted purchase the stocking as voted.
- 3.) Mrs. Lyman offered to give the stocking aforesaid as Xmas presents.

III.) 1874

A.) February 5, 1874

- 1.) Of the business left over from the last meeting, it was said that Josie Wilson has been doing well, and had improved in sewing and knitting.

B.) March 5, 1874

- 1.) The Com. On Certificates reported the following place. To divide the work of the school into six departments: the laundry work, kitchen work, housework, cutting and fitting, sewing and school work; to give certificates for the first five. The certificate to be proof of a thorough knowledge of one of these branches- Mrs. Burns to mark the special work- school work and sewing of such girl during the month- using five marks, 5 excellent, 4 very good, 3 good, 2 indifferent, 0 bad. The result to be shown at each monthly meeting a book to be called Record of Work. Cards to be given Each month to the girls who have the mark #5. Except for school for which we give no certificate and consequently no card. Large cards to be used for laundry, kitchen and cutting and fitting. Small cards for housework and sewing. Cards to be filled out by the visitor of the month and signed by her and presented at each meeting for the signature of the president. Who shall give them to her girls. In cases of grave misdemeanor, a girl marked 5 may forfeit. The proof of it her card and redline may be drawn through the member on the Record book. Miss Slies considered this punishment and thought that no girl should lose her card if she had deserved it. The com. Said that they had thought the punishment harsh, but has given into Miss. Burns, who feared that if cards were given in cases of very bad conduct, the girl would have less incentive to do better and would think we value work higher than character. Miss Burns was called in a little later and after much discussion it was voted that cards be given always when deserved, but marked with the words Bad conduct when necessary.

C.) April 2, 1874

- 1.) The children need a number of new dresses, seersucker suingaw[?] was suggested as a good material and a general desire has been expressed to have the dresses of more durable material.

D.) May 7, 1874

- 1.) A welsh woman has been engaged help in the washing and making bread once a week.

2.) the dressmaker finished 42 new dresses.

E.) July 1, 1874

1.) Miss Burns has suggested that the six girls employed in the laundry or kitchen should receive five cents a week as a slight stimulus work, as they now save us the expense of permanent servants. The question was referred to the next meeting and it was that Misses Wilson and Rogers be a com. To consult on this point with the Matron and report also to report on the advisability of giving cards for school for with- for which Miss B is ____.

2.) Miss Slies reported that Mrs. Harris, having set Sophie Gill to the school in very destitute condition, had given her \$5.00 towards the clothing. It was agreed that this money should be put into the treasury in payment for articles already purchased or to the purchaser for her.

3.) Voted that we take on trial a woman to fill the place of seamstress and dressmaker and instruct the girls in the same, if desired: salary to be \$275.00 per year.

F.) September 3, 1874

1.) Mrs. Litchfield came on Tuesday. She will help in the sewing and take care of the sewing room and one other.

G.) January 1, 1875

2.) One new feature of the occasion was a celebration of loaves of bread and cake made by the cooks- and of various kinds of sewing patching, and cutting and knitting from the sewing school also writing books from the afternoon school.

IV.) 1875

A.) March 10, 1875

1.) Miss Slies visitor of the month reported that Mrs. Kuichall, the sewing teacher, Having been slightly sick for a few days, left suddenly on Sunday., Feb...She had not been at all satisfactory to Miss Burns, who felt sure the girls could get along by themselves.

2.) the subject of white skirts and light calico dresses was brought up and it was voted that miss Sever be added to the clothing com. To consider the question of summer clothes.

3.) Miss Sever has tried to think of a better plan for the washing but without success- and after much reflection felt sure that things better go on as at present. Washing could be more easily taught in any folly than any other branch. Every child is now able to wash and iron her own clothes nicely and cover present arrangements in the other departments. No more time can be afforded for the wash room.

4.) It was that having heard Miss Sever's report of the management sewing school and wash room, we desire to tell Miss Burns that we consider it quite satisfactory.

5.) it was stated that there were no bathing clothes in the school and that some old ticking formed in the attic might be used. Referred to clothing com.

6.) Miss Burns thinks it best to have the stockings knitted and woven like both blue and gray yarn.

7.) it was stated that a sewing machine was needed in the sewing room, as the girls can be given to work on it and Miss Burns needs hers upstairs. It was voted that Miss Sever and Winsor be a com. And purchase a machine with a cover.

B.) April 1, 1875

1.) Miss Winsor, visitor of the month reported that a Florence Sewing Machine has been purchased for \$75.00 (without a flue cover) and that a woman came out and taught Ella Trule it.

C.) May 6, 1875

1.) some discussion followed in regard to the children clothes.

D.) September 2, 1875

1.) The children had one delightful say at Mrs. Frothingham the expense of the drive forward and back was borne by Mrs. Sherdon Brooks. Martha McTee refused to go because she had sewing to do at home which must be finished.

2.) Mrs. Frothingham stated that after careful inquires she has consumed that Nelly Bass's relations could not possibly take charge of her- that her father was so poor that he had ____ to the school for a jr. for want of proper clothes.

E.) October 1, 1875

1.) Mrs. Litchfield has had a fire in her bed room and in the sewing room, which seems an unnecessary expense.

F.) December 1, 1875

1.) the sewing room stove had been moved out into the room to increase the heat. The fire in Mrs. Litchfield's room seemed to be a necessity.

2.) Mattie Stevens has proved too young to have charge of the sewing school, and Mary Benson has taken her place and worked admirably. Miss Burns wants to have her lean to sew dresses by a chart. She already cuts many of the underclothes. She suggests that she should take a few lessons herself. Then she can teach any of the girls; and also, that at the end of the month then Mary is 18 Years old, she should be employed in the school, at \$1.00 per week, with the hope of taking Mrs. Litchfield's place in the future. Voted that we approve of this place. Mrs. Winsor Mary's guardian was asked to consult with Miss Burns and encourage her ____... and say that the \$1.00 per week is intended to cover the expense of her clothing.

V.) 1876

A.) January 13, 1876

1.) There was an exhibition of sewing by hand and machine in the board room, and of cooking in the kitchen.

2.) ...Ella who could do fine sewing if she could be taken in. It was thought that the money might cover their clothing expenses.

3.) It was also voted that a statement be presented at the next meeting by Miss Goodman and Sever giving the average expense of each girl (When the school is full) for clothing per year.

B.) March 1, 1876

- 1.) The heavy washing has to be done by a woman hired by the day.
- 2.) Miss Sever said that she had examined the garments at the Dress Reform rooms liked them very much and had made arrangements to take some of the older girls in to be fitted for patterns.
- 3.) Miss Rogers reported for the Com. Originally formed to consider the question of paying the older girls, a plan arose from the need of making them feel a greater sense of responsibility. The Com. Had considered the whole subject carefully. They found that the girls, even Mary Connor had no idea of the value of money, that one girl was lately willing to pay \$10.00 for a pair of woolen gloves and was not surprised at the price- that all the girls are consequently careless about their clothes and waste a good deal in small ways. That where everything is supplied without the need of time or thought on their part they do not understand why they should not even have more and better things. The Com. Find on consulting the reports that \$26.50 has been the average price for the clothing of each girl per year- this however, is not quite a fair standard as the school has not always been full and the girls charge more or less. They propose the plan schooled in the following matter and it was after some apposition that in order to carry on the stile further the many expenses of the girls is an issue of responsibility for their own support, and to teach them as far as possible the value of money. Those girls who can best profit by such a plan, shall have a certain amount of liberty in the choice of their clothes and shall keep an accurate account of their expenses. That \$28.00 per year shall be appropriate for this use. That as this is an experiment the details of the plan be left to a Com. Of two in connection with Miss. Burns. That this Com. Consist of Misses Sever and Rogers.

C.) April 5, 1876

- 1.) Miss Sever reported that the girls had been fitted at the Dress reform rooms and the cotton under garments and ____ to each is out.
- 2.) Mary cannot do as well as she had hoped in the sewing room and had best go- as they are of age.

D.) May 3, 1876

- 1.) Mrs. Guild reported the following repairs need and in this order; Paint in the sewing room, paint in the wash room; the chair-rail to be continued in the sewing room; wood work under dining room table; closets under kitchen sink to be ____ and painted; paint in dining room; fark paint near door knobs of many of the doors.
- 2.) The clothing com. Said that when the spring dresses were purchased. The girls had expressed through Miss Burns a desire for overskirts, that she had consulted with the Pus. And several others and they had agreed apart from

their own desire to clothe the girls simply. The school had no right to expend money in expenses so to speak; but that if the older girls who were keeping an account of their expenses, with a ____ to keep within a certain sum. Dressed to pay for them and save in other directions. They were at liberty to do so. Miss Rogers wrote a letter stating the case to them and showing them how by a sacrifice in this direction they could spend in some better place. The result was that the overskirts were entirely rejected and only few girls chose a ruffle at the bottom of their plain skirts. Mary Connor and Phoebe both fond of dress, chose plain skirts.

E.) July 6, 1876

- 1.) The repairs Com. Reported that the laundry had been sheathed and painted. The sewing room sheathed in hard pine and painted and floor oiled.
- 2.) Miss Parkman said that Miss Burns proposed a change in the household. Mrs. Litchfield time is nearly up, and she has not been able to teach the girls dressmaking. They know how to do common sewing; the older girls have left, so that the kitchen work is hard to manage. - Miss B. suggests that we discuss Mr. Felton and hire a woman (like Grace Blaue if possible) who will take lead in kitchen and that we get a dressmaker for a short time ____ and teach girls.
- 3.) The reports from the sewing teachers were read.

F.) August 4, 1876

- 1.) Miss Parkman reported that in conversation with Mrs. Litchfield she found he will to go on stay. To go immediately or wait before going, as it pleased the managers. She said that she liked the school. Would give up sewing, and go into the kitchen if wanted. Miss Burns would like her in that capacity. The managers were surprised but thought the experiment worth trying.

G.) September 7, 1876

- 1.) While Mrs. Litchfield was away Miss Burns took charge of the washing, herself for five weeks. Getting up at 4 o'clock in the morning. She felt sure that the girls could wash two hours a day without too much fatigue and satisfied herself on various other points.

H.) November 2, 1876

- 1.) Miss B's plan now is to engage Mrs. Felton at 7.00 per week to do the washing, keep the furnace fire and most of the heavy work and live in the house. She will herself return to the care of the kitchen.

I.) December 7, 1876

- 1.) Miss Rogers visitor of the month, reported that Mattie Stevens went to Mrs. Ware's for a fortnight of sewing and then to Mrs. Washburn of Milton, to take care of the child...

J.) January 4, 1877

- 1.) ...Miss Rogers said that this was plan she had thought of a year ago as the natural result of putting more and more control into Miss B's hands. She had taken charge of the sewing and cutting and successfully...

VI.) 1877

- A.) February 1, 1877
 - 1.) Ella Aylesbury had been poorly, to be able even to do much sewing.
- B.) May 3, 1877
 - 1.) Miss Parkman said that the four cutting tables were a present from Miss Burns to the school.
 - 2.) Miss Hale, visitor of the month, reported, ...among other things was some beautifully made underclothes.
- C.) July 5, 1877
 - 1.) Miss Burns has had a dress-maker for four days
 - 2.) Miss Everett thought a clothes drier was needed. Miss hare has asked to see if posts and lines might not do better.
- D.) September 6, 1877
 - 1.) A seamstress was hired for a day at .75
- VII.) 1878
 - A.) February 7, 1878
 - 1.) Miss Martha Walken who has proved herself a valuable person, in the capacity of dress-maker and seamstress is to remain at the school until May.
- VIII.) 1879
 - A.) February 6, 1879
 - 1.) clothing Com. Reports that clothing material is better and cheaper than formerly- clothes for each child have cost but \$12 this past year.
 - B.) March 6, 1879
 - 1.) clothing- \$26.18 has been expended chiefly for yarn for summer stockings and cotton for nest winter's sheets.
 - C.) April 3, 1879
 - 1.) Mattie Clement has proven troublesome by refusing to sew or knit. After going about ____ stockings she ____ was brought to knitting herself a pair.
 - 2.) The Clothing commission reported... amongst spent during the month, gingham and calico, hair and lint dresses sewing the largest ____, was \$41.98. The girls were the much interested in knitting their cotton stocking in stripes at Miss Rogers suggestion.
 - 3.) garments mended during the month 248, garments made during the month 33, stocking knitted 18.
 - D.) May 1, 1879
 - 1.) Miss ____ sewing- garments mended 328, ____ made 47, stockings knit 6
 - E.) July 3, 1879
 - 1.) clothing-garments mended 270, ____ made 49
 - F.) August 7, 1879
 - 1.) presents to the girls- Miss ____ reported with regard to the subject of presents for the girls from friends; that no clothes should be received, and no money given except through the hands of the matron. No vote.
 - 2.) Clothing- \$45.70 shoes and thread
 - B.) October 2, 1879

1.) clothing- \$39.29

H.) November 6, 1879

1.) Laura Tewksbury had had a coat and calico to make an apron given to her, both desirable to keep. Miss Burns asked if the vote of the last meeting concerning gifts may not be reconsidered and someone allowed to use discretion in the matter. Vote that visitor of the month and Miss Burns decide visitor gifts- are judicious or otherwise.

2.) clothing- \$81.42

IX.) 1880

A.) Annual meeting

1.) Clothing- \$632.07

B.) March 4th, 1880

1.) the girls are knitting clocks on their stockings bought by Miss Walker, the knitting is very good.

2.) reports of committees

a.) clothing- \$31.66

b.) work done 180 garments mended articles made 40 stockings knitted 2 pairs

4.) reports for January

a.) clothing- \$58.81

b.) work- garments mended 186 articles made 35 stockings knitted 1, mittens 2 pairs

Industrial School for Girls, Dorchester

June 1880-December 1888 *Secretary Records*. Boston University Howard Gotlieb

Archival Research Center: Boston.

I.) 1880

A.) June 3rd, 1880

1.) clothing- \$24.56

2.) work- garments mended 162, articles made 54, stockings knitted 10 pairs

D.) July 1st, 1880

1.) clothing- \$56.81

2.) work- garments mended 142, articles made 83, stockings knitted 4 pairs

E.) August 5th, 1880

1.) ~~clothing- \$11.59~~

2.) work- garments mended 140, articles made 48, stockings 4 pairs.

F.) September 2nd, 1880

1.) Marianne Butler an old girl, came due in distress. She had married a man who was in the war, now dead. She received no pension. She was glad to have some knitting work from Miss Burns, but has not reappeared. The was reported to the asso. Charities.

2.) clothing- \$11.59

3.) work- garments mended 320, articles made 93, 8pr. Stockings knitted.

G.) December 2nd, 1880

1.) clothing- \$53.64

2.) work- garments mended 226, articles made 53

H.) January 6th, 1881

1.) Miss Morse in looking into- the matter of washing with a ____ to lessening the quality found ____, bureau- ____ and curtains the only articles that could be called unnecessary. For the first two there seemed a different ____ in the facts that the little girls can wash and iron them and their use helps the girls to a greater care and interest in the work of the table and the rooms. The curtains are more work to keep in order but are thought ornamental. Miss Morse will report further concerning the work of the house next month.

2.) work- garments mended 264, articles made 19, stockings knitted 1 pair.

II.) 1881

A.) February 3rd, 1881

1.) Miss Morse reported about the washing and work of the house as follows- Mary- wages \$4.00 a week, was his led- linen- hearing table linen, dresses, petticoats and was such as- curtains, g____ - bureau-covers be she lent out and takes in all the clothes, keeps the girls to cook and to clean in the kitchen, laundry and cellar- tends the furnace and when called upon.

Eliza- \$3.50 a week... is 2 days a week in the laundry...

The girls do work, wash their own ____ - chemises, stockings, drawers, ____, handkerchiefs- also pillow cases, towels and smaller table linen, Miss Burns and Minna's and Miss Walker's clothes.

B.) March 3rd, 1881

1.) clothing Com. Reports for Jan and Feb. \$34.45

C.) April 7th, 1881

1.) Miss Sever reports that in the schoolroom Miss Burns's strong personal influence was exceedingly noticeable- the whole school has seemed very pleasant and intelligent. Each child now recites the whole lesson and occupies ____ with knitting while not ____ or reciting.

2.) clothing- ____ \$10.50

D.) May 5th, 1881

1.) clothing- \$11.28

III.) 1882

A.) February 2nd, 1882

1.) The cook and seamstress were both sent away. Mary ____ was found to have talked with the children of their injury and behaved badly. It was doubtful if the seamstress would have had a light influence over the children and the more over had ____.

2.) Miss Sever sent out a woman, who helped with the mending and sewing but the children were very ill-behaved with her.

3.) The question of Bertha having the winter coat she brought to the school as considered and it was voted that all like questions with this special one, be left with the clothing committee.

4.) Margaret Grant, cousin to Miss Burns is coming tomorrow to take the place of seamstress in the family.

B.) March 2nd, 1882

1.) The small girls have little time for sewing or knitting, on account of going to school all day. Miss Grant now teaches the sewing, and Miss Roger thinks does well. Miss Burns thinks the little girls do not lose ground in Industrial training, ___ with less time to give to it.

C.) May 4th, 1882

1.) the sewing machine is not of order and old. The suggestion of a new one she left with Mrs. Fox.

D.) June 1st, 1882

1.) The clothing com. Spoke of the difficulty of finding in first when start the children's clothes ___ were in in while Miss Burns was with ___ and she had not ___ of the deficiencies, which have shown themselves, and would have been supplied.

2.) clothing \$25.74

E.) July 6th, 1882

1.) Mrs. Fox had bought a sewing machine for \$25, our old one bringing \$5. The new one gives entire satisfaction.

2.) ...the sink and laundry pipes clogged with grease...

F.) November 2nd, 1882

1.) the seamstress is working well and has made over some old coats i.e. Very successfully.

2.) the clothing Com. Reports stockings bought for the first time in any quantity.

G.) January 4th, 1883

1.) clothing \$25. 07

IV.) 1883

A.) February 1st, 1883

1.) the matron reports that the sewing is now in order for the next six months, so that the seamstress, engaged at the end of sept. is no longer required.

2.) Clothing com. \$16.84

B.) March 1st, 1883

1.) Morselle's mother want to take her some and help her to get on by sewing.

2.) Clothing \$14.48

C.) April 5th, 1883

1.) clothing \$11.31

D.) May 3rd, 1883

1.) the clothing for the girls has been ___ in order and a good stitch is on hand, 14 pairs of stockings have been knitted this month.

- E.) June 7th, 1883
 - 1.) clothing Com. \$24.02
- F.) August 2nd, 1883
 - 1.) Clothing \$2.40
- G.) September 6th, 1883
 - 1.) clothing committee \$46.00
- H.) October 4th, 1883
 - 1.) clothing \$2.65
- I.) November 1st, 1883
 - 1.) clothing \$85.83 including 6 ____ beds with mattresses.
- J.) December 6th, 1883
 - 1.) ...the assistant matron will probably do some of the sewing during afternoons.
 - 2.) clothing \$35.83
- V.) 1884
 - A.) February 7th, 1884
 - 1.) clothing \$2.40
 - B.) April 3rd, 1884
 - 1.) at the public school the reports some ____ and the sewing teachers said our girls seemed better and neatly and the hands and work were kept cleaner than the others.
 - 2.) Mrs. Clark thinks she is not doing much for the children in teaching sewing as she has only a little while after school in the afternoon for it and the mending.
 - 3.) clothing \$14.25
 - C.) May 1st, 1884
 - 1.) Mumps has been ____ by the children at school and several with the seamstress has been slightly ill.
 - D.) June 5th, 1884
 - 1.) clothing \$46.59
 - E.) July 3rd, 1884
 - 1.) clothing (shoes) \$18.00, \$2.50 for Lizzie Reed's boots.
 - F.) August 7th, 1884
 - 1.) Mrs. Dean has been at the school at \$.00 a week in Miss Munsee's absence. She is now doing sewing for us.
 - G.) October 2nd, 1884
 - 1.) It was decided in ____ new ____ baths in the laundry to have four only that the girls might use the old wooden ones as well.
 - 2.) That Miss Ware have liberty to make future repairs in kitchen laundry entries &c. in the way of painting &c.
 - 3.) clothing \$29.89
 - H.) November 6th, 1884

- 1.) The clothing com. Reports a good deal of work done in washing bed ____ and refitting of beds.

VI.) 1885

A.) March 5th, 1885

- 1.) Mrs. Frau, the visitor- with Mrs. ____ supplied a laundress Ellen Armstrong, but she is unwilling to stay. Before she came, the work of the laundry was done by Mrs. Dean and the girls.

VII.) 1886

A.) February 4, 1886

- 1.) clothing Com. \$5.15

B.) April 1, 1886

- 1.) Angelica came out to the school, much dressed.
- 2.) clothing committee reports \$17.65

C.) May 6, 1886

- 1.) Clothing Committee reports expenditure of \$9.30

D.) June 3, 1886

- 1.) Mrs. Clark hopes to get on without help in the laundry for the next 3 months, if Alice, Nora, Louise should all remain- Nora however has gone out and Louise is to go, so that it will be hardly possible.
- 2.) Clothing Committee- reports \$23.01 Mrs. Wheelock, one of our neighbors have giving help in trimming the hats, wh. Mrs. Fox had purchased at Christmas.

E.) July 1, 1886

- 1.) Clothing committee report expenditure of \$8.71

F.) August 5, 1886

- 1.) Clothing Com. Report \$8.49

G.) September 2, 1886

- 1.) Mrs. Dean has showed some of the older girls how to cut their own dresses; & Alice Jeffrey has made a very pretty dress for herself under direction.
- 2.) Mrs. Ware had good accounts of Mary Coleman in her place at Pompet. The arrangement when she went to the place was that we should clothe her. Voted that \$5.00 be paid for Mary Coleman's clothing.

H.) October 7, 1886

- 1.) The new clothing made and stored away in the locker in the sewing-room seemed a most satisfactory supply; also, the bed-linen. Each girl wears one change of clothing throughout for one week.
- 2.) clothing \$1.59

I.) November 4, 1886

- 1.) Katie had taken 25 cts from the laundress, & had meant to take 50cts more-& Mary Mille had taken 10 handkerchiefs, & some stockings.
- 2.) clothing Committee- report \$54.92 expended this covering pieces of cotton, flannel & ec. & quilts.

- J.) December 2, 1886
 - 1.) clothing committee reports expenditure of \$30.35
- K.) January 6, 1887
 - 1.) An umbrella and a pair of nice gloves were given to Mrs. Clark by the managers. Gloves to Mr. Clarke- a grey shawl to Mrs. Dean & to Katie a traveling bag.
 - 2.) Clothing committee- report of expenditure \$19.88
- VIII.) 1887
 - A.) Annual meeting- January 12, 1887
 - 1.) On Clothing – The expense for each child, bit boots & rubbers \$7.54. No stocking shave been bought for 2 years. All are knit in the school.
 - B.) February 3, 1887
 - 1.) clothing committee reports expenditure of \$27.29
 - C.) March 3, 1887
 - 1.) clothing committee report of expenditure of \$11.42
 - D.) April 7, 1887
 - 1.) Clothing Committee reports expended for shoes and rubber \$9.60 miscellaneous \$1.58. Total \$11.18
 - E.) June 2, 1887
 - 1.) the clothing committee reported an expenditure of \$36.30
 - F.) July 7, 1887
 - 1.) A large number of hats have been trimmed for the girls by Mrs. Wheelock and Mrs. Fox spoke of their neat-appearance at Sunday School.
 - G.) August 4, 1887
 - 1.) Clothing Committee reported no expenditure
 - H.) September 1, 1887
 - 1.) Clothing Report no expenditure
 - I.) November 3, 1887
 - 1.) Clothing committee reports \$45.02
 - J.) December 1, 1887
 - 1.) In conclusion the visitor recommended that we engage a seamstress for one or two weeks, as Mrs. Dean had had many interruptions lately and had not been able to get ahead with clothing for the winter. Even when Mrs. Clark is here she frequently away for an hour or more at a time, going in town & ec. At such times. Mrs. Dean is unable to sew steadily.
 - 2.) In the matter of the outfit of clothing to be taken by a girl from the school Mrs. Ware though that we owe it to our subscribers to have the children fit warmly & nearly dressed, both while here and when they go out; & Mrs. Rogers thinks that it is a poor reaction to them to good go out with untidy or insufficient clothing. It was thought that is would be well to have a ___ from time to time of coats and cloaks by the clothing committee, & that we should be careful to have a large enough supply of clothing on hand to avoid being straightened in sending out a girl at short notice.

3.) With regard to the question, brought up by Mrs. Thomas of our girls wearing woolen dresses to school instead of the gingham now worn. Mrs. Rogers, who was on the clothing committee when the change had been made to gingham, said that it was made on account of the great difficulties in keeping woolen dresses clean (also for greater economy). As it now stands the girls put on working dress (gingham) in the morning, change to school dress (gingham) later, & between schools wear an apron to cover the latter. A clean working dress is given out one week. Clean school-dress the next each to be worn two weeks. It was decided to make no change. Simply keeping a little watch to make sure that dresses were not worn when really untidy. Lately, the girls outfits have been put up in bundles; but the clothing committee are already empowered to buy trunks when necessary, & it is suggested that extension bags are lighter & save express-fares; and the clothing Com. Will purchase some.

4.) votes, that a seamstress be engaged for the necessary length of time; if best, three weeks; Mrs. Phillips, Visitor for Dec. will attend to this, & in free, if necessary, to pay up to \$6 a week.

5.) clothing committee reports expenditure of \$7.91

K.) January 5, 1888

1.) A seamstress Mrs. Galbrith had been engaged (only by vote of last meeting) at \$5.00 a week & had been at the school 3 weeks; had worked well and with intent, working in the evenings also.

2.) Clothing committee \$77.39

IX.) 1888

A.) Annual meeting- January 11, 1888

1.) The clothing committee reports expenditure of \$297.40. The clothing alone \$68.99. For boots and shoes & 147.80. Relatives of the girls now in the school have provided a good deal of clothing for them during the year, wh. Reduces expense to school average expense of each child for clothing, boots & rubbers, & ec. \$8.02.

B.) February 2, 1888

1.) clothing committee reported expenditure of \$25.80

2.) Clothing Committee Mrs. Fox.

C.) March 1, 1888

1.) Mrs. Mason was at the school, but the girls were not out, -of-doors, wh. Seemed almost a ___ as it was a fine day- At meal-times there seemed to be an unnecessary degree of silence, which made the meals less cheerful than they might otherwise be. One reason for this, especially at dinner, is the haste necessary in changing dresses, dining, clearing away dishes, & getting ready for school again.

2.) Clothing committee- reports expenditure of \$30.59

D.) April 5, 1888

- 1.) Mrs. Clark wants a sempstress to help on the summer clothes, & asks if she may engage Mrs. Galbaith for a fortnight.
- 2.) Votes that Mrs. Clark be empowered to engage Mrs. Galbaith (sempstress) for 2 weeks.
- 3.) the Clothing committee reports expenditure of \$34.11 (to carry to last month's account, \$48).

E.) May 3, 1888

- 1.) a sempstress had worked here one week and would be wanted for another
- 2.) A laundress had been employed half a day a week.
- 3.) clothing committee – expenditure of \$9.79
- 4.) Repairs committee reports the sewing-room painted, ceiling whitened.

F.) June 7, 1888

- 1.) A sempstress, Mrs. Bixby, had worked 10 days at the school at \$5 a week. More work yet is needed: Spring dresses satisfactory.
- 2.) Clothing committee reports expenditure of \$22.95

G.) July 5, 1888

- 1.) Clothing committee reports expenditure of \$61.50

H.) August 2, 1888

- 1.) clothing committed reports expenditure of \$35.20

I.) September 6, 1888

- 1.) Wed 29. On going to the school found Clara's dress, worn the day she went to Nahant hanging in den closet. Mrs. Dean thought that none of the dresses had been worn since that day. All going on fairly well at school Put Clara's dress in solution of chloride oxide, and afterward had it boiled, except the little white cambric _____. After disinfecting and boiling this was kept. On Thurs. 30th the walls of disinfected rooms washed form with a solution of chloride oxide- also barn-chamber all sheets & ec., and cotton gown worn by Mrs. Dean and Alive in care of childa had been boiled- the white things _____ soaked in solution of chloride oxide.
- 2.) Sept 1. Board of health again sent (at my request) to investigate dress closet, & all its contents, including clara's trunk.

J.) October 4th, 1888

- 1.) Warmly clad, & in clean clothes that morning.
- 2.) Clothing committee reports expenditure of (trunk) \$1.50

K.) November 1, 1888

- 1.) the clothing committee report expenditure of \$44.09

L.) December 6, 1888

- 1.) Clothing committee reports expenditure of \$1.20

Industrial School for Girls, Dorchester

Jan 1889-Jan 1894 *Secretary Records*. Boston University Howard Gotlieb Archival Research Center: Boston.

I.) 1888

A.) January 3, 1889

- 1.) Mrs. Phillips reported as visitor of the month. She had received \$23.00 to spend for Christmas (\$5.00 from Mr. Dodge coming after Christmas) with this money she had bought a black dress for Mrs. Clark., a shopping bag for Mrs. Dean, and a silk umbrella for Katie & presents for the children.
- 2.) the clothing committee report expenditure of \$3.81

II.) 1889

A.) Annual meeting-January 9, 1889

- 1.) The older household has consisted of matron & sempstress – a woman in the kitchen & a laundress from outside for two days weekly. Also, an extra sempstress for six weeks during the year.
- 2.) The clothing committee reports expenditure of \$415.55. As usual, relatives of the girls have given clothing. The cost of the school of clothing purchased has been for each girl \$13.44
- 3.) Clothing Committee Mr. George W. Fox.

B.) February 7, 1889

- 1.) Two of the girls, Clara Conley & Katie Smith are working on sewing to be sent to the Paris exhibition from our Public School.
- 2.) The clothing committee reports expenditure of \$34.64

C.) March 7th, 1889

- 1.) clothing committee reports total expenditure of \$4.40

D.) April 4, 1889

- 1.) the clothing committee reports total expenditure of \$25.68

E.) May 2, 1889

- 1.) clothing committee reports expenditure of \$44.91

F.) June 6, 1889

- 1.) the clothing committee reports expenditure of \$16.53

G.) July 5, 1889

- 1.) the clothing committee reports expenditure of \$14.18

H.) August 1, 1889

- 1.) the clothing committee reports expenditure of \$3.45

I.) September 5, 1889

- 1.) the clothing committee reported expenditure of \$11.72

J.) October 4, 1889

- 1.) the clothing committee reports expenditure of \$18.42

K.) November 7, 1889

- 1.) the clothing committee reports expenditure of \$23.92

L.) December 5, 1889

- 1.) the clothing committee reports expenditure of \$103.08

M.) January 2, 1890

- 1.) Mrs. Phillips purchased for Mrs. Clark a Berlin Himalayan shawl, for \$5.00. For Mrs. Rice, a shopping-bag, for Mrs. Sophy Rice, a pair of ____.
- 2.) clothing committee reports expenditure of \$38.09

III.) 1890

A.) Annual meeting- January 8-1890

- 1.) Clothing \$529.24

B.) February 6, 1890

- 1.) Mrs. Clark thinks it probably that we must have more assistance about the laundry-work, as we shall miss the help of the girls who have lately gone.
- 2.) the clothing committee reports expenditures of \$13.45

C.) March 6, 1890

- 1.) the clothing committee reports expenditure of \$42.70

D.) April 3, 1890

- 1.) Mrs. Rice examined each girl as she came in & many had to be sent to change wet boots or clothing
- 2.) The sewing-work (half the girls at the time) seems now arranged under Mrs. Rice, & a good deal of daily work planned & delegated to different girls.
- 3.) The clothing committee reports expenditure of \$8.62

E.) May 1, 1890

- 1.) Mrs. Winsoon had a satisfactory ____ with Miss Rice, who told her about the girls progress in sewing. Gertrude Leeman is especially clever at sewing.
- 2.) the clothing committee reports (for spring supply of shot) expenditure of \$47.00

F.) June 5, 1890

- 1.) clothing committee reported total expenditure of \$29.69
- 2.) Mrs. Fox also asked direction concerning a dress brought for Addie Wells, and was advised to write to Miss. Hornes that it seemed right-to have the payment made from Addie's earnings. Mrs. Tallant said that Emma Brown went to her last place ill supplied with stockings, and was authorized to supply the need through the clothing com.

G.) July 3, 1890

- 1.) Mrs. Hornes explained the purchase of Addie Well's dress from school finds, from the fact that Addie's own money had already been spend for other clothing.
- 2.) clothing Committee \$81.19 including the repair of mattresses left-unfit for use in Mrs. Willictt's room.

H.) August 7, 1890

- 1.) clothing com. Reported expenditure of \$21.52

I.) September 4, 1890

- 1.) clothing com. Reported expenditure of about \$8.00

J.) October 2, 1890

- 1.) clothing com. Reported expenditure of \$48.39

K.) November 6, 1890

- 1.) clothing com. Reported expenditure of \$40.10

L.) December 4, 1890

- 1.) clothing committee reported expenditure of \$70.60

- M.) January 1, 1891
 - 1.) Mrs. Clark bought-gloves, stockings, hair-ribbons & ec. The presents given to the managers were a nice dress for Mrs. Clark, a five-dollar gold piece to Mrs. Rice, and kid gloves and a print dress to Mrs. Pickance.
 - 2.) clothing com could give no report, as bills were not in.
- IV.) 1891
 - A.) Annual meeting- Jan 14, 1891
 - 1.) The clotting committee reported expenditure of \$454.76
 - 2.) clothing Mrs. Fox
 - B.) February 5, 1891
 - 1.) clothing committee reported – Dec. \$3.50, Jan \$35.80
 - C.) March 5, 1891
 - 1.) [Mrs. Staigg] is glad to see them wearing woolen dresses this winter as their cotton ones marked them as belonging to an institution.
 - 2.) clothing committee reported an expenditure of \$2.40
 - D.) April 2, 1891
 - 1.) clothing committee reported an expenditure of \$46.60
 - E.) May 7, 1891
 - 1.) Some of the girls were sewing with Miss. Rice, and others mending.
 - 2.) The sewing which was behindhand at the end of her illness has been much helped on by a club of Dorchester ladies.
 - 3.) the clothing com. Reported expenditure of \$9.78
 - F.) June 4, 1891
 - 1.) In this connection the Au't-treurer said that the board ought to know that an average of \$4.00 a week had been paid for washing and cleaning for the last six months, and \$3.50 last year.
 - 2.) The clothing committee reported expenditure of \$70.11
 - G.) July 2, 1891
 - 1.) The clothing committee reported expenditure of \$6.31
 - H.) august 6, 1891
 - 1.) The clothing committee reported expenditure of \$21.50
 - I.) October 1, 1891
 - 1.) The clothing committee reported \$18.69
 - J.) November 5, 1891
 - 1.) The alternative plan would be to find some young girl, beyond school age. To come into the school as assistant in kitchen and laundry.
 - 2.) The clothing committee reported \$11.90
 - K.) December 3, 1891
 - 1.) The clothing committee reported \$65.94
 - 2.) the committee recommended an increase of laundry work, that one shut and pillow case on each bed and the night-dresses be changed every week., and drawers twice a week. This increase may be met by sending out sheet and pillow-cases to a laundry, still retaining enough washing in the house for the

girl's instruction. The sheets and pillow cases can be sent out at an expense of 40 cts a day- perhaps at 50cts.

L.) January 7, 1892

- 1.) A new sewing teacher had taken the place of Mrs. Willis who had been in the habit of furnishing the material for our girls work, the new teacher cannot be expected to do this, and work should be taken from house.
- 2.) Christmas- Maria Lord a gingham dress
- 3.) The clothing committee reported expenditure of \$ 7.20
- 4.) Maria Lord continues in the kitchen and laundry; she is to be paid \$3 for the last two week's work and expects higher wages after-wards. The extra washing has been done in the house.

V.) 1892

A.) The Annual meeting- January 13, 1892

- 1.) The clothing committee reported expenditure of \$304.07
- 2.) clothing Mrs. Geo. W. Fox.

B.) February 4, 1892

- 1.) Mrs. W.W. swan, a visitor for the month reported that everything had gone smoothly in the school. She found that the extra washing seemed to be giving no trouble on one of her first visits, and Maria Lord was working quite contentedly.
- 2.) The clothing committee reported expenditure of \$33.74

C.) March 3, 1892

- 1.) One of the public school teachers had spoken of our girls' cotton dresses as a disadvantage, making them as "institution" children. This question has come up before, but has not been thought of sufficient important to change the plans of the clothing-committee.
- 2.) The clothing committee reported expenditure of \$15.86

D.) April 7, 1892

- 1.) The clothing committee reported expenditure of \$53.14

E.) May 5, 1892

- 1.) The clothing committee reported expenditure of \$56.32

F.) June 2nd, 1892

- 1.) The clothing committee reported expenditure of \$29.79

G.) July 7, 1892

- 1.) On the second Thursday of the month Mrs. Swan was sent for to use her authority with the girls in the laundry, Annie Coann, Rosa Walker, and Clara Howe. They were unwilling to work, and did very badly the little which they accomplished. Mrs. Swan found that they were angry at being kept from school. Annie Coann being the ring-leader, and seemed to regard it as a special injustice from Mrs. Clark to secure their work; Mrs. Swan reassured with them and told them that if they showed such a spirit they would be allowed to go to school only the strictly legal term for each year.
- 2.) The clothing committee reported expenditure of \$38.45

H.) August 4, 1892

- 1.) The girls who have laundry work have found the Monday and very hard during the hot weather, and Sarah walker has complained of back ache after ironing. The com on work will talk with Mrs. Clark and inquire whether the girls who wash in the forenoon need iron on Monday afternoon.
- 2.) The clothing committee reported expenditure of \$54.29

I.) September 1, 1892

- 1.) In business left over from the august meeting. Mrs. Staigg reported that Mrs. Swan and she had talked over the matter of the laundry work with Mrs. Clark and found no way of re-arranging it, but that Mrs. Swan had been convinced by her own observation that the girls were not over-worked even in the hot weather.
- 2.) The clothing committee had no payments to report

J.) October 6, 1892

- 1.) Eliza Luik makes good bread and does Julian cooking, helps in the washing and ironing- is very fond of books, and her mistress teachers her
- 2.) The clothing committee reported expenditure of \$17.91
- 3.) C. Richardson has entered, her mother will pay \$2 week, and provide clothing.
- 4.) [Clara Davis] will come, her mother paying \$2.25 and clothing.

K.) November 3, 1892

- 1.) The clothing committee reported expenditure of \$27.23

L.) December 1, 1892

- 1.) The clothing committee could make no full report

M.) January 5, 1893

- 1.) Mrs. Swan's first visit was on Monday afternoon, after dark, and a very cold day. She found one of the little girls taking in the clothes from the line, and helped her to carry in the frozen garments. She found Mrs. Collin ironing with eight-girls., Mrs. Pickance and some of the other girls were getting supper, but Mrs. P. had also charge of the ironing, and was quick to notice any carelessness...Mrs. Swan visited the laundry again and is sure that the girls are thoroughly drilled there.
- 2.) There are at home again at 4:30, and busy with learning under Miss Rice's care, or mending under Mrs. Clark's until supper at 6
- 3.) Christmas-to Mrs. Pickace gloves & handkerchief, and to Monica Lord a gingham dress.
- 4.) The clothing committee reported expenditure of \$56.20

VI.) 1893

A.) February 2, 1893

- 1.) The clothing committee reported expenditure of \$52.43

B.) March 2, 1893

- 1.) The bath-tubs are extremely shabby, and there seems much need of some better drying places for the clothes in stormy days. Miss Robinson will inquire

into the expense of new tubs and report, and the next month's visitor will see what could be done about drying space in cellar or shed.

2.) The clothing committee reported expenditure of \$18.81

C.) April 6, 1893

1.) Mrs. Collins, the laundries, will not work for the school after this month, and Maria will probably supply her place in part.

2.) The confusion and hurry in the kitchen after dinner are still a source of trouble; it seems as if there would be less if fewer girls were employed, and the arrangement is now to be tried of not giving the laundry girls work there on the days when they are free from laundry work.

3.) The clothing committee reported expenditure of \$10.85

D.) May 1893

1.) several times the washing has been done by Maria and the girls, as Mrs. Collins has given up our work, and no laundress has been found to take her place.

2.) The clothing committee reported expenditure of \$27.85

E.) June 1, 1893

1.) The clothing committee reported expenditure of \$2.95

F.) July 6, 1893

1.) The clothing committee reported expenditure of \$91.78

G.) August 3, 1893

1.) The clothing committee reported \$6.90

H.) September 7, 1893

1.) The clothing committee reported expenditure of \$15.17

2.) Mrs. Swan said that Mrs. Clark wishes to send Clara Davis to the dress-making class at Field's corner, and it was Voted that the necessary fee would be paid.

I.) November 2, 1893

1.) The clothing committee could give no complete report

2.) The Secretary read a note offering a donation of clothing, bed or table linen from the Needle-work Guild. It was voted to accept with thanks. Household articles while stating to the Guild that our school should not beaded before more needy institutions.

J.) Special meeting-November 11, 1893

1.) The plan which I intended to convey to the minds of the board in my former report was merely to make it more decidedly an Industrial Training School and less of a home, which seems to me a place needing to be filled in the community, but-of course that is an open question. To bring this about idea would be 1st to take older girls of 14 or more and only those who are in actual need of our training, to give them a chance to work in a better way their previous surroundings would have made possible 2nd to have the heads of the four or three departments house-work, cooking & laundry-work, living & perhaps cutting. Each standard of requirement raised, and the working

progress of the girls kept run of by reports to the board of managers. 3rd to do everything possible to make domestic service seem an attractive and honorable employment by giving them a chance to do work which requires skill, in that way discovering there are capabilities and taking pride in them. At the same time making the work more interesting to the managers, and demanding their more regular attendance at the board meetings.

K.) December 7, 1893

1.) The clothing committee reported \$64.39

L.) January 4, 1894

1.) [Mrs. Williams] was sorry to see our girls marked by their cotton dresses.

Annual Reports Notes

Industrial School for Girls, Dorchester

1860 *Annual Report of the Board of Managers of the Industrial School for Girls, in Dorchester for the year 1859*. Prentiss & Sawyer, Printers, Boston, MA. Collections, Massachusetts Historical Society.

A.) We have an excellent, well-arranged house, with suitable bed-rooms, a good school-room, dining-room, kitchen. Laundry and play-room (4).

B.) A few yards of cotton or calico, a pair of shoes, a bundle of shoe strings, anything that is fit for the common use of a country household, or gives innocent pleasure to children, will find a hearty welcome, and can be sent to any of the Managers in town, or to the school, as convenient (5).

C.) We receive girls from six to ten years, we keep them till a good home offers for them. We teach them very nearly what is taught in the public schools, and also to make and mend their own clothes, to knit their own stockings, and to do all the work of the house. One hundred and forty-five garments have been cut and made in the last three months, besides the mending and altering of old ones. Our purpose is to fit them for household service, in the various forms required by the community, as we believe that young girls who require watch and ward are best off under the family discipline of respectable households; that service is "an honorable estate," and that the qualities and training which fit a girl to be a good servant, fit her, also, for whatever vocation she may be called to afterwards (6).

D.) We have three persons in charge of the school; matron, assistant matron, and teacher; and the children, with their direction and assistance, do all the work, and make all the garments of a household of thirty-three pupils... (7).

E.) Clothing \$320.88

Industrial School for Girls, Dorchester

1861 *Annual Report of the Board of Managers of the Industrial School for Girls, in Dorchester for the year 1860*. Prentiss & Deland, Printers, Boston, MA. Special Collections, Monroe C. Gutman Library Harvard Graduate School of Education.

A.) There have been made at the school, since May 1st, 422 garments, and 49 pairs of stockings knitted. This includes the outfits of the girls who have gone out, and is a guaranty of industry. If we could afford it, we should be glad to relieve the matron of a part of the labor of cutting and sewing, which now press very closely upon her (4-5).

B.) we had a much appreciated present of clothing from the Sewing Circle of the Rev. Mr. Tebbett's society, and every garment helps, where there are so many children, and such violent changes of the thermometer (5).

C.) Clothing \$406.03

Industrial School for Girls, Dorchester

1865 *Manager's Report*. Boston Public Library.

A.) We believe that in giving these girls a thorough rudimentary knowledge of house-work, in enabling them to make their own garments, in accustoming them to order and fidelity, we furnish them with an essential external preventative to sin, -the ability to earn an honest livelihood.

B.) The girls make all their own garment, and knit all their own stockings, and do all the work of the house except a small portion of the weekly wash (1).

C.) They were much interested in knitting socks for the soldiers in spare hours, and in rendering other contributions to the army and the poor (2).

D.) Clothing \$574.75 (3)

Industrial School for Girls, Dorchester

1867 *Annual Report of the Board of Managers of the Industrial School for Girls, in Dorchester for the year 1866 with the Constitution, Rules and Regulations*. Prentiss & Deland, Book and Job Printers, Boston, MA. Collections, Massachusetts Historical Society.

A.) In the last year the children have as usual done their own sewing (with the exception of their outer garments and some assistance in making their dresses), have knit their own stockings, and mended all their own clothes. It is pleasant to go into the school room, on Wednesday morning, and see each child with a little pile of mending before her, and it is really surprising to see what skill some of the little ones have attained in the delicate art of patching.

B.) few hours' washing on Monday (4)

C.) One little girl sat down immediately to mend her doll's dress, saying she "wouldn't send her ragged." (5)

D.) clothing and sheeting \$585. 75

E.) washing, as per bills \$57.08 (8).

F.) The committee of clothing shall receive notice of any supply all wants in articles of clothing and dry goods

G.) The matron shall have the immediate care and superintendence of the girls. She shall be responsible for their conduct, habits, and appearance... (13).

H.) the girls shall also receive from her careful instructions in all useful branches of sewing and mending (14)

Industrial School for Girls, Dorchester

1867 *Report of the Managers*. Boston Public Library.

A.) three hours every day are employed in the school-room in sewing, mending, and knitting. Since the first of April, over two hundred garments have been made by the children; also, one bed-quilt, and over three hundred small articles, such as handkerchiefs, towels, dusters, bags, &c. The amount of repairing done by the needle is not easily estimated, though it makes a larger demand than the plain sewing upon the industry and patience of both the teacher and children. Forty-two pairs of stockings have been knit (1).

B.) Clothing and Cloth, shoes, &c. \$729.32

C.) Washing \$25.35

Industrial School for Girls, Dorchester

1868 *Report of the Managers*. Boston Public Library.

A.) On Monday three girls are employed about the washing, and on ironing days four or more are required to assist.

B.) The regular hours in the school-room are from nine till twelve in the morning, and from two to five in the afternoon. The morning session is devoted to sewing and knitting...In the busy months of October and November nineteenth pairs of stockings were knit, and nine pairs footed, eleven pairs of mittens knit, sixty-nine garments made, and sixty-eight miscellaneous articles, such as bags, dusters, etc. The amount of mending cannot be estimated. It is attended to every week with most faithful thoroughness; and the clothing is worn as long as it can be held together in decent order by darns and patches (1).

Industrial School for Girls, Dorchester

1873 *Annual Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1872*. W.L. & Deland, Printer, Boston, MA. Collection, Simmons College. Collections, Massachusetts Historical Society.

A.) they take turns in doing all kinds of house-work, under the direction of the matron or of the assistants. Each in turn takes the kitchen work, the care of the dining-room, setting the tables, tending on the table of the matron and teacher, the washing and ironing, the care of the halls, stairs, cellar, and yard, assisted in the heavier parts of the work by two excellent women in the kitchen department

B.) In the forenoon, all the girls not detailed for housework, sit in the large, sunny room on the ground floor, sewing, knitting, and mending. (5)

C.) During the month of July 104 garments, of various kinds, besides 53 dresses, were mended; 26 sheets and 52 towels were hemmed.

D.) In November 64 garments were mended, 9 pairs of stockings were footed, 23 pairs mended, besides other work done (6)

E.) Our distinctive work as an Industrial School is to train girls thoroughly in every department of housework, with as much cooking, sewing, mending, cutting, and

making as the scholars are capable of learning, while giving them a groundwork of such studies as are taught more fully in the public schools. (11)

F.) Clothing boots and shoes \$392.57

Industrial School for Girls, Dorchester

1874 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1873.* W.L. Deland, Printer, Boston, MA. Massachusetts State Library.

A.) In fact we hope we have already found an assistant who will take all the responsibility of the morning school, the cutting out of the clothes, &c... and be able to help in other directions. (6)

B.) Might we not have a model darn and seam; a model stocking in the work-room... (8)

C.) _____, once so weak, is now quite strong, in spite of lameness, and is cheerfully doing sewing a good country family.

D.) dresses mended 52

E.) skirts mended 15

F.) stockings mended, pairs 130

G.) Elastics made 35

H.) drawers mended 42

I.) nightgowns mended 30

J.) aprons mended 36

K.) waists made 2

L.) stockings footed, pairs 3

M.) stocking knitted, pairs 8

N.) bathing dresses made 8 (11)

O.) This sewing is all done in the morning school. Some of the older girls have reached great proficiency, so that last year samples of their work were sent to Boston to be exhibited to the school committee. Even the little girls of eight or nine years can knit and foot stockings very well. (12)

P.) clothing, boots and shoes \$655. 64

Q.) Donations:

1.) Miss Wright, Fruit and Clothing

2.) Mrs. G.D. Guild, twenty-one new books, two years' subscription to the "Nursery", and clothing.

Industrial School for Girls, Dorchester

1875 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1874.* Press of W.L. Deland, Boston, MA. Massachusetts State Library.

A.) We are glad to tell the story of the work done in the Industrial School, during the past year; to tell of good housework, good sewing, and good cooking on the part of the children, as well as of good guidance and good teaching by the Matron and her assistants. (5)

B.) from nine to twelve the girls, not otherwise employed, are in the sewing-room, and the lists of work done show an average for each month of seventy-five articles made, and two hundred and fifty mended. On the list for one month we find, "one hundred and thirty-five buttons-holes neatly made." In former years, a dress-maker and seamstress have come to the house and worked for several weeks; now one of the assistant Matrons takes the whole care of the clothing of the household, and under her efficient direction the older girls are learning to cut and make garments and trim their hats (10).

C.) Following a suggestion of last year's Report, seven of the girls were asked to show a load of bread or cake of their own making; while other shoed specimens of washing, ironing, and sewing; among them a patchwork quilt, made by the little ones, for one of the oldest Managers (12).

D.) clothing, boots, and shoes \$635.86 (17)

Industrial School for Girls, Dorchester

1876 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1875.* Massachusetts State Library.

A.) At one time a kitchen matron was supplied, at another time, hired servants, as well as a special teacher for the morning sewing and after noon studies. (5)

B.) ...the girls receiving no other help in the housework than that of a washerwoman.

C.) The sewing school as then in the charge of Mrs. K_____. The cutting and fitting of outside garments was done by Mrs. Litchfield.

D.) In no part of the work is this more striking than in the sewing school, where the advancement of the girls, morally and industrially, made it possible for the entire management to pass into their hands when the place of sewing teacher became vacant last February. This plan was suggested and has been wholly carried out by the Matron, who reports that since it has been tried, although there have been more little ones to sew for, and but two hours instead of three have been devoted to sewing, no year in the last five has given a record of work so well done. (6)

E.) each class shall be taught by a girl already skillful in sewing, who shall each morning, at nine o'clock, hand to her pupil the work she has cut under Miss Burns' direction and prepared or caused to be prepared in her class the day before. She shall make sure that this work is carefully done, while preparing that for the next day. Meantime one of the elder girls is responsible for the warmth and cleanliness of the sewing room...she also has charge of the machine. The most skillful of the young sewing teachers is put in charge of the class of little one, the post of honor, because the most difficult...L. having practices one week at hemming, takes up something new on the following Monday, and so on with the whole class, with enough change of work to give variety. The report of third class, girls from nine to fourteen years, mentions button-holes, pockets, patching, and darning. When the outside garments, dresses, &c., have been cut and partly made up by Mrs. Litchfield in the cutting room, they are sent to the sewing room to be finished by the girls. (6-7)

- F.) The school girls now take the whole care of the two small furnaces and of the range, make all the bread, do all the cooking and housework, and more or less the washing, when required. Three of those now in the school, and two who have lately done to places, are well able to do a morning's washing and ironing. (7)
- G.) "____" is fourteen, and lame. In addition to teaching a class of five in the sewing room, she overlooks the little girls who do the dining-room work...
- H.) "____" (fourteen), and lame, wipes dishes three times daily, and does efficient work in the sewing room as teacher of the youngest scholars.
- I.) "____" (nine), sweeps and dusts two halls, a flight of stairs, and the dressing room.
- J.) "____" is fourteen. She sweeps and dusts and helps to scrub the sewing room, a hall, and flight of stairs, in the morning. At noon she wipes dishes. She also washes and irons when called upon.
- K.) "____" is eighteen...In the evening she plans for the breakfast and for the work in the sewing school, which she, assisted by three other girls, has charge of. (9)
- L.) "____" (fifteen) collects and gives out the clothing when necessary.
- M.) "____" (seventeen)...She washes and irons when called upon.
- N.) "____" is eight. She sweeps and dusts the laundry, and is learning to iron pocket handkerchiefs.
- O.) The rest go into the sewing room at nine o'clock. They take turns in the different parts of the work, each girl learning something new as soon as she had the strength and capacity for it. The work must all be finished at two o'clock for all must take part in the afternoon school. (10)
- P.) During the morning sewing school, Miss Burns has at times read aloud from books of travel, Higginson's History of the United states, and the poetry and fiction thus suggested, called for an account of each day's reading on the succeeding morning and finding a ready interest. (11)
- Q.) One of our girls, who is just eighteen, instead of leaving the school, remains by her own wish, to be trained as an assistant, taking lessons on dressmaking and receiving moderate wages.
- R.) One of these has been industriously fitting herself to become a dressmaker (12).
- S.) "____" has become an accomplished seamstress and trimmer of dresses (13)
- T.) "____" is apprenticed to a dressmaker, her sister working with a tailor, both helping their mother, an excellent woman, but poor, and out of health when they came to us. (14)
- U.) Clothing, boots, and shoes \$545.40
- V.) Donations
- 1.) Mrs. Dodge Bundle of clothing
 - 2.) Mrs. Felton Round Combs and Ribbon
 - 3.) Miss Means Doll's furniture and clothes.

Industrial School for Girls, Dorchester

1877 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1876.* Press of W.L. Deland: Boston. Massachusetts State Library.

- A.) ___, 15 years. Earning \$10.00 per year and clothes, after 5 ½ years of training.
 - B.) ___, 15 years. Earning \$ 10.00 per year and clothes, after 6 ½ years of training.
- (7)
- C.) The school then, at present, numbers twenty-four girls, but as ten of these are under 10 years of age, it was found necessary to engage the laundress (formerly employed on certain days only) to live in the house, and do the hardest parts of the work.
 - D.) Mrs. Litchfield, the Assistant Matron last year, she left, and her special department, the clothing has devolved on Miss Burns. The older girls now cut and make their own underclothes, dresses, sacks, &c., and even the little ones of 9 and 11 are learning to do the same by cutting and making dolls' garments by patterns.
 - E.) After an hour on the play-ground there is a small class in cutting... (8)
 - F.) There are three sewing classes, the older girls being teacher, and Miss Burns superintending. In this way, all the sewing, mending, and knitting of the school is easily accomplished (8-9).
 - G.) In regard to individual girls, we could speak of several who have greatly improved this year, and many who, continuing to do well, are now thoroughly trained in house-work, cooking, and sewing, &c...
 - H.) ___, 16 years. Earning \$10.00 per year and clothes.
 - I.) ___, 13 years. Earning \$10.00 per year and clothes.
 - J.) ___, 16 years. Earning \$10.00 per year and clothes. (9)
 - K.) Clothing, boot, shoes, &c. \$369.44 (13)
 - L.) Donations
 - 1.) Mrs. Gorham Clothing (18)

Industrial School for Girls, Dorchester

1878 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1877.* Press of W.L. Deland and Son: Boston. Massachusetts State Library.

- A.) They have this year gone out to places for the first time, and are earning wages because they really know how to wash, and iron, and sew, and do house work well, and are learning to be responsible human beings. (8)
- B.) Clothing, boots, shoes, &c. \$284.63 (13)
- C.) Donations
 - 1.) Mr. Fisk Piece Dress goods. (18)

Industrial School for Girls, Dorchester

1879 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1878.* Press of W.L. Deland and Son: Boston. Massachusetts State Library.

- A.) ...and ___ was ironing. (6)

- B.) Miss Walker takes the place of seamstress and teaches sewing for an hour every morning to the youngest girls, also to a part of the older ones in the afternoon. (7)
- C.) The plan has been tried of letting the girls sit about the house where they please in the evening; with sewing, books, or games, in companies of their own choosing, in place of all the household keeping together in the sitting room, and it has proved a pleasant and good change.
- D.) The summer vacation of two months, as unusually long one, the girls spent mostly out-of-doors, occupying much of the time in reading aloud and sewing. Four of the older girls made sixteen calico dresses the first week. During the vacation fifty pairs of stockings and the same number of waists were put in order for the winter. (8)
- E.) Clothing, boots, shoes, etc. 364.45 (13)

Industrial School for Girls, Dorchester

1880 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1879.* Press of W.L. Deland and Son: Boston. Massachusetts State Library.

- A.) The species of sewing then showed gave proof of care and patience in the teacher, as well as effort and industry on the part of the girls. Five hundred and twenty-nine articles have been made during the year, forty-seven pairs of stockings knitted (8)
- B.) The laundry would be much improved by set tubs, and as the original wooden sinks, with which it was supplied when the house was built, are now out of repair, we shall hope to replace them during the coming year with more lasting soapstone tubs. (14)
- C.) After much difficulty in finding satisfactory servants it was proposed early in the year that three of the girls, two of whom have been longest in the school, should take charge of the kitchen and laundry, receiving respectively one and two dollars per week. This worked well for several months, but failed at last through the restlessness and want of faithfulness of two of the girls. It was no lack of training that caused failure, but want of balance of character which perhaps can rarely be gained without "roughing it" outside the school. We have now a cook and laundress, while one of our own girls still continues, at two dollars per week, to direct the children in their part of the kitchen work, with good success.
- D.) clothing committee
- 1.) three hundred and ninety-two dollars and twenty-four cents have been expended during the year...the remainder for clothing, including a good outfit for those who have left for places.
 - a.) Boots and shoes \$137.63
 - b.) yarn for stockings \$34.83
 - c.) under flannels, dress material, sewing materials, &c. \$179.40
 - d.) making a total of \$351.86
 - 2.) or, with an average of number of twenty-five girls, \$14.07 each. (15)
- E.) Donations
- 1.) Miss J.A.C. Jackson Clothing, books, overshoes.

- 2.) Miss E.C. Putnam Dolls' clothes
- 3.) Miss Remick Scraps for Dolls' Clothes (21)

Industrial School for Girls, Dorchester

1882 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1881.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) In an earlier Report, the writer says: "In the most discouraging cases we have had the comfort of finding that the School training has enabled the girls, sooner or later, to earn an honest livelihood, as they never could have done without it;" and another, formerly a member of our Board, says: "I feel more and more convinced , as I compare the School girls with those who have had a different and less careful training, that, except in two or three instances of real depravity, the respect for habits of nice and finished sewing or housework is never lost;"...

B.) ...the Matron says: "She is a standby in the laundry and in the care of the furnace... (9)

C.) Committee on House-Service

- 1.) The House-Service Committee has to report and expenditure of \$1,125.42 for the year, being the salary of the Matron, and the wages of laundress, cook, and sempstress during the greater part of the year (16-17)

D.) Clothing Committee

- 1.) Clothing \$74.30 (17)

E.) The Industrial School for Girls in account with WM, S. Hall, Treasurer

- 1.) Clothing, boots, shoes, etc. \$94.17 (18)

Industrial School for Girls, Dorchester

1883 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1882.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) With the aid of a young house-maid employed in the kitchen and laundry, the work of the house is done by the girls, with the help and under the direction of the Matron and Assistant Matron. (5)

B.) The Matron gives the following report: -

"There are employed in the kitchen each day three girls, average time three hours; one girl, time five hours. Four days in the week there are employed in the laundry two girls, average time three hours each. Twelve girls are employed about three hours a day in general housework. Fourteen of the girls sew about an hour each day while going to School, where sewing is also taught. In vacations, about four hours a day are given to sewing, for those who are not otherwise employed. The children are as a rule very clean and neat in their persons and take pride, I think, in keeping so. The great trouble with them in their work, as well as in the care of their rooms, is the want of order; but I can see improvement in this respect." (6)

C.) Specimens of the girls' ironing, baking and sewing were shown with some pride and were certainly credible. (9)

D.) The Industrial School for Girls, in account with WM. S. Hall, Treasurer.

1.) Clothing, boots, and shoes \$387.82

2.) sewing machine \$25.00

E.) Donations to the School, 1882. Beginning in May

1.) October

a.) Mrs. Bancroft, large bundle of clothing

b.) Mrs. Willis, seven pairs Drawers

c.) Miss D. Hayward, large Doll with Clothes (21)

Industrial School for Girls, Dorchester

1884 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1883.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) A sempstress is hired occasionally for a few weeks at a time, but otherwise no outside help is needed, even for washing and ironing. (5)

B.) Before school in the morning and between schools at noon, thee daily sweeping, dusting, and scrubbing must be accomplished, the dishes washed, the cooking done, the furnaces kept in order; and on four days in the week all who are old enough must have, in turn, their lessons in washing and ironing-the older girls cutting short the school hours to help in some of the harder work. (5-6)

C.) We think if we take a girl at ten years of age, we can, in two years, unless there are special obstacles in the way, give her a good groundwork of habits of neatness and method, and enough training in all kinds of house-work to fit her to go into a country home and be of use. She should know how to make beds, sweep and dust, scrub and polish floors, wash dishes, tend on table, wash and iron plainclothes, do plain sewing and knitting, make bread and do a little plain cooking. (6)

D.) Report of Admission Committee

1.) Among the girls admitted during the past year are three for whom former applications had been made and refused, on the ground that all were old enough to earn their own living, and that there was no difficulty in finding homes where, beside board and clothing, they would receive really valuable industrial training. (7-8)

2.) They are, perhaps, unready to take the step of placing their daughter in a respectable family to do light work in exchange for her board and clothing, - a step which would, doubtless, be more readily taken if no charitable institutions existed. (9)

F.) Reports of other committees

1.) Clothing

a.) clothing \$194.72

b.) boots and shoes \$128.42

c.) sundries \$19.56

d.) total \$345.70 (11)

G.) Account

1.) clothing, boots, and shoes \$345.70 (12)

H.) Donations to School, 1883

1.) July

a.) Mrs. Willis, Dorchester, 15 Aprons (18)

Industrial School for Girls, Dorchester

1885 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1884.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) Report of Admission Committee

1.) Few of the 25 rejected were orphans, and most of them had friends capable of advising them. We feel much responsibility about such girls, and have always tried to suggest some alternative in lieu of our school, and in doing so have strongly felt the need of good private families, in which to board little girls; or to place for board and clothing older ones, who need when oversight to make useful. (9-10)

B.) Report of Repairs Committee

1.) The outbreak of illness in the school during the autumn made some extra expenditure necessary, and as the household for the same reason was removed from Dorchester to Wellesley, it was considered desirable to take advantage of the opportunity given by the empty house, to paint the kitchen laundry, and entries, etc., which had not been painted since the house was built in 1856, and which it had been found impossible to accomplish while the house was occupied. (11)

C.) Report of clothing committee

1.) clothing \$82.49

2.) boots, shoes, and rubbers \$124.44

3.) total \$206.44

4.) with an average of 26, the cost of clothing for each child has been \$7.95. (13)

D.) account

1.) clothing, boots and shoes \$206.93 (14)

E.) Donations to school, 1884

1.) January

a.) Mrs. Blish, Dorchester, 1 pair new night-gowns.

2.) March

a.) Miss Parkman, Boston, 10 aprons

b.) King's Chapel Employment Society, 21 articles of clothing

3.) April

a.) Mrs. Jenks, Dorchester 2 hats

b.) Milton Sewing Circle, 10 aprons

- c.) A Friend, Dorchester, Bundle of Clothing
- 4.) May
 - a.) Mrs. Willis, Dorchester, 10 drawers, 10 aprons. (24)

Industrial School for Girls, Dorchester

1886 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1885.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) Secretary's Report

- 1.) The women employed in the school are: - the matron' a seamstress, who is also assistant matron, and general helped; an intelligent, efficient woman in the kitchen. And a laundress for two days each week. (5)

B.) Report of Clothing Committee

- 1.) for clothing \$143.40
- 2.) boots, shoes, and rubbers \$143.40
- 3.) umbrellas and sundries \$30.32
- 4.) with an average of 27
 - a.) the cost of clothing for each child has been \$4.96
 - b.) average cost of shoes, boots, and rubbers \$5.32
 - c.) total \$10.28 (10)

C.) Report of placing-out committee

- 1.) She receives board and clothes, and ten dollars a year. (12)

D.) accounts

- 1.) clothing and house linen \$376.83 (14)

E.) Donation to School, 1885

- 1.) March
 - a.) A friend, 12 yds white flannel
- 2.) April
 - a.) Mrs. Wheelock, Dorchester, 4 hats, and the trimming of 24.
- 3.) July
 - a.) Milton sewing society, 18 aprons
 - b.) Mrs. Spenser, Dorchester, 1 barrel clothing (20)
- 4.) October
 - a.) Mrs. Wheelock, 7 new hats
- 5.) December
 - a.) Mrs. S.J. Stone, Dorchester, hats and trimmings.
 - b.) Mrs. Mason, hat and trimmings
 - c.) Mrs. Wheelock, trimming of hats
 - d.) Mrs. Simpson, Roxbury, 2 jackets (21)

Industrial School for Girls, Dorchester

1887 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1886.* Rand Avery Company, Franklin Press: Boston. Massachusetts State Library.

A.) Secretary's report

- 1.) the staff of the school remains the same as last year: a matron; a seamstress, who acts as assistant matron; an efficient woman in the kitchen; and, at times, a laundress for two days in the week. The general health of the girls throughout the year has been good.
- 2.) We keep constantly in mind the opportunities, which, through the fuller co-operation between public and private charitable work, now offer, more frequently than in the past, of accomplishing this object outside of any institution; and when a family offering board, clothing, and schooling for a girl can be found, the Admission Committee, if possible, fit her into it without the intermediate step of passing through the school. (5)

B.) Report of Clothing Committee

- 1.) boots, shoes, and rubbers \$118.30
- 2.) clothing \$85.29
- 3.) the cost of each child has been about \$4.38 for boots and shoes, and \$3.16 for clothing. (9)

C.) The Industrial School for Girls in account

- 1.) clothing and house linen \$236.40(14)

D.) Donations to School, 1886

- 1.) April
 - a.) Mrs. Baxter, Dorchester, hats
 - b.) Mrs. Ordway, Dorchester, hats and bundle of clothing
 - c.) King's Chapel Employment Society, Boston, 55 garments
- 2.) June
 - a.) Mrs. Mason, Dorchester, Ribbon, trimming of hats
 - b.) Mrs. Wheelock, Dorchester, ribbon, trimming of hats
 - c.) Mrs. Gaffield, Boston, Goods for 3 dresses. (20)
- 3.) Aug.
 - a.) Wheeler, Conant, & Bodgett, Boston, Remnants of Cotton Cloth.
- 4.) Sept.
 - a.) Mrs. Wheelock, Dorchester, Trimming of underclothing (21)
- 5.) Dec.
 - a.) Mrs. Gaffield, Boston, 6 dresses and underclothing
 - b.) Mrs. Richardson, Dorchester, Clothing, Oranges (22)

Industrial School for Girls, Dorchester

1888 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1887.* Rand Avery Company, The franklin Press: Boston.

Massachusetts State Library.

A.) Secretary's Report

- 1.) Its framework is the same, with Mrs. Clark as Matron, Mrs. Dean in charge of the sewing and filling the place of Assistant Matron, an efficient woman in the kitchen, and a laundress for two days weekly. We have also had three

weeks work from a seamstress; with this exception, all necessary sewing has been done in the school.

2.) the industrial work of the school is housework, laundry and kitchen work, sewing, and knitting. (5)

3.) It is also less difficult than it was nine or ten years ago to find good places for girls, without grave faults, to earn their own board, clothing, and perhaps schooling. Either of the above-mentioned plans, boarding out, or placing for board and clothing, have the advantage over institution-life of being a nearer approach to what the child has lost, - a natural home. (9)

B.) Report of Clothing Committee

1.) boots, shoes, and rubbers \$147.80

2.) clothing \$68.99

3.) In many cases, relatives of the girls have given clothing, so that no real estimate of the cost of clothing can be reached. The cost to the school, with an average of twenty-seven girls, has been for each girl \$8.02 (17)

C.) The Industrial School for Girls in Account

1.) clothing and house linen \$297.40(18)

D.) Donations to School, 1887

1.) Jan.

a.) Miss. L. Ordway, Dorchester, Bundle of Clothing

2.) March

a.) Miss Dixwell, Jamaica Plain, 3 hand bags

3.) April

a.) King's Chapel Society, Boston, Bundle of Clothes.

4.) May

a.) Miss Ordway, Dorchester, Bundle of Clothing, 2 hats

b.) Mrs. Merriam, Dorchester, hats.

c.) Mrs. L. Mason and Mrs. L. Wheelock, Cambridge, Hats and trimmings. (23)

5.) June

a.) Misses Cladwell, Ashmont, Hat trimmings

6.) July

a.) Milton Sewing Society, 7 aprons

7.) Sept

a.) Mrs. Richardson, Centre Street, Dorchester, Clothing

b.) Miss L. Ordway, Dorchester, Clothing

c.) Mrs. C.H. Porter, Dorchester, Clothing (24)

8.) Oct

a.) Mts. Shaw, Dorchester, Clothing

9.) Dec.

a.) Mrs. Farnham, Malden, clothing

b.) Mrs. Richardson, Dorchester, Clothing

c.) Mrs. Gustine, Dorchester, Clothing (25)

Industrial School for Girls, Dorchester

1889 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1888.* Press of GEO. H. Ellis: Boston. Massachusetts State Library.

A.) Secretary's Report

1.) A laundress comes for two days weekly, and a second seampstress has been employed for six weeks during the year. The daily work of the girls is housework, laundry, kitchen work, sewing and knitting...The younger girls go full time to the primary school, the older ones rather less; four girls remaining at the home on two mornings of each week to help in the laundry and kitchen work, while going in the afternoons. (5)

B.) report of clothing committee

1.) boots, shoes, and rubbers \$181.50

2.) Clothing \$154.42

3.) In many cases, relatives of the girls have given clothing, so that no accurate estimate of the cost of clothing can be reached. The cost to the School, with an average of twenty-five girls, has been for each girl \$13.44 (13)

C.) The Industrial School for Girls in account

1.) Clothing and house linen \$415.35(14)

D.) Donations at the school

1.) Jan.

a.) Miss. L. M. Ordway, Dorchester, Bundle of Clothing

2.) February

a.) Mrs. Farnham, Malden, Bundle of Clothing

3.) April

a.) Mr. S. N. Ufford, Dorchester, dress form

b.) Mrs. Bendell, Malden, Clothing

c.) Miss A. S. Winsor, Brookline, apples, clothing

d.) A Friend, Boston, Remnants of worsted

4.) may

a.) Mrs. C.H. Porter, Boston, Bundle of Clothing

b.) Mrs. Copeland, Dorchester, 2 Sacks, 1 Hat

c.) Mrs. Caldwell, Ashmont, hat and sack (19)

5.) Nov.

a.) Mrs. Shaw, Dorchester, Bundle of Clothing

b.) Mrs. L. Ordway, Dorchester, clothing (20)

Industrial School for Girls, Dorchester

1890 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1889.* Press of GEO. H. Ellis: Boston. Massachusetts State Library.

A.) Secretary's Report

- 1.) Miss Rice is assistant matron, with special charge of the sewing. Since her coming, she and the girls have done all the necessary sewing.
- 2.) Miss S. Rice has charge of kitchen and laundry. The number of days work from an outside laundress has been less than usual this year, owing to the presence in the School for some months consecutively of several large and strong girls.
- 3.) On two mornings in the week, three of the larger girls work in the laundry; these three girls are charged month to month. (5)

B.) Report of Clothing Committee

- 1.) boots, shoes, and rubbers \$169.53
- 2.) clothing \$130.19
- 3.) a donation of a pair of slippers for each girl in the school has reduced the shoe bill this year. In many cases, relatives of the girls have given clothing, so that no accurate estimate of the cost of clothing can be reached. The cost to the School, with an average of twenty-seven girls, has been for each girl \$10.13 (clothing, \$4.82; boots, shoes, and rubbers, \$5.31). (11)

C.) Industrial School for Girls in account

- 1.) clothing and house linen \$315.61 (12)

D.) Donations at the School

- 1.) June
 - a.) Mrs. C. H. Porter, Boston, Trimmings for Hats
 - b.) Mrs. Farnham, Malden, Bundle of Clothing (17)
- 2.) Sept.
 - a.) Mrs. Roberson, Dorchester, Hats
 - b.) Mr. B. D. Redfern (Messars. H. H. Tuttle & Co.), Boston, 27 pairs of slippers
- 3.) Nov.
 - a.) Mrs. F. Robinson, Dorchester, Clothing.
- 4.) Dec.
 - a.) Mrs. Willis, Dorchester, all the materials used by the girls in their sewing at the public school. (18)

Industrial School for Girls, Dorchester

1891 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1890.* Press of GEO. H. Ellis: Boston. Massachusetts State Library.

A.) Secretary Report

- 1.) A laundress has been employed more than usual during the year, as there have been in school few girls strong enough for heavier laundry work (5)
- 2.) Four girls are generally in the laundry or helping in the kitchen on the days when there is no laundry work; (5-6)
- 3.) At half-past eight the bell rings for preparing for school. All go, except those of the older girls who, on Monday and Thursday, must stay to help in

the laundry, and a few who have been so dilatory that the appointed task is unfinished.

4.) At four o'clock school is over, and half the girls go to the sewing-room, under Miss Rice's care, while the other half iron on Monday and Thursday or mend on other days, one girl having charge of dress-mending, another of under-clothing. (6)

B.) Report of clothing committee

1.) boots, shoes, and rubbers \$177.52

2.) clothing \$184.29

3.) the average for each child in a school of twenty-seven has been, therefore, for

a.) boots, shoes, and rubbers \$6.57

b.) clothing \$6.82

c.) total \$13.39

4.) as we stated last year, the relatives of the girls furnish a part of their clothing, so that no accurate estimate of its full cost can be made (13)

C.) Industrial School for Girls in account

1.) clothing and house linen \$454.76 (14)

D.) Donations at the School

1.) March

a.) Mrs. Shaw, Dorchester, Clothing

2.) July

a.) Mrs. W. Mason, Dorchester, clothing (19)

3.) Dec.

a.) Mrs. Willis, Dorchester, all the Materials used by the girls in their sewing at the Public Schools. (20)

Industrial School for Girls, Dorchester

1892 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1891.* Press of GEO. E. Crosby & Company: Boston. Simmons College.

A.) Secretary's Report

1.) A few older girls have lately been admitted as assistants in the kitchen and laundry (5)

B.) Report of clothing committee

1.) boots, shoes, and rubbers \$156.10

2.) clothing \$89.62

3.) the average for each child in boots, shoes and rubbers \$6.50

4.) the average for each child in clothing \$3.78

5.) The estimate covers only what is furnished by the school, much clothing being supplied by relatives and friends of the girls. (11)

C.) Industrial School for Girls in account

1.) clothing and home linen \$304. 67

D.) donations at the school

1.) April

- a.) Mrs. H. W. Bellows, Boston, Underclothing
- b.) Mrs. W. Mason, Dorchester, Clothing
- c.) Miss Fries, Roxbury, Clothing (17)

2.) Oct.

- a.) Mrs. Eddy, Dorchester, Clothing
- b.) Mrs. Mason, Dorchester, Clothing (18)

Industrial School for Girls, Dorchester

1893 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1892.* Press of Geo H. Ellis: Boston. Massachusetts State Library.

A.) The first summer at Dorchester the girls were allowed to go without stockings, then they learned to knit their own, and now we buy them.

B.) During the war, many soldiers' socks were knit by the girls, and sent to the Sanitary Commission. (7)

C.) At first a teacher also was employed; and the school as held in the house, generally in the afternoons, as the mornings were devoted to housework and the necessary sewing and mending. It was not until the autumn of 1881 that the children began to go to public school. (9)

D.) Secretary's Report for 1892

- 1.) the assistants in the sewing-room and kitchen show increasing interest and efficiency in their own departments; and during Mrs. Clark's short vacancies all has gone well under Miss Rice's care. (12)

E.) Report of clothing committee

- 1.) boots, shoes, and rubbers, \$108.75
- 2.) clothing \$158.62
- 3.) the average for each child in boots, shoes, and rubbers is \$4.18; in clothing \$6.10
- 4.) Much clothing is supplied by relatives and friends of the girls, which is not represented in the above account. (18)

F.) Industrial School for Girls in account

- 1.) clothing and house furnishings \$387.19 (20)

G.) Donations at the school

1.) March

- a.) Miss Waterman, Dorchester, clothing
- b.) Mrs. S. Farnham, Malden, clothing

2.) April

- a.) Mrs. Lawrence, Dorchester, Clothing
- b.) Mrs. Shaw, Dorchester, clothing.
- c.) Mrs. W. Mason, Dorchester, clothing (25)

3.) Dec.

- a.) Mrs. Miller, Dorchester, clothing (26)

Industrial School for Girls, Dorchester

1894 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1893.* Press of Geo H. Ellis: Boston. Massachusetts State Library.

A.) Secretary Records

- 1.) Mary M., a former pupil...chose to come home for her wedding, and was warmly welcomed by Mrs. Clark. Miss Rice helped make the wedding dress. (6)

B.) Report of clothing committee

- 1.) boots, shoes, and rubbers \$179.20
- 2.) clothing \$128.80
- 3.) the average for each child in boots, shoes and rubbers \$7.16
- 4.) the average for each child in clothing \$5.15
- 5.) clothing has been supplied as usual by relatives and friends, which is not included in the above account. (14)

C.) Industrial School for Girls in account

- 1.) clothing and house linen \$394.37 (16)

D.) Donations at the school

- 1.) Jan
 - a.) Miss Loring, Dorchester, clothing
- 2.) May
 - a.) Mrs. Armington, Elm Lawn, Clothing (21)

APPENDIX 2

PRIVIES, CESSPOOLS, AND ASH PITS APPENDIX

Secretary Records Notes

I.) Industrial school for Girls, Dorchester

1861-1871 *Secretary Records*. Boston University Howard Gotlieb Archival Research Center: Boston.

A.) July 2nd, 1862

- 1.) The cellar had been cleaned of ashes - new coal bins built

B.) August 5th, 1862

- 1.) Reported - that the ashes were to be carried into the shed + placed in iron barrels - a man to come + empty them into a heap on the grounds, wherever Mr. May should think best

C.) November 5th, 1863

- 1.) Mrs. May mentioned a suggestion that her husband had made, that a place should be prepared in the cellar where the ashes could be sifted and kept, till desirable to remove them in large quantities. It was agreed most willingly to entrust the superintendence of such an arrangement to Mr. May.

D.) December 3rd, 1863

- 1.) Miss Guardenier had begged that several barrels of ashes might be taken from the cellar, and this matter was put into Miss Everett's hands.

E.) January 5th, 1865

- 1.) As to the ash pit Mrs. Reed suggested that the children could sift the ~~ashes~~ cinders, & the ashes could afterwards be thrown into the pit by the choreman.

F.) March 2nd, 1865

- 1.) The ash-pit seemed to Mrs. P. calculated for young giants rather than Yankee[?] children.

G.) July 6th, 1865

- 1.) There had been trouble with the drain & cess-pools.

H.) June 6th, 1867

- 1.) have had arrangements made with the selectman to have the ashes removed regularly once a month

Industrial school for Girls, Dorchester

1872-1880 *Secretary Records*. Boston University Howard Gotlieb Archival Research Center: Boston,

A.) November 5, 1874

1.) Miss Slies Manager of the month, reported for the com. On drainage that they had a consultation with Mrs. Eller and Draper. Mr. Dodge (mason) and Mr. Dux a neighbor on the grounds- and had decided to purchase water closets as the old privies were too near the house- and to make a new cesspool. The place chosen for the closets is the end of the cloak room. - Also, the selectman had spoken of the rear of the wash room. This arrangement provides all possibility of freeing other will cost \$100.00 less in plumbing.

B.) June 7, 1877

1.) water closets are in poor condition, the water does not come freely at any time, does not come at all when drawn in other parts of the house. At Miss Mare's suggestion. That Mrs. Philbrick be asked to examine the plumbing of the house, and decide with Vis. Of the month on necessary repairs.

C.) July 5, 1877

1.) The necessary plumbing cannot be done under \$300.00, a letter from Mr. Philbrick was read, offering to oversee the work and giving a detailed account of the present arrangement, showing how very bad it is, and the way to improve it. Voted that Mr. Philbrick be informed that we accept his offer and thank him most cordially. Mrs. Lyman thought that she could raise some of the money need and it was voted that as we have need \$200.00 from Miss Forbes, since Jan. Cash we appropriate that sum for plumbing and accept Mrs. Lyman's kind offer to make up the deficiency.

D.) October 4, 1877

1.) In regard to the overflow of the cistern Misses ware and Philbick recommended that we extend our drain to the public school grounds to the main sewer. Voted that we accept this recommendation and petition the city for the necessary permission to pass through their grounds. Miss Ware will see to the drawing up of this petition.

E.) November 1, 1877

1.) Miss ware reported the petition served in the Com. On Public works can only give permission for a temporary connection with the Sewer- but as this means really for an indefinite time we have accepted it and the work is satisfactorily done.

F.) January 3, 1878

1.) the connection with the main sewer has been successfully made and it is supported that nothing further will be needed in this direction

G.) May 1, 1879

1.) There was a stoppage in the pipes coming from the bath room, ____ and in a second search several tooth brushes were found which must have been there a long time. The pipes are now in order.

H.) November 6, 1879

1.) The cellar was flooded with water probably coming to a break in a pipe. It is thought best that the cover of opening with the cesspool be secured. (loose translation; second sentence is really hard to read).

Industrial school for Girls, Dorchester

June 1880-December 1888 *Secretary Records*. Boston University Howard Gotlieb

Archival Research Center: Boston.

A.) November 6, 1884

1.) Mr. Philbrick came out and went through the house and addressed as to necessary changes. Miss Ware made careful estimate with the man who was to do the work as to expense. Mr. P. thought it reasonable. The removal of refrigerator air closet condition of things sufficient to had to account for illness.

The two closets beyond the laundry had been originally privies. The pipe to refrigerator who had been supposed to drain into dry earth drained into ashes, which had been filled in at some past time. At first the inspection and Dr. S. (Whom Miss Ware sent for) said the whole I should be pulled down, but afterwards made need of whitewashing beneath and other repairs. When the wood-work beneath the floor was removed there was found a deep laid cement vault stopping all drainage. The wood was impregnated with disagreeable odors.

(Miss Ware learned that the privies were disused in 1860 thoroughly cleared out and filled in with ashes. Mr. Maxey has not given the date when the pipe was put under refrigerator).

All the wood work was removed, bricks and cement broken out, a quantity of white wash thrown in and fresh earth filled in.

The floor of privies in the shed was also found impregnated with ill odors. It had not yet been taken up, as not immediately important.

The treasurer said we could afford to spend on the repairs \$200. Miss Ware thought it would cost \$500.

2.) Board of Health had the house purified burning 75 lbs Sulphur. Expressed satisfaction at construction of the house.

B.) March 5, 1885

1.) Mr. Pope has done some repairing of the water-closets immediately necessary.

C.) October 4th, 1888

1.) Mr. Philbrick consulted by Mrs. Ware, will come out later to see the school and will then examine the water-closets. He says that no cement will absolutely keep out diphtheria, but that if out cement is worn in spots it should be repaired.

Industrial school for Girls, Dorchester

January 1889-December 1899

Secretary Records. Boston University Howard Gotlieb

Archival Research Center: Boston.

A.) March 7th, 1889

1.) talking about water-closets needing repairs; no mention of privies

B.) June 2nd, 1892

1.) During Mr. Clark's absence. Mrs. Clark had reported trouble in the drain. The man sent first by Mr. Cleaver had not investigated property but reported that all the trouble was in an old cess-pool and sent for the city excavator to clear it. The real trouble was a break in a large pipe connecting with the main sewer in the north-east corner of the ground; a trap there had filled and overflowed into a disused cess-pool which had been left by Mr. Philbrick's advice with the intention of its serving this purpose. After the work had been carefully and thoroughly done, but the neighbors had taken alarm and notified the Board of Health who had ordered the cess-pool to be filled up. This being almost impossible as many loads of gravel would be needed. The Board had been satisfied with having it sealed, and it is now cut off from the drain. This course had also been recommended by Mr. Cleaves. The trap should be cleaned once in two or three years and flushed from the house pipes once a week.

C.) April 1893

1.) The committee of repairs stated that there had been serious trouble in the drains which may explain the two cases of diphtheria. One of the drains was discovered to be obstructed, and it was found that the stoppage had caused the filling of the cesspool with which the drain from the kitchen connects. The cess-pool was emptied by the excavator Co. and the obstruction was found at a point where the drain makes an angle at some distance from the house. Several pieces of soap and bits of towel were found, which must have been thrown down through the water closets. Mr. Cleaves, the plumber disapproves of the cesspool, and it was voted that the Repairs Committee as the opinion of an expert as to having it filled up.

D.) May 1893

1.) Mrs. Hartwell the superintendent of plumbing for the district, had made an examination of the drains and had advised doing about with the cesspool, or wooden hop, which collected the overflow from the clogged drain, after changes are advised which involve work by a mason, the whole estimated to cost about \$50. It was voted to allow the necessary outlay.

Annual Reports Notes

Industrial School for Girls, Dorchester

1861 *Annual Report of the Board of Managers of the Industrial School for Girls, in Dorchester for the year 1860.* Prentiss & Deland, Printers, Boston, MA. Special Collections, Monroe C. Gutman Library Harvard Graduate School of Education.

A.) We received in the early part of last year, two liberal donations. Half the sum to which they amounted has been approached to building a shed, with outhouses, which were emphatically required for health convenience. They have been put up by Mr. Rumrell, who built our house, and have cost within six hundred dollars (5).

Industrial School for Girls, Dorchester

1874 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1873.* W.L. Deland, Printer, Boston, MA. Massachusetts State Library.

A.) The cesspool has been enlarged.

Industrial School for Girls, Dorchester

1875 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1874.* Press of W.L. Deland, Boston, MA. Massachusetts State Library.

A.) When the city government gave Cochituate water to Dorchester, it provided no system of sewage, and the drains proved insufficient to carry off the waste water- alarming us for the health of the school. (12)

Industrial School for Girls, Dorchester

1876 *Report of the Board of Managers of the Industrial School for Girls, at Dorchester for the year 1875.* Massachusetts State Library.

A.) “_____” (thirteen), has the care of the bathroom, and overlooks two little girls in their bed-making, sweeping, and dusting. (9)

Industrial School for Girls, Dorchester

1878 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1877.* Press of W.L. Deland and Son: Boston. Massachusetts State Library.

A.) Various repairs have been found absolutely necessary and, though the expense was large, the whole sum, with the exception of two hundred dollars, has been paid for by private donations. The furnaces were mended, the water works renewed the roof painted, the chimes above the roof rebuilt, and pipe laid across the public school grounds to connect the drain with the main sewer (9).

Industrial School for Girls, Dorchester

1885 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1884.* Press of Deland & Barta: Boston. Massachusetts State Library.

A.) Report of the Repairs Committee

1.) At the request of the managers, the Board of Health sent out an inspector to try to find the cause of the mild epidemic of typhoid fever which had broken out among the girls. The drainage in the house was found to be in thoroughly good order, and the milk and water supplies pure. Then Mr. Edw. S. Philbrick kindly gave the premises a thorough investigation, and thought that the trouble might have come from the refrigerator. By his advice the floor of the closet in which the refrigerator stood was removed, and this disclosed the undoubted origin of the trouble. It had been supposed that the water from

the refrigerator dropped on the open ground, but the removal of the floor discovered a cemented brick vault filled with coal-ashes. These ashes having become gradually wet, let loose the noxious gases which the former use of the vault made possible, and the decomposing body of a cat found in the same place had contributed its share of these poisonous gases, which rising into the refrigerator had contaminated the milk and food kept there. By the advice of Mr. Philbrick, Dr. Stedman, and the Inspector of the Board of Health, the floors and underpinning of this L and all the inside woodwork were removed, and replaced with new material, the ashes were dug out, the vaults broken up at the bottom and the whole filled in with fresh dry earth. Upon an examination of the records, it was found that the use of these vaults had been abandoned in 1860, and that everything had been done with care and thoroughness which at the time was considered necessary. But not tradition even of their former use had come down the present managers.

Industrial School for Girls, Dorchester

1887 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1886.* Rand Avery Company, Franklin Press: Boston.

Massachusetts State Library.

A.) Report of Repairs committee

- 1.) For plumbing, furnaces, and range \$22.90
- 2.) for whitewashing cellar \$10.00
- 3.) for outside painting \$100.00
- 4.) For carpenters work \$127.40
- 5.) Total \$260.30
- 6.) carpenter's bill for work in 1885, not rendered in season for last year's accounts \$27.27

Industrial School for Girls, Dorchester

1890 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1889.* Press of GEO. H. Ellis: Boston. Massachusetts State Library.

A.) Report of Repairs Committee

- 1.) for special repairs in February:
 - a.) plumbing \$135.79
 - b.) carpenter's work \$23.30(11)

Industrial School for Girls, Dorchester

1893 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1892.* Press of Geo H. Ellis: Boston. Massachusetts State Library.

A.) Report of Repairs Committee

- 1.) labor on drainage, drain-pipe, flag-stone, and closing old cesspool \$31.80
- 2.) odorless excavating company's bill \$12.60
- 3.) painting and whitewashing \$54.50 (19)

Industrial School for Girls, Dorchester

1894 *Report of the Board of Managers of the Industrial School for Girls, Centre Street, Dorchester, For the Year 1893.* Press of Geo H. Ellis: Boston. Massachusetts State Library.

A.) Report of Repairs Committee

- 1.) labor on drain-pipe, closing two cesspools and placing new traps \$50.00
- 2.) Odorless excavating company's bill \$9.8-
- 3.) repairs in bath-room \$14.50
- 4.) Plumber's bill \$30.25 (15)

Appendix 3: Adornment Appendix

APPENDIX 3

ADORNMENT APPENDIX

FS #	Unit and Level	Object Type	Portion	Material	Manufacture 1	Manufacture 2	Quantity	Comments	Diameter	Length	Bore Hole Diameter	Mends	Matches
73162	Fea1 Unit2 Str1 Lev6 52- 60cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Aglet					
74885	Fea4 Unit1 Str4 Lev18 170- 180cm	Aglet	Complete	Metal	Copper Alloy	Copper Alloy	1	Aglet	25mm	5mm			
75657	Fea4 Unit2 Str2 Lev16 145- 160cm	Aglet	Complete	Metal	Copper Alloy	Copper Alloy	3	Aglets					
77336	Fea4 Unit2 Str2 Lev17 160- 170cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	26	Aglets	19mm	4mm			
77339	Fea4 Unit2 Str2 Lev17 160- 170cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Aglet	5mm	22mm			

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77397	Fea4 Unit2 Str2 Lev18 170- 180cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	10	Aglets	17mm	4mm				
83934	Fea4 Unit3 Str4 Lev 170- 172cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Aglet	5mm	15mm				
78196	Fea4 Unit3 Str4 Lev16 150- 160cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	2	Aglets	20mm	5mm				
83913	Fea4 Unit3 Str4 Lev17 160- 179cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	2	Aglets	22mm	5mm				
74830	Fea4.1 Unit1 Str4 Lev17 160- 170cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Aglet	4mm	20mm				
88196	Fea5 Unit1 Str3 Lev12 110- 120cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	3	Aglets	4mm	20mm				

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88130	Fea5 Unit1 Str3 Lev14 130- 140cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	4	Aglets	20mm	5mm				
88053	Fea5 Unit1 Str3 Lev15 140- 150cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	17	Aglets	22mm	4mm				
87775	Fea5 Unit1 Str3 Lev16 150- 160cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	60	Aglets	19mm	4mm				
87911	Fea5 Unit1 Str3 Lev17 160- 162cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	11	Aglets						
84193	Fea5 Unit2 Str2 Lev12 115- 120cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	5	Aglets	23mm	6mm				
84098	Fea5 Unit2 Str2 Lev13 120- 130cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	19	Aglets						

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84233	Fea5 Unit2 Str2 Lev14 130- 140cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	36	Aglets	22mm	5mm				
88381	Fea5 Unit2 Str2 Lev15 140- 150cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	80	Aglets	19mm	4mm				
88796	Fea5 Unit2 Str2 Lev16 150- 160cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	1	Aglet	15mm	4mm				
88909	Fea5 Unit2 Str2 Lev16 150- 160cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	109	Aglets	18.5mm	3.5mm				
89181	Fea5 Unit2 Str2 Lev17 160- 168cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	38	Aglets						
89182	Fea5 Unit2 Str2 Lev17 160- 168cm	Aglet	Fragment	Metal	Copper Alloy	Copper Alloy	Copper Alloy	1	Aglet	19mm	4mm				

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72834	Fea1 Unit1 Str1 Lev8 70- 80cm	Bead	Complete	Glass	Drawn	Drawn	1	Light blue oblate seed bead; turned	4mm	3.5mm	<1.6mm		
73595	Fea1 Unit3 Str1 Lev6 47- 60cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal cylinder bead	7mm	7mm	2.4mm		
73596	Fea1 Unit3 Str1 Lev6 47- 60cm	Bead	Complete	Glass	Molded	Drawn	1	Black multifaceted hexagonal tube bead	5mm	9mm	<1.6mm		
73597	Fea1 Unit3 Str1 Lev6 47- 60cm	Bead	Complete	Glass	Drawn	Drawn	1	White cylinder disk seed bead	4mm	3mm	<1.6mm		
74348	Fea3 Unit1 Str1 Lev6 50- 60cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal cylinder bead	7mm	7mm	1.6mm		
83733	Fea4 Unit1 Str1 Lev6 50- 60cm	Bead	Complete	Glass	Molded	Molded	1	White cylinder disk bead	7mm	6mm	<1.6mm		

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74864	Fea4 Unit 1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Drawn	2	Amber multifaceted hexagonal cylinder beads	6mm	7mm	2.4mm	87866, 87891, 75645, 78169, 88941, 75807, 84081, 84350, 88047, 88440, 88921, 89164, 89190
74865	Fea4 Unit 1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	12	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84356, 84367
74866	Fea4 Unit 1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	3	White barrel seed beads	4mm	4mm	<1.6mm	89170, 75787, 88140, 88428, 88913
74867	Fea4 Unit 1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	5	Clear barrel beads	6mm	4mm	<1.6mm	89168, 75639

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74868	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Fragment	Glass	Wire Wound	Wire Wound	2	Blue spherical beads	10mm	8mm	2mm		74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84356, 84367
74869	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	3	Black barrel seed beads	5mm	4mm	<1.6mm		88929, 88934, 74892, 77407, 88429, 89193, 87858, 87886, 75642, 75785, 78166, 88046, 89178, 88930
74870	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Wire Wound	Wire Wound	3	Black oblate beads	10mm	8mm	1.6mm		89174, 87861, 88438, 88418, 88911, 83907, 84082, 75653
74871	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	2	Green barrel seed beads	4mm	4mm	<1.6mm		

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74872	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	5	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	75781, 78168, 87860, 87895, 88048, 88426, 88918, 89166
74873	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Drawn	1	Black multifaceted tube bead	5mm	5mm	<1.6mm	
74874	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Drawn	7	Clear multifaceted hexagonal beads with multiple striations	6mm- 7mm	6mm- 7mm	1.6mm- 3.2mm	75790, 87864, 75812, 89171, 84360, 88923, 89179, 87900, 88441, 88907, 75640, 88922

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74875	Fea4 Unit1 Str4 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Drawn	31	Clear multifaceted hexagonal beads	7mm- 8mm	5.5mm- 9mm	1.6mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
74892	Fea4 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Black oblate beads	9mm	8mm	<1.6mm	88929, 88934, 77407, 88429, 89193, 87858, 87886, 75642, 75785, 78166, 88046, 89178, 88930
75638	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Molded	Molded	1	Black multifaceted short truncated convex cone jewel bead	9mm	5.5mm		83928

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75639	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear barrel bead	6mm	4mm	<1.6mm	74867, 89168
75640	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead with multiple striations	6mm	6.5mm	2.4mm	75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 88922
75641	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Molded	Drawn	12	Clear multifaceted hexagonal beads	7mm- 8mm	5.5mm- 8mm	2.0mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 84078, 75574

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75642	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Black oblate bead	9mm	8mm	<1.6mm	88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75785, 78166, 88046, 89178, 88930
75643	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Molded	Molded	1	Black cylinder disk bead	6.5mm	5.5mm	<1.6mm	89191, 88926, 87897, 87865, 84077, 77408, 75779
75645	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Molded	Drawn	1	Amber multifaceted hexagonal cylinder bead	6mm	5mm	2mm	87866, 87891, 74864, 78169, 88941, 75807, 84081, 84350, 88047, 88440, 88921, 89164, 89190

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75646	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Drawn	Drawn	2	Black barrel seed beads	5 mm	4 mm; 3mm	<1.6mm	74869, 74893, 87859, 74865, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84356, 84367
75648	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear tube bead	4mm	22mm	<1.6mm	75819, 88437, 88937, 89177
75653	Fea4 Unit2 Str2 Lev16 145- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Green barrel seed bead	4mm	4mm	<1.6mm	89174, 87861, 88438, 88418, 88911, 83907, 84082, 74871
75779	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Molded	7	Black cylinder disk beads	6.5mm	5mm	<1.6mm	89191, 88926, 87897, 87865, 84077, 77408, 75643

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75781	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	2	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	74872, 78168, 87860, 87895, 88048, 88426, 88918, 89166
75783	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	3	Clear annular and cylinder disk beads	6mm	5mm	<1.6mm	77410
75785	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Wire Wound	Wire Wound	3	Black oblate beads	9mm- 11mm	8mm- 9mm	<1.6mm	88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 78166, 88046, 89178, 88930
75787	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	1	White barrel seed bead	4mm	4mm	<1.6mm	89170, 74866, 88140, 88428, 88913

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75790	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Drawn	3	Clear multifaceted hexagonal beads with multiple striations	6mm- 6.5mm	5mm- 6.5mm	2.4mm	87864, 75812, 89171, 84360, 88923, 88433, 74874, 89179, 87900, 88441, 88907, 75640, 88922
75798	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Clear annular bead	9mm	6mm	2.8mm	84365, 84358, 89161, 88421, 75815
75799	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Drawn	89	Clear multifaceted hexagonal beads	7mm- 8mm	5.5mm- 8.5mm	1.6mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 83924, 87887, 88143, 75641, 84078, 75574

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75804	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	7	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 83893, 84080, 88423, 88924, 88925, 89187, 84356, 84367
75807	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Drawn	2	Amber multifaceted hexagonal cylinder beads	6mm- 7mm	2mm- 2.4mm		87866, 87891, 74864, 75645, 78169, 88941, 84081, 84350, 88047, 88440, 88921, 89164, 89190
75810	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	2	Clear barrel seed beads	5mm	4mm	<1.6mm	89167, 88915, 88427, 83908

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75811	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Fragment	Glass	Molded	Drawn	2	Clear multifaceted hexagonal beads	6mm; 9mm			88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
75812	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Fragment	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead with multiple striations	6.5mm			75790, 87864, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 75640, 88922
75815	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Clear annular bead	7mm	3.2mm		84365, 84358, 89161, 88421, 75798

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75817	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Fragment	Glass	Indeterminate	Indeterminate	1	Light amber bead	5mm	11mm- 22mm	<1.6mm			75648, 88437, 88937, 89177
75819	Fea4 Unit2 Str2 Lev17 160- 170cm	Bead	Complete	Glass	Drawn	Drawn	2	Clear tube bead; one bone bead						
77404	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	1	Light blue barrel seed bead	4mm	3mm	<1.6mm			
77405	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Light amber annular bead	8.5mm	5mm	2.4mm		89163	
77406	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Fragment	Metal	Copper alloy	Copper alloy	1	Copper alloy annular bead	7.5mm	5mm	2.0mm			

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77407	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Black oblate beads	9mm; 11mm	7mm; 9mm	<1.6mm; 2mm	88929, 88934, 74892, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
77408	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Molded	8	Black cylinder disk beads	7mm	6mm	<1.6mm	89191, 88926, 87897, 87865, 84077, 75779, 75643
77409	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Molded	Drawn	22	Clear multifaceted hexagonal beads	7mm- 8mm	5mm- 8mm	1.6mm- 3.2mm	88420, 83886, 78167, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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77410	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Drawn	Drawn	6	Clear annular and cylinder disk beads	6mm	4mm	<1.6mm	75783
77411	Fea4 Unit2 Str2 Lev18 170- 180cm	bead	Complete	Fauna	Bone	Mammal	1	Bone spherical bead	15mm	12mm	2.8mm	
77412	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Black annular beads	13mm	5mm	>4.0mm	88933, 84075
77413	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Fragment	Glass	Molded	Molded	1	Black round bead	12mm	11mm		
77414	Fea4 Unit2 Str2 Lev18 170- 180cm	Bead	Fragment	Glass	Molded	Drawn	1	Clear multifaceted bead		8mm		

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83924	Fea4 Unit3 Str4 Lev 170- 172cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	7mm	7mm	2.0mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 87887, 88143, 75641, 84078, 75574
83927	Fea4 Unit3 Str4 Lev 170- 172cm	Bead	Complete	Glass	Molded	Drawn	6	Blue multifaceted hexagonal tube beads with gem-like edges	6mm	6mm	2mm	
83928	Fea4 Unit3 Str4 Lev 170- 172cm	Bead	Fragment	Glass	Molded	Molded	1	Black multifaceted short truncated convex cone jewel bead	8mm	4mm		75638
84000	Fea4 Unit3 Str5 Lev 105- 110cm	Bead	Almost Complete	Ceramic	Ball Clay	Molded	1	Blue painted oblate bead	10mm	9mm	1.6mm	88932, 88434, 84346, 89172, 88906, 89183

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78166	Fea4 Unit3 Str4 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Black oblate bead	10mm	8mm	1.6mm	88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 88046, 89178, 88930
78167	Fea4 Unit3 Str4 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	3	Clear multifaceted hexagonal beads	7mm- 9mm	7mm- 9mm	1.6mm- 3.2mm	88420, 83886, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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78168	Fea4 Unit3 Str4 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	3	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	75781, 74872, 87860, 87895, 88048, 88426, 88918, 89166
78169	Fea4 Unit3 Str4 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	1	Amber multifaceted hexagonal cylinder bead	6mm	6mm	3.2mm	87866, 87891, 74864, 75645, 88941, 75807, 84081, 84350, 88047, 88440, 88921, 89164, 89190
83886	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	7mm	7.5mm	2.4mm	88420, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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83887	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear cylinder disk bead	7mm	4mm	<1.6mm		
83888	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Molded	Molded	1	White spherical bead	10mm	8.5mm	1.6mm		
83893	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Drawn	Drawn	9	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 84080, 88423, 88924, 88925, 89187, 84356, 84367	
83895	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Drawn	Drawn	1	Red barrel seed bead	4mm	4mm	<1.6mm	89188, 88912	
83907	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Drawn	Drawn	2	Green barrel seed beads	4mm	4mm	<1.6mm	89174, 87861, 88438, 88418, 88911, 84082, 75653, 74871	

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83908	Fea4 Unit3 Str4 Lev17 160- 179cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear barrel seed bead	4mm	4mm	<1.6mm	89167, 88915, 88427, 75810
74823	Fea4.1 Unit1 Str04 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	8mm	7mm	3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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74824	Fea4.1 Unit1 Str04 Lev17 160- 170cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	8mm	9mm	2.4mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
88143	Fea5 Unit1 Str2 Lev10 90- 100cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	7.5mm	7mm	2.4mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 75641, 84078, 75574

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88189	Fea5 Unit1 Str3 Lev12 110- 120cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	6.5mm	7mm	2.4mm		88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
88190	Fea5 Unit1 Str3 Lev12 110- 120cm	Bead	Complete	Glass	Molded	Drawn	2	Clear multifaceted hexagonal beads	8mm	7mm	2.4mm- 3.2mm		

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88139	Fea5 Unit1 Str3 Lev14 130- 140cm	Bead	Complete	Glass	molded	Drawn	1	Clear multifaceted hexagonal bead	7mm	8mm	3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
88140	Fea5 Unit1 Str3 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	1	White barrel seed bead	4mm	4mm	<1.6mm	89170, 74866, 75787, 88428, 88913
88046	Fea5 Unit1 Str3 Lev15 140- 150cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Black oblate beads	9mm; 11mm	8mm	<1.6mm; 1.6mm	88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 89178, 88930

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88047	Fea5 Unit1 Str3 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	1	Amber multifaceted hexagonal cylinder bead	7mm	7mm	2.4mm	87866, 87891, 74864, 75645, 78169, 88941, 75807, 84081, 84350, 88440, 88921, 89164, 89190
88048	Fea5 Unit1 Str3 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Black barrel seed bead with red point	4mm	4mm	<1.6mm	75781, 74872, 78168, 87860, 87895, 88426, 88918, 89166
88049	Fea5 Unit1 Str3 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	18	Clear multifaceted hexagonal beads	8mm	6mm- 9mm	2.0mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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88050	Fea5 Unit1 Str3 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Black tube bead	4mm	12mm	<1.6mm	88432, 87867, 84357, 89194
87856	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Two Piece Mold	1	Clear multifaceted hexagonal spherical bead	9mm	9mm	<1.6mm	89186
87858	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Black oblate bead	9mm	8mm	<1.6mm	88929, 88934, 74892, 77407, 88429, 89193, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
87859	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Black barrel seed bead	4mm	4mm	<1.6mm	74869, 74893, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84356, 84367

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87860	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Black barrel seed bead with red paint	4mm	4mm	<1.6mm	75781, 74872, 78168, 87895, 88048, 88426, 88918, 89166
87861	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	2	Green barrel seed beads	4mm	4mm	<1.6mm	89174, 88438, 88418, 88911, 83907, 84082, 75653, 74871
87862	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Dark blue barrel seed bead	4mm	4mm	<1.6mm	88914, 89176

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87863	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	49	Clear multifaceted hexagonal beads	7mm- 8mm	6mm- 8.5mm	2.4mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
87864	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead with multiple striations	6.5mm	7mm	2.8mm	75790, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 75640, 88922
87865	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Molded	2	Black cylinder disk beads	6.5mm	5mm	1.6mm	89191, 88926, 87897, 84077, 77408, 75779, 75643

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87866	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	6	Amber multifaceted hexagonal cylinder beads	6mm	7mm	3.2mm	87891, 74864, 75645, 78169, 75807, 84081, 84350, 88047, 88440, 88921, 88941, 89164, 89190
87867	Fea5 Unit1 Str3 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Black tube bead	4mm	11mm	<1.6mm	88432, 88050, 84357, 89194
87886	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Fragment	Glass	Wire Wound	Wire Wound	1	Black oblate bead		8mm		88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 75642, 75785, 78166, 88046, 89178, 88930

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87887	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Molded	Drawn	8	Clear multifaceted hexagonal beads	7mm- 7.5mm	6mm- 8mm	1.6mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 88143, 75641, 84078, 75574
87891	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Molded	Drawn	3	Amber multifaceted hexagonal cylinder beads	6mm	5mm- 7mm	2.4mm- 2.8mm	87866, 74864, 75645, 78169, 88941, 75807, 84081, 84350, 88047, 88440, 88921, 89164, 89190

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87895	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Drawn	Drawn	2	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	75781, 74872, 78168, 87860, 88048, 88426, 88918, 89166
87897	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Molded	Molded	1	Black cylinder disk bead	6.5mm	5mm	<1.6mm	89191, 88926, 87865, 84077, 77408, 75779, 75643
87898	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Molded	Molded	1	White ellipsoid bead	5mm	5.5mm	1.6mm	
87899	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear annular bead	6mm	4mm	<1.6mm	74867, 89168, 75783, 75639, 77410, 83887
87900	Fea5 Unit1 Str3 Lev17 160- 162cm	Bead	Complete	Glass	Molded	Drawn	2	Clear multifaceted hexagonal beads with multiple striations	5.5mm; 6.5mm	5mm; 6mm	1.6mm; 3.6mm	75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 88441, 88907, 75640, 88922

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84074	Fea5 Unit2 Str2 Lev13 120- 130cm	bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead; melted	7mm	5.5mm	2.4mm		
84075	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Black annular bead	13mm	5mm	>4.0mm	88933, 77412	
84076	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Drawn	Drawn	1	Black tube bead	5mm	5mm	<1.6mm	84265, 88938	
84077	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Molded	Molded	3	Black cylinder disk beads	5.5mm	4mm	<1.6mm	89191, 88926, 87897, 87865, 77408, 75779, 75643	

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84078	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Molded	Drawn	17	Clear multifaceted hexagonal beads	7mm- 8mm	6.5mm- 8mm	1.6mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 75574
84079	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted hexagonal bead	6mm	7mm	2.0mm	
84080	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Drawn	Drawn	2	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 83893, 88423, 88924, 88925, 89187, 84356, 84367

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84081	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Molded	Drawn	4	Amber multifaceted hexagonal cylinder beads	6mm- 7mm	6-7mm	2.4mm- 2.8mm		87866, 87891, 74864, 75645, 78169, 88941, 75807, 84350, 88047, 88440, 88921, 89164, 89190
84082	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Drawn	Drawn	1	Green barrel seed bead	4mm	4mm	<1.6mm		89174, 87861, 88438, 88418, 88911, 83907, 75653, 74871
84083	Fea5 Unit2 Str2 Lev13 120- 130cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear annular bead	8mm	7mm	2.8mm		
84265	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Fragment	Glass	Drawn	Drawn	3	Black tube beads	4mm	6mm	<1.6mm		88938, 84076
84346	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Ceramic	Ball Clay	Molded	1	Blue painted oblate bead	11mm	9mm	2mm		88932, 88434, 89172, 84000, 88906, 89183

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84347	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Blue spherical bead	11mm	10mm	2mm		88420, 83886, 78167, 77409, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
84348	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Molded	Drawn	26	Clear multifaceted hexagonal beads	6.5mm- 8.5mm	6mm- 8mm	2.0mm- 3.2mm		87866, 87891, 74864, 75645, 78169, 88941, 75807, 84081, 88047, 88440, 88921, 89164, 89190
84350	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Molded	Drawn	2	Amber multifaceted hexagonal cylinder beads	6mm	6mm	2.4mm		

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84353	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Fragment	Ceramic	Earthenware, Refined	Unidentified	1	Brown unidentified ceramic bead; melted			<1.6mm			74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84367
84355	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Molded	Drawn	1	Clear multifaceted bead; melted	7.5mm	6mm	<1.6mm			
84356	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	5	Black barrel seed beads	4mm	4mm	<1.6mm			
84357	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	1	Black tube bead	4mm	12mm	<1.6mm			88432, 88050, 87867, 89194
84358	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Clear annular bead	8mm	7mm	2.8mm			84365, 89161, 88421, 75798, 75815

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84359	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Molded	Drawn	11	Black multifaceted pentagonal cylinder beads	5 mm	4-5mm	<1.6mm	88431
84360	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Fragment	Glass	Molded	Drawn	2	Clear multifaceted hexagonal beads with multiple striations		6mm; 8.5mm		75790, 87864, 75812, 89171, 88923, 74874, 89179, 87900, 88441, 88907, 75640, 88922
84362	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Molded	Molded	1	Black multifaceted cone jewel bead	10mm	9mm	<1.6mm	88419, 88908
84365	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Clear annular bead	10.5mm	6.5mm	3.2mm	84358, 89161, 88421, 75798, 75815

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84367	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	3	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 89187, 84356
84369	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	2	White barrel seed beads with red paint	4mm	4mm	<1.6mm	88917
84370	Fea5 Unit2 Str2 Lev14 130- 140cm	Bead	Complete	Glass	Drawn	Drawn	1	Brown barrel seed bead with green paint	5mm	4mm	<1.6mm	
88417	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Brown cylinder disk bead with white paint	4mm	4mm	<1.6mm	
88418	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Green barrel seed bead	4mm	4mm	<1.6mm	89174, 87861, 88438, 88911, 83907, 84082, 75653, 74871

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88419	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Molded	1	Black multifaceted cone jewel bead	10mm	9mm	<1.6mm	84362, 88908
88420	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	68	Clear multifaceted hexagonal beads	6mm- 8mm	5mm- 7mm	1.6mm- 3.2mm	83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
88421	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Wire Wound	Wire Wound	5	Clear annual beads	8mm- 9mm	5mm- 6.5mm	2.8mm	84365, 84358, 89161, 75798, 75815
88422	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear barrel seed bead	3mm	3mm	<1.6mm	

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88423	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	12	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88924, 88925, 89187, 84356, 84367
88424	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Molded	15	Black cylinder disk beads	3mm	3mm	<1.6mm	
88425	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Molded	1	Blue concave bicone bead				
88426	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	5	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	75781, 74872, 78168, 87860, 87895, 88048, 88918, 89166
88427	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear barrel seed bead	4mm	4mm	<1.6mm	89167, 88915, 75810, 83908

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88428	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	White barrel seed bead	4mm	4mm	4mm	<1.6mm	89170, 74866, 75787, 88140, 88913
88429	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Black oblate beads	9mm	7mm; 8mm	1.6mm		88929, 88934, 74892, 77407, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
88430	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Fragment	Synthetic	Synthetic	Rubber	1	Black tube bead	5.5mm; 6.5mm	9mm	1.6mm		
88431	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	3	Black multifaceted pentagonal cylinder beads	4mm	5mm	<1.6mm	84359	
88432	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	6	Black tube beads	3-4mm	4mm- 9mm	<1.6mm	88050, 87867, 84357, 89194	

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88433	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	4	Clear multifaceted hexagonal beads with multiple striations	6mm- 6.5mm	6mm- 7.5mm	2.4mm- 2.8mm	75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 75640, 88922
88434	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Ceramic	Ball Clay	Molded	1	Blue painted oblate bead	11mm	9mm	2mm	88932, 84346, 89172, 84000, 88906, 89183
88436	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	30	Black tube beads	3mm	4mm	<1.6mm	
88437	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear tube bead	5mm	18mm	<1.6mm	75648, 75819, 88937, 89177
88438	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	2	Green barrel seed beads	4mm	4mm	<1.6mm	89174, 87861, 88418, 88911, 83907, 84082, 75653, 74871

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88439	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Drawn	Drawn	1	Clear annular bead	6mm	4mm	2mm		87866, 87891, 74864, 75645, 78169, 88941, 75807, 84081, 84350, 88047, 88921, 89164, 89190
88440	Fea5 Unit2 Str2 Lev15 140- 150cm	Bead	Complete	Glass	Molded	Drawn	8	Amber multifaceted hexagonal cylinder beads	5mm- 7mm	5mm- 7mm	1.6mm- 2.4mm		87866, 87891, 74864, 75645, 78169, 88941, 75807, 84081, 84350, 88047, 88921, 89164, 89190
88441	Fea5 Unit2 Str2 Lev15 140- 150cm	bead	Fragment	Glass	Molded	Drawn	3	Clear multifaceted hexagonal beads with multiple striations		7mm			75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88907, 75640, 88922
88906	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Fragment	Ceramic	Ball Clay	Molded	4	Blue painted oblate beads		9mm			88932, 88434, 84346, 89172, 84000, 89183

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88907	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Fragment	Glass	Molded	Drawn	4	Clear multifaceted hexagonal beads with multiple striations	10mm	9mm	<1.6mm	5mm- 7mm	75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 75640, 88922
88908	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Molded	1	Black multifaceted cone jewel bead	10mm	9mm	<1.6mm		84362, 88419
88910	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Organic	Ebonite	Incised	1	Black semicircular bead; two holes that extend from the top to the bottom; five incised lines on one side; possible purse string bead	19mm	16mm	1.6mm		
88911	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	13	Green barrel seed beads	4mm	4mm	<1.6mm		89174, 87861, 88438, 88418, 83907, 84082, 75653, 74871
88912	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	2	Red barrel seed beads	4mm	4mm	<1.6mm		83895, 89188

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88913	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	9	White barrel seed beads	4mm	4mm	<1.6mm	89170, 74866, 75787, 88140, 88428
88914	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	11	Dark blue barrel seed beads	4mm	4mm	<1.6mm	87862, 89176
88915	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	6	Clear barrel seed beads	4mm	4mm	<1.6mm	89167, 88427, 75810, 83908
88916	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	White barrel seed bead	3mm	3mm	<1.6mm	
88917	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	White barrel seed bead with red paint	4mm	4mm	<1.6mm	84369
88918	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	17	Black barrel seed beads with red paint	4mm	4mm	<1.6mm	75781, 74872, 78168, 87860, 87895, 88048, 88426, 89166

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88919	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Tan barrel seed bead with white paint	4mm	3mm	<1.6mm		88420, 83886, 78167, 77409, 84348, 88049, 74823, 88139, 88190, 74824, 87863, 74875, 75811, 89175, 75799, 83924, 87887, 88143, 75641, 84078, 75574
88920	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	153	Clear multifaceted hexagonal beads	7mm- 8mm	6mm- 8mm	2.0mm- 3.6mm		
88921	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	18	Amber multifaceted hexagonal cylinder beads	5mm- 7mm	5mm- 6mm	2.0mm- 3.2mm		87866, 87891, 74864, 75645, 78169, 88941, 75807, 84081, 84350, 88047, 88440, 89164, 89190

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88922	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	6	Clear multifaceted hexagonal beads with multiple striations	5mm- 6mm	5mm- 7mm	1.6mm- 2.0mm		75790, 87864, 75812, 89171, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 75640
88923	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	23	Clear multifaceted hexagonal beads with multiple striations	6mm- 7mm	5.5mm- 6.5mm	2.0mm- 3.6mm		75790, 87864, 75812, 89171, 84360, 74874, 89179, 87900, 88441, 88907, 75640, 88922
88924	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	60	Black barrel seed beads	4mm	4mm	<1.6mm		74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88925, 89187, 84356, 84367

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88925	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	1	Black barrel seed bead	4mm	3mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 89187, 84356, 84367
88926	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Molded	10	Black cylinder disk beads	7mm	5mm	<1.6mm- 1.6mm	89191, 87897, 87865, 84077, 77408, 75779, 75643
88927	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	5	Clear annular beads	9mm	7mm	3.2mm	
88928	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Ceramic	Molded	Molded	1	White convex cone bead	9mm	6.5mm- 8mm	2.0mm	

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88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	Wire Wound	2	Black oblate beads	12mm	10mm; 11mm	1.6mm; 2mm	88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
88930	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	Wire Wound	5	Black oblate beads	10mm- 11mm	8mm- 9mm	1.6mm- 2.4mm	88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178
88931	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	Wire Wound	1	Light amber oblate bead	10mm	8mm	<1.6mm	89184
88932	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Ceramic	Ball Clay	Molded	Blue painted oblate bead	1	Blue painted oblate bead	10mm	8mm	2mm	88434, 84346, 89172, 84000, 88906, 89183

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88933	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Black annular bead	13mm	5mm	>4.0mm	84075, 77412
88934	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Wire Wound	Wire Wound	3	Black oblate beads	8mm	7mm	1.6mm	88929, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
88935	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	16	Clear annular and cylinder disk beads	6mm- 7mm	4mm	<1.6mm- 2.4mm	
88936	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Molded	Drawn	2	Black multifaceted hexagonal cylinder beads	5mm	5mm; 6mm	1.6mm	89180
88937	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	6	Clear tube beads; one bone bead	4mm- 5mm	6mm- 24mm	1.6mm	75648, 75819, 88437, 89177

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88938	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Complete	Glass	Drawn	Drawn	2	Black tube beads	4mm; 5mm	5mm	<1.6mm	84265, 84076
88939	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Fragment	Glass	Molded	Molded	1	Lavender purple cylinder disk bead	3mm	3mm	<1.6mm	
88940	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Fragment	Glass	Molded	Drawn	11	Clear multifaceted beads		6mm- 8mm		
88941	Fea5 Unit2 Str2 Lev16 150- 160cm	Bead	Fragment	Glass	Molded	Drawn	7	Amber multifaceted hexagonal cylinder beads		7mm		87866, 87891, 74864, 75645, 78169, 75807, 84081, 84350, 88047, 88440, 88921, 89164, 89190
89161	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Clear annular bead	8mm	7mm	2.8mm	84365, 84358, 88421, 75798, 75815

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89162	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Molded	1	Green cylinder disk bead	5mm	5mm	<1.6mm		
89163	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Wire Wound	Wire Wound	2	Light amber annular beads	8mm	4.5mm; 5mm	2.4mm		77405
89164	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Glass	Molded	Drawn	6	Amber multifaceted hexagonal cylinder beads		7mm			87866, 87891, 74864, 75645, 78169, 75807, 84081, 84350, 88047, 88440, 88921, 88941, 89190
89165	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Glass	Drawn	Drawn	2	Clear beads		6mm; 7.5mm			
89166	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	10	Black barrel seed beads with red paint	4mm	4mm	<1.6mm		75781, 74872, 78168, 87860, 87895, 88048, 88426, 88918

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89167	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	6	Clear barrel seed beads	4mm	3mm	<1.6mm	88915, 88427, 75810, 83908
89168	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	17	Clear barrel beads	6.5mm	5mm	<1.6mm	74867, 75639
89169	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Glass	Wire Wound	Wire Wound	1	Black spherical bead				
89170	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	7	White barrel seed beads and one brown seed bead with white paint	4mm	4mm	<1.6mm	74866, 75787, 88140, 88428, 88913
89171	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Drawn	26	Clear multifaceted hexagonal beads with multiple striations	5mm- 6mm	5.5mm- 6.5mm	1.6mm- 3.6mm	75790, 87864, 75812, 84360, 88923, 74874, 89179, 87900, 88441, 88907, 75640, 88922

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89172	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Ceramic	Ball Clay	Molded	3	Blue painted oblate beads	11mm	9mm	2mm	88932, 88434, 84346, 84000, 88906, 89183
89173	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Drawn	1	Blue multifaceted hexagonal bead	6mm	6mm	2.4mm	
89174	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	7	Green barrel seed beads	4mm	4mm	<1.6mm	87861, 88438, 88418, 88911, 83907, 84082, 75653, 74871
89175	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Drawn	65	Clear multifaceted hexagonal beads	6mm- 8mm	5mm- 8mm	2.4mm- 3.2mm	88420, 83886, 78167, 77409, 84348, 88049, 74823, 88920, 88139, 88190, 74824, 87863, 74875, 75811, 75799, 83924, 87887, 88143, 75641, 84078, 75574

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89176	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	3	Dark blue barrel seed beads	4mm	4mm	<1.6mm		87862, 88914
89177	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	2	Clear tube beads	4mm	8mm- 23mm	<1.6mm		75648, 75819, 88437, 88937
89178	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Wire Wound	Wire Wound	3	Black spherical beads	11mm	10mm	<1.6mm- 1.6mm		88929, 88934, 74892, 77407, 88429, 89193, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 88930
89179	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Glass	Molded	Drawn	4	Clear multifaceted hexagonal beads with multiple striations		6mm- 9mm			75790, 87864, 75812, 89171, 84360, 88923, 74874, 87900, 88441, 88907, 75640, 88922

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89180	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Drawn	2	Black multifaceted hexagonal cylinder beads	5mm	5mm; 6mm	<1.6mm	89180
89183	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Ceramic	Ball Clay	Molded	1	Blue painted oblate bead				88932, 88434, 84346, 89172, 84000, 88906
89184	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Wire Wound	Wire Wound	1	Light amber oblate bead	10mm	8.5mm	<1.6mm	88931
89185	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Fragment	Glass	Indeterminate	Indeterminate	1	Light amber bead				
89186	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Two Piece Mold	1	Clear multifaceted hexagonal spherical bead	9mm	8mm	<1.6mm	87856

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89187	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	32	Black barrel seed beads	4mm	4mm	<1.6mm	74869, 74893, 87859, 74865, 75646, 75804, 83893, 84080, 88423, 88924, 88925, 84356, 84367
89188	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	2	Red barrel seed beads	4mm	4mm	<1.6mm	83895, 88912
89189	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Molded	1	Cream barrel bead; melted	12.5mm	10mm	2.4mm	
89190	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Drawn	43	Amber multifaceted hexagonal cylinder beads	6mm- 7mm	6mm- 8mm	2.8mm- 3.2mm	87866, 87891, 74864, 75645, 78169, 75807, 84081, 84350, 88047, 88440, 88921, 88941, 89164

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89191	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Molded	Molded	7	Black cylinder disk beads	6mm	5mm	<1.6mm	88926, 87897, 87865, 84077, 77408, 75779, 75643
89193	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Wire Wound	Wire Wound	11	Black oblate and round beads	9mm- 10mm	8mm	<1.6mm- 2.4mm	88929, 88934, 74892, 77407, 88429, 87858, 74870, 87886, 75642, 75785, 78166, 88046, 89178, 88930
89194	Fea5 Unit2 Str2 Lev17 160- 168cm	Bead	Complete	Glass	Drawn	Drawn	2	Black tube beads	4mm	4mm- 10mm	<1.6mm	88432, 88050, 87867, 84357
73794	Fea1 Unit3 Str1 Lev10 90- 100cm	Buckle	Fragment	Metal	White Metal	White Metal	2	Square buckle				
75672	Fea4 Unit2 Str2 Lev16 145- 160cm	Buckle	Fragment	Metal	Copper Alloy	Copper Alloy	1	Rectangular belt buckle				

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88114	Fea5 Unit1 Str3 Levl5 140- 150cm	Buckle	Complete	Metal	Copper Alloy	Copper Alloy	1	Cloud shaped buckle with leaf etchings					
88118	Fea5 Unit1 Str3 Levl5 140- 150cm	Buckle	Fragment	Metal	Copper Alloy	Copper Alloy	1	Buckle piece					
87760	Fea5 Unit1 Str3 Levl6 150- 160cm	Buckle	Almost Complete	Metal	Copper Alloy	Copper Alloy	2	Rectangular belt					
87917	Fea5 Unit1 Str3 Levl7 160- 162cm	Buckle	Complete	Metal	Copper Alloy	Copper Alloy	1	Oval buckle with two hooks on the side					
88372	Fea5 Unit2 Str2 Levl5 140- 150cm	Buckle	Complete	Metal	Copper Alloy	Copper Alloy	1	Cloud shaped buckle with leaf etchings					
88377	Fea5 Unit2 Str2 Levl5 140- 150cm	Buckle	Complete	Metal	Copper Alloy	Copper Alloy	2	Oval belt buckle with outline etching around the outside and inside edges; in two pieces that refit					

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88803	Fea5 Unit2 Str2 Lev16 150- 160cm	Buckle	Fragment	Metal	Copper Alloy	Copper Alloy	5	Rectangular buckle									73283, 73002, 73881, 74012, 73822, 73498, 73575, 73853, 73528
74178	Fea1 N100 E86 Str1 Lev9 80- 90cm	Button	Fragment	Ceramic	Porcelain	Porcelain	1	White four hole saucer button	13mm								73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 73855, 73901, 73857, 73128, 73169
74179	Fea1 N100 E86 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Porcelain	1	White four hole saucer button	15mm								
72765	Fea1 Unit1 Str1 Lev6 51- 60cm	Button	Fragment	Ceramic	Porcelain	Porcelain	1	White four hole saucer button									

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72809	Feal Unit1 Str1 Lev7 60- 70cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 74070, 73164, 73555, 74244, 74103
72823	Feal Unit1 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	16mm; 17mm					73574, 74004, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
72824	Feal Unit1 Str1 Lev8 70- 80cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						

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72825	Feal Unit 1 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	White two hole button	17mm					
72826	Feal Unit 1 Str1 Lev8 70- 80cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Blue button						
73002	Feal Unit 1 Str1 Lev10 90- 100cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	12.5mm					73283, 73881, 74178, 74012, 73822, 73498, 73575, 73853, 73528
73003	Feal Unit 1 Str1 Lev10 90- 100cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73554, 73085, 73226, 73883, 74120, 73733, 73497, 73166, 74005, 74114, 73879
73004	Feal Unit 1 Str1 Lev10 90- 100cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole hobnail button	13mm					73529

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73005	Feal Unit1 Sir1 Levl0 90- 100cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole button						73095, 74006, 73702, 73823, 74098
73033	Feal Unit1 Sir1 Levl1 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm					
73034	Feal Unit1 Sir1 Levl1 100- 110cm	button	Fragment	Ceramic	Porcelain	Plain	1	White saucer button						
73035	Feal Unit1 Sir1 Levl1 100- 110cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						

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73036	Feal Unit1 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16.5mm				73574, 74004, 72823, 73553, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
73037	Feal Unit1 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Molded	1	Red multifaceted oval shank button	8.5mm	13 mm			
73085	Feal Unit1 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim		12.5mm			
73095	Feal Unit1 Str1 Lev11 100- 110cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm				74006, 73033, 73702, 73823, 74098

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73066	Fea1 Unit1 Str1 Lev12 110- 116cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73169
73128	Fea1 Unit2 Str1 Lev6 52- 60cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
73130	Fea1 Unit2 Str1 Lev6 52- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169

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73164	Feal Unit2 Str1 Lev7 60- 70cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73555, 74244, 74103
73166	Feal Unit2 Str1 Lev7 60- 70cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73554, 73085, 73226, 73883, 74120, 73733, 73497, 74005, 74114, 73879
73168	Feal Unit2 Str1 Lev7 60- 70cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						

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73169	Feal Unit2 Str1 Lev7 60- 70cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	15mm; 16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128
73223	Feal Unit2 Str1 Lev8 70- 80cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						
73224	Feal Unit2 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	16mm					73574, 74004, 72823, 73553, 73036, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169

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73226	Feal Unit2 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73554, 73085, 73883, 74120, 73733, 73497, 73166, 74005, 74114, 73879
73227	Feal Unit2 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 72809, 74070, 73164, 73555, 74244, 74103
73281	Feal Unit2 Str1 Lev9 80- 90cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						

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73282	Feal Unit2 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	15mm				73574, 74004, 72823, 73553, 73036, 73224, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
73283	Feal Unit2 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm				73002, 73881, 74178, 74012, 73822, 73498, 73575, 73853, 73528
73284	Feal Unit2 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	3	Brown four hole saucer buttons	13mm				73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73227, 72809, 74070, 73164, 73555, 74244, 74103

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73285	Feal Unit2 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons (1 medium, 1 large)	17mm; 18mm					73003, 73554, 73085, 73226, 73883, 74120, 73733, 73166, 74005, 74114, 73879
73497	Feal Unit2 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73283, 73002, 73881, 74178, 74012, 73822, 73575, 73853, 73528
73498	Feal Unit2 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm					
73499	Feal Unit2 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	4	White four hole saucer buttons (2 medium, 2 large)	16mm- 18mm					
73500	Feal Unit2 Str1 Lev11 100- 110cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White saucer buttons						

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73574, 74004, 72823, 73553, 73036, 73224, 73282, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169						16mm	White four hole saucer buttons	2	Plain	Porcelain	Ceramic	Complete	Button	Fea1 Unit2 Str1 Lev12 110- 120cm	73526
						16mm	White four hole inkwell button with a brown painted rim	1	Painted	Porcelain	Ceramic	Complete	Button	Fea1 Unit2 Str1 Lev12 110- 120cm	73527
73283, 73002, 73881, 74178, 74012, 73822, 73498, 73575, 73853						11mm	White four hole saucer button; melted	1	Plain	Porcelain	Ceramic	Complete	Button	Fea1 Unit2 Str1 Lev12 110- 120cm	73528
73004						12.5mm	White four hole hobnail button	1	Molded	Porcelain	Ceramic	Complete	Button	Fea1 Unit2 Str1 Lev12 110- 120cm	73529

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73530	Feal Unit2 Str1 Lev12 110- 120cm	Button	Almost Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	17mm					73574, 74004, 72823, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
73552	Feal Unit2 Str1 Lev13 120- 124cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						
73553	Feal Unit2 Str1 Lev13 120- 124cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					
73554	Feal Unit2 Str1 Lev13 120- 124cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73085, 73226, 73883, 74120, 73733, 73497, 73166, 74005, 74114, 73879

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73555	Feal Unit2 Str1 Lev13 120- 124cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 74244, 74103
73573	Feal Unit3 Str1 Lev6 47- 60cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White saucer button						
73574	Feal Unit3 Str1 Lev6 47- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	17.5mm					74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169

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73575	Feal Unit3 Str1 Lev6 47- 60cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button; burned					73283, 73002, 73881, 74178, 74012, 73822, 73498, 73853, 73528
73576	Feal Unit3 Str1 Lev6 47- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm				
73600	Feal Unit3 Str1 Lev7 60- 70cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm				73882, 73601, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103

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73601	Feal Unit3 Str1 Lev7 60- 70cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
73602	Feal Unit3 Str1 Lev7 60- 70cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						
73700	Feal Unit3 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 74179, 73855, 73901, 73857, 73128, 73169

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73701	Fea1 Unit3 Str1 Lev8 70- 80cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	18mm					73095, 74006, 73033, 73823, 74098
73702	Fea1 Unit3 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button; burned						
73724	Fea1 Unit3 Str1 Lev8 70- 80cm	Button	Almost Complete	metal	Copper Alloy	Copper Alloy	1	Copper alloy button back with a shank	13mm	6mm				
73730	Fea1 Unit3 Str1 Lev9 80- 90cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White four hole saucer buttons						
73731	Fea1 Unit3 Str1 Lev9 80- 90cm	Button	Almost Complete	metal	Ferrous	Ferrous	1	Iron button	12mm					

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73732	Feal Unit3 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	13mm					73882, 73601, 73600, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
73733	Feal Unit3 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73554, 73085, 73226, 73883, 74120, 73497, 73166, 74005, 74114, 73879
73782	Feal Unit3 Str1 Lev10 90- 100cm	Button Fragment	Fragment	Ceramic	Porcelain	Plain	5	White four hole saucer buttons						
73783	Feal Unit3 Str1 Lev10 90- 100cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White four hole saucer buttons; melted; two pieces refit						

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73784	Fea1 Unit3 Str1 Lev10 90- 100cm	Button	Fragment	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	13mm					73882, 73601, 73600, 73732, 73856, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
73822	Fea1 Unit3 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm					73283, 73002, 73881, 74178, 74012, 73498, 73575, 73853, 73528
73823	Fea1 Unit3 Str1 Lev11 100- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm					73095, 74006, 73033, 73702, 74098
73824	Fea1 Unit3 Str1 Lev11 100- 110cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White four hole saucer buttons (small and medium)						

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73853	Feal Unit3 Str1 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	12mm					73283, 73002, 73881, 74178, 74012, 73498, 73575, 73528
73854	Feal Unit3 Str1 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons (1 medium, 1 large)	17mm; 18mm					
73855	Feal Unit3 Str1 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button; melted						73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73901, 73857, 73128, 73169
73856	Feal Unit3 Str1 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	13mm					

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73857	Feal Unit3 Str1 Lev12 110- 120cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button; burned	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73128, 73169
73858	Feal Unit3 Str1 Lev12 110- 120cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White button						
73859	Feal Unit3 Str1 Lev12 110- 120cm	Button	Fragment	Ceramic	Porcelain	Plain	4	White four hole saucer buttons						
73879	Feal Unit3 Str1 Lev13 120- 126cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73554, 73085, 73226, 73883, 74120, 73733, 73497, 73166, 74005, 74114

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73880	Feal Unit3 Str1 Lev13 120- 126cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White saucer button					73283, 73002, 74178, 74012, 73822, 73498, 73575, 73853, 73528
73881	Feal Unit3 Str1 Lev13 120- 126cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	12.5mm				73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
73882	Feal Unit3 Str1 Lev13 120- 126cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm				73003, 73554, 73085, 73226, 74120, 73733, 73497, 73166, 74005, 74114, 73879
73883	Feal Unit3 Str1 Lev13 120- 126cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm				

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73884	Feal Unit3 Str1 Lev13 120- 126cm	Button	Complete	Ceramic	Porcelain	Plain	1	White three hole saucer button	9mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73857, 73128, 73169
73901	Feal Unit5 Str1 Lev4 35- 40cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					
74007	Feal Unit5 Str1 Lev7 69- 70cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						
74012	Feal Unit5 Str1 Lev7 69- 70cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	12mm					73283, 73002, 73881, 74178, 73822, 73498, 73575, 73853, 73528

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74004	Feal Unit5 Str1 Lev8 70- 80cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
74005	Feal Unit5 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole inkwell buttons with a brown painted rim	13mm					73003, 73554, 73085, 73226, 73883, 74120, 73733, 73497, 73166, 74114, 73879
74006	Feal Unit5 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button; burned	19mm					73095, 73033, 73702, 73823, 74098

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74008	Feal Unit5 Str1 Lev8 70- 80cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm				73882, 73601, 73600, 73732, 73856, 73784, 74345,br 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
74068	Feal Unit5 Str1 Lev9 80- 90cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button					
74070	Feal Unit5 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm				73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 73164, 73555, 74244, 74103

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74072	Feal Unit5 Str1 Lev9 80- 90cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm				73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74155, 73700, 74179, 73855, 73901, 73857, 73128, 73169
74097	Feal Unit6 Str1 Lev4 30- 40cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	11mm				
74098	Feal Unit6 Str1 Lev4 30- 40cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	18mm				73095, 74006, 73033, 73702, 73823

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74103	Fea1 Unit6 Str1 Lev4 30- 40cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244
74120	Fea1 Unit6 Str1 Lev5 40- 50cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm					73003, 73554, 73085, 73226, 73883, 73733, 73497, 73166, 74005, 74114, 73879
74121	Fea1 Unit6 Str1 Lev5 40- 50cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons (1 small, 1 medium)	13mm; 16mm					

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74155	Feal Unit6 Str1 Lev6 50- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					73574, 74004, 72823, 73553, 73036, 73224, 73282, 73526, 73130, 74072, 73700, 74179, 73855, 73901, 73857, 73128, 73169
74244	Feal Unit7 Str1 Lev6 50- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74345, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74103

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74345	Fea3 Unit1 Str1 Lev6 50- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					73882, 73601, 73600, 73732, 73856, 73784, 74008, 73284, 73227, 72809, 74070, 73164, 73555, 74244, 74103
83715	Fea4 Unit1 Str1 Lev6 50- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	17.5mm					Large
83724	Fea4 Unit1 Str1 Lev6 50- 60cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm					Medium
83670	Fea4 Unit1 Str2 Lev7 60- 70cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole tire button	15mm					
74848	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	18.5mm					88034, 88491, 88036, 75714, 84283, 89138, 88479, 75571

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74849	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	12mm					Small
74850	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm					84311, 77418, 75748, 84308, 89132, 88959, 88474, 87888, 87839, 88964
74851	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	12mm					88493, 75618, 89153
74852	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm					Small
74853	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	1	White four hole saucer button with a brown transfer printed calico pattern	13mm					87890

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74854	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	17mm	Medium
74855	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White four hole saucer buttons	17mm	Medium
74856	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Complete	Glass	Molded	Molded	1	Milk glass shank button with surrounding dot design	15mm	
74857	Fea4 Unit1 Str4 Lev18 170- 180cm	Button	Almost Complete	Glass	Molded	Molded	1	Black oval shank button; missing shank		
75616	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a black painted rim	17mm	
75618	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	12mm	88493, 89153, 74851

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75619	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button	20mm	Large
75621	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm	Large
75622	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Green four hole saucer button	13mm	87841, 87885, 88980
75623	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	12mm	Small
75624	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	3	White four hole saucer buttons	16mm	Medium
75625	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Blue four hole saucer button	13mm	

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75626	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Green four hole saucer button							
75627	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White four hole saucer buttons							
75628	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Incised	1	White two hole button with zig-zag incised pattern	13mm						
75629	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole pie crust button with a green painted rim	16mm						
75630	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole tire button; stamped with "N.R. Co / Goodyear's PT 1851"	21mm						
75631	Fea4 Unit2 Str2 Lev16 145- 160cm	Button	Almost Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button; missing shank	15mm						84277

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75632	Fea4 Unit2 Str2 Levl6 145- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	11 mm					
75634	Fea4 Unit2 Str2 Levl6 145- 160cm	Button	Complete	Metal	Copper Alloy	Copper Alloy	1	Copper alloy four hole button	20mm					
75710	Fea4 Unit2 Str2 Levl7 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm					Large
75714	Fea4 Unit2 Str2 Levl7 160- 170cm	Button	Complete	Ceramic	Porcelain	Molded	3	White four hole pie crust buttons	18mm					88034, 88491, 88036, 74848, 84283, 89138, 88479, 75571
75717	Fea4 Unit2 Str2 Levl7 160- 170cm	Button	Complete	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons	11 mm; 13mm					
75718	Fea4 Unit2 Str2 Levl7 160- 170cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell two hole button	8 mm					

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75719	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell button	9mm						
75721	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell two hole button	23mm						
75723	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Metal	Porcelain	Plain	15	White four hole saucer buttons of various sizes	16mm- 18mm						
75724	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm						
75725	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Almost Complete	Glass	Molded	Molded	1	Clear button; missing shank	12mm						
75728	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	5	White four hole saucer buttons	18mm- 19.5mm						Large

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75730	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole hobnail button	13mm						84117, 89157, 84296, 88972, 87838
75731	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	15mm						89136, 84312, 88492, 78161, 84001, 88945, 84322
75734	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm- 14mm						87836, 84119, 84278, 88971, 88487, 88025, 88943, 88157, 89156
75736	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	17mm- 18mm						
75737	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Fragment	Ceramic	Porcelain	Plain	13	White four hole saucer buttons of various sizes	16mm- 19mm						
75738	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	17mm						78160, 87835, 89147, 77421, 88484, 84050

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75740	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a green painted rim	17mm	75744, 88978
75742	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	13mm	Small
75744	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole saucer button with a green painted rim	17mm	75740, 88978
75745	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Fragment	Ceramic	Porcelain	Molded	1	White four hole pie crust button		
75746	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	18mm	84116, 88490, 88968, 88035, 87834, 78164, 78143, 89144

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75748	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm	84311, 77418, 84308, 74850, 89132, 88959, 88474, 87888, 87839, 88964
75749	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	15mm	
75751	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown dome shank button	15mm	
75754	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole shield button	15mm	
75756	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell four hole button	10.5mm	
75758	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Fragment	Fauna	Bone	Mammal	1	Bone four hole saucer button	19mm	

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75761	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole shield button	16mm					
75771	Fea4 Unit2 Str2 Lev17 160- 170cm	Button	Almost Complete	Metal	Copper Alloy	Copper Alloy	1	Copper alloy shank button	21mm					
77415	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Fragment	Ceramic	Porcelain	Plain	4	White four hole buttons						
77416	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	19mm				Large	
77417	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	16mm; 17mm				Medium	
77418	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	2	Black four hole saucer buttons	12mm					84311, 75748, 84308, 74850, 89132, 88959, 88474, 87888, 87839, 88964

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77419	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons of various sizes	14-mm- 15mm				
77420	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm				Small
77421	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	17mm				78160, 87835, 89147, 88484, 75738, 84050
77422	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell three hole/intended four hole saucer button	9mm				
77423	Fea4 Unit2 Str2 Lev18 170- 180cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown shank button	14mm				83885
84045	Fea4 Unit3 wall clean 95- 110cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	12mm				Small

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83916	Fea4 Unit3 Str1 Lev4 36- 40cm	Button	Complete	Synthetic	Synthetic	Synthetic	Plastic	1	Blue flower button; looks modern	10mm								
84015	Fea4 Unit3 Str2 Lev 100- 110cm	Button	Complete	Ceramic	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm							Medium	
83972	Fea4 Unit3 Str2 Lev9 80- 90cm	Button	Complete	Ceramic	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm							Medium	
78143	Fea4 Unit3 Str2 Lev13- 14 120- 140cm	Button	Complete	Ceramic	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	18mm							84116, 88490, 88968, 75746, 88035, 87834, 78164, 89144	
83929	Fea4 Unit3 Str4 Lev 170- 172cm	Button	Complete	Ceramic	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm							Small	
83933	Fea4 Unit3 Str4 Lev 170- 172cm	Button	Fragment	Fauna	Fauna	Shell	Mollusk	1	Shell shank button	17mm								

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78159	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm					Small	87835, 89147, 77421, 88484, 75738, 84050
78160	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	17mm						89136, 84312, 88492, 84001, 75734, 88945, 84322
78161	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm- 14mm					Medium	
78162	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm						89146, 83897
78163	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with blue painted splatter design	18mm						84116, 88490, 88968, 75746, 88035, 87834, 78143, 89144
78164	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	3	Brown four hole saucer buttons	18mm						

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78165	Fea4 Unit3 Str4 Lev16 150- 160cm	Button	Almost Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button; missing shank	19mm						
83885	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown shank button	15mm					77423	
83889	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	18mm					Large	
83890	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	15mm					Medium	
83891	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole inkwell button	11mm						
83892	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button	17mm						

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83896	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Fauna	Bone	Mammal	1	Bone one hole button	11 mm					88987
83897	Fea4 Unit3 Str4 Lev17 160- 179cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with blue painted splatter design	17 mm					78163, 89146
83997	Fea4 Unit3 Str5 Lev 105- 110cm	Button	Almost Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	17 mm					Medium
84001	Fea4 Unit3 Str5 Lev 105- 110cm	Button	Almost Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm- 14mm					89136, 84312, 88492, 78161, 75734, 88945, 84322
84050	Fea4 Unit3 Str5 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	17 mm					78160, 87835, 89147, 77421, 88484, 75738
84053	Fea4 Unit3 Str5 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a blue painted rim	13 mm					

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84067	Fea4 Unit3 Str5 Lev12 110- 120cm	Button	Fragment	Fauna	Shell	Mollusk	1	Shell four hole button	10mm						88135, 87847, 88976, 88495, 88128, 88469
74816	Fea4.1 Unit1 Str4 Lev17 160- 170cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White domed shank buttons							89151, 88470, 88486
74817	Fea4.1 Unit1 Str4 Lev17 160- 170cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	16mm						
74818	Fea4.1 Unit1 Str4 Lev17 160- 170cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White four hole saucer buttons; two pieces refit; possible brown paint or rust residue along the rim	13mm						
87543	Fea5 Unit1 Str1 Lev5 40- 50cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm						Medium
84400	Fea5 Unit1 Str2 Lev5 45- 50cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	16mm						Medium

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88157	Fea5 Unit1 Str2 Lev12 110- 120cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	17mm- 18mm					87836, 84119, 84278, 88971, 88487, 88025, 75736, 88943, 89156
88192	Fea5 Unit1 Str3 Lev12 110- 120cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole saucer button						
88193	Fea5 Unit1 Str3 Lev12 110- 120cm	Button	Almost Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	18mm				Large	
88128	Fea5 Unit1 Str3 Lev14 130- 140cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White shank button	15mm			88469	88135, 87847, 74816, 88976, 88495, 88469	
88129	Fea5 Unit1 Str3 Lev14 130- 140cm	Button	Fragment	Fauna	Bone	Mammal	1	Bone four hole saucer button	18mm					
88134	Fea5 Unit1 Str3 Lev14 130- 140cm	Button	Almost Complete	Ceramic	Porcelain	Plain	3	White four hole saucer buttons	18mm				Large	

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88135	Fea5 Unit1 Str3 Lev14 130- 140cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White domed shank button	13mm					87847, 74816, 88976, 88495, 88128, 88469
88025	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	17mm- 18mm					87836, 84119, 84278, 88971, 88487, 75736, 88943, 88157, 89156
88027	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Plain	2	White buttons						
88028	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	12mm					
88029	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons	15mm; 16mm					Medium
88030	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole button	18mm					88984, 84108

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88031	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button incised eight sided star (star of David)	9mm							88491, 88036, 74848, 75714, 84283, 89138, 88479, 75571
88032	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	11mm							
88033	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole button; National Rubber Company Goodyear patent 1851	22mm							89127
88034	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	18mm							88491, 88036, 74848, 75714, 84283, 89138, 88479, 75571
88035	Fea5 Unit1 Str3 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	18mm							84116, 88490, 88968, 75746, 87834, 78164, 78143, 89144

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88036	Fea5 Unit1 Str3 Lev15-150cm	Button	Fragment	Ceramic	Porcelain	Molded	1	White four hole pie crust button	18mm	88034, 88491, 74848, 75714, 84283, 89138, 88479, 75571
87829	Fea5 Unit1 Str3 Lev16-150-160cm	Button	Fragment	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons		
87830	Fea5 Unit1 Str3 Lev16-150-160cm	Button	Fragment	Ceramic	Porcelain	Plain	5	White four hole saucer buttons	18mm-19.5mm	Large
87831	Fea5 Unit1 Str3 Lev16-150-160cm	Button	Fragment	Ceramic	Porcelain	Plain	6	White four hole saucer buttons of various sizes	16mm-18mm	
87832	Fea5 Unit1 Str3 Lev16-150-160cm	Button	Complete	Glass	Molded	Molded	2	Black two hole multifaceted jewel buttons	19.5mm	
87833	Fea5 Unit1 Str3 Lev16-150-160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole button	11mm	

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87834	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	18mm				84116, 88490, 88968, 75746, 88035, 78164, 78143, 89144
87835	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	3	Brown four hole inkwell buttons	17mm				78160, 89147, 77421, 88484, 75738, 84050
87836	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole saucer buttons with a brown painted rim	17mm- 18mm				84119, 84278, 88971, 88487, 88025, 75736, 88943, 88157, 89156
87837	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons	15mm				88944, 89135, 84297
87838	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	15mm				84117, 75731, 89157, 84296, 88972

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87839	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	2	Black four hole saucer buttons	12mm	84311, 77418, 75748, 84308, 74850, 89132, 88959, 88474, 87888, 88964
87840	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	8	White four hole saucer buttons of various sizes	16mm- 19mm	
87841	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Green four hole saucer button	13mm	87885, 88980, 75622
87842	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	8	White four hole saucer buttons of various sizes	14mm- 17mm	
87843	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	15mm	
87844	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Synthetic	Synthetic	Plastic	1	Black celluloid shank button	11mm	

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87845	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell shank button	15mm							88135, 74816, 88976, 88495, 88128, 88469
87846	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button	15mm							
87847	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	White domed shank button	13mm							
87848	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button	19mm							
87849	Fea5 Unit1 Str3 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black domed celluloid shank button	10mm							88991
87881	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell enamel button with an iron shank	11 mm							

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87882	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons of various sizes	14mm; 16mm					87841, 88980, 75622
87883	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole button						
87884	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole tire button; Good Year patent date = 1851 National Rubber CO.	21mm					
87885	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Ceramic	Porcelain	Plain	1	Green four hole saucer button	13mm					84311, 77418, 75748, 84308, 74850, 89132, 88959, 88474, 87839, 88964
87888	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm					

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87889	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Metal	Copper Alloy	Copper Alloy	1	Copper alloy shank button	10mm						
87890	Fea5 Unit1 Str3 Lev17 160- 162cm	Button	Complete	Ceramic	Porcelain porcelain	Transfer Printed	1	White four hole saucer button with a brown transfer printed calico pattern	13mm					74853	
88164	Fea5 Unit1 Str4 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	1	White four hole saucer button with a blue transfer printed calico pattern	18mm					88960, 89128	
84186	Fea5 Unit2 Str2 Lev12 115- 120cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell four hole button	10mm						
84108	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Fauna	Shell	Mollusk	2	Shell two hole buttons	18mm					88984, 88030	
84109	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Fragment	Fauna	Shell	Mollusk	2	Shell four hole buttons	8mm; 10mm						

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84110	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Fauna	Shell	Mollusk	2	Shell four hole inkwell buttons	9.5mm	84316
84111	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	12mm	
84112	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	13mm	
84113	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Fragment	Ceramic	Porcelain	Molded	1	White four hole pie crust button		
84114	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Fragment	Ceramic	Porcelain	Plain	7	White four hole saucer buttons of various sizes		
84115	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Metal	Ferrous	Ferrous	1	Iron dome shank button	18mm	

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84116	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	19mm					88490, 88968, 75746, 88035, 87834, 78164, 78143, 89144
84117	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	15mm					75731, 89157, 84296, 88972, 87838
84118	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	18mm					
84119	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole saucer buttons with a brown painted rim	17mm- 18mm					87836, 84278, 88971, 88487, 88025, 75736, 88943, 88157, 89156
84120	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Almost Complete	Ceramic	Porcelain	Plain	2	White four hole saucer buttons of various sizes	17mm; 20mm					

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84121	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	17mm	Medium
84122	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Plain	3	White four hole saucer buttons	15mm- 16mm	Medium
84123	Fea5 Unit2 Str2 Lev13 120- 130cm	Button	Complete	Ceramic	Porcelain	Plain	4	White four hole saucer buttons	13mm	Small
84276	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button	20mm	
84277	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Almost Complete	Glass	Molded	Molded	1	Black multifaceted jewel shank button	15mm	75631
84278	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	17mm- 18mm	87836, 84119, 88971, 88487, 88025, 75736, 88943, 88157, 89156

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84279	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	1	White four hole saucer button with a brown transfer printed gingham pattern	18mm					88488
84280	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	8	White four hole saucer buttons	17.5mm- 19mm					Large
84282	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Almost Complete	Ceramic	Porcelain	Plain	3	White four hole saucer buttons of various sizes	17mm- 18mm					
84283	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Almost Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	18mm					88034, 88491, 88036, 74848, 75714, 89138, 88479, 75571
84285	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	18mm					74895
84290	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Painted	1	White two hole tire button with a brown painted rim	16mm					

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84294	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Almost Complete	Fauna	Bone	Mammal	1	Bone four hole saucer button	16mm						84117, 75731, 89157, 88972, 87838
84296	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	15mm						
84297	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	16mm						87837, 88944, 89135
84298	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	6	White four hole saucer buttons	15mm- 16mm					Medium	
84301	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	2	White four hole saucer buttons with a pink transfer printed calico pattern	13mm						
84305	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a pink painted rim	12.5mm						

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84308	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Almost Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm					84311, 77418, 75748, 74850, 89132, 88959, 88474, 87888, 87839, 88964
84309	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with a brown painted rim	13mm					
84311	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm					77418, 75748, 84308, 74850, 89132, 88959, 88474, 87888, 87839, 88964
84312	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole inkwell buttons with a brown painted rim	13mm- 14mm					89136, 88492, 78161, 84001, 75734, 88945, 84322
84313	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Ceramic	Porcelain	Plain	5	White four hole saucer buttons	12mm- 13mm					Small

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84314	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole incised pie crust button	11mm					84110	
84316	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole inkwell button	9mm						
84317	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	11mm						
84318	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole button	12mm						
84320	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Fragment	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons							
84321	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Fragment	Ceramic	Porcelain	Plain	10	White four hole saucer buttons of various sizes	16mm- 20mm						

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84322	Fea5 Unit2 Str2 Lev14 130- 140cm	Button	Fragment	Ceramic	Porcelain	Painted	3	White four hole inkwell buttons with a brown painted rim	13mm- 14mm					89136, 84312, 88492, 78161, 84001, 75734, 88945
88369	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Shank button cover	18mm					
88383	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Shank button cover	21mm					
88435	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Metal	Ferrous	Ferrous	1	Iron four hole button	9mm					
88469	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White shank button	15mm			88128		88135, 87847, 74816, 88976, 88495, 88128
88470	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	16mm					89151, 74817, 88486

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88471	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Plain	18	White four hole saucer buttons of various sizes	16mm- 20mm										
88472	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	10	White four hole saucer buttons	19mm- 20mm										Large
88474	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	2	Black four hole saucer buttons	12mm										84311, 77418, 75748, 84308, 74850, 89132, 88959, 87888, 87839, 88964
88475	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	6	White four hole saucer buttons	12mm- 13mm										Small
88476	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Fauna	Bone	Mammal	1	Bone four hole saucer button	18mm										

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88477	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White four hole tire buttons	13mm							88034, 88491, 88036, 74848, 75714, 84283, 89138, 75571
88478	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Fauna	Shell	Mollusk	1	Shell four hole saucer button	11mm							
88479	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Molded	4	White four hole pie crust buttons	18mm							
88480	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	2	Shell two hole buttons	17mm; 19mm							
88481	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	3	Shell four hole buttons (3), shell shield buttons (2), and shell saucer button (1)	9mm (saucer); 9.5mm; 10mm							
88482	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	13mm							

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88483	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell three hole incised pie crust button	12mm					78160, 87835, 89147, 77421, 75738, 84050
88484	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	17mm					
88485	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a green painted rim	12mm					
88486	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	16mm					89151, 88470, 74817
88487	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole saucer buttons with a brown painted rim	17mm- 18mm					87836, 84119, 84278, 88971, 88025, 75736, 88943, 88157, 89156

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88488	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	1	White four hole saucer button with a brown transfer printed calico pattern	17mm				84279
88489	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Glass	Molded	Molded	1	Black two hole button	20mm				
88490	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	3	Brown four hole saucer buttons	18mm				84116, 88968, 75746, 88035, 87834, 78164, 78143, 89144
88491	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Molded	1	White four hole pie crust button	19mm				88034, 88036, 74848, 75714, 84283, 89138, 88479, 75571
88492	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole inkwell buttons with a brown painted rim	13mm- 14mm				89136, 84312, 78161, 84001, 75734, 88945, 84322

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88493	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	13mm					75618, 89153, 74851
88494	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Plain	13	White four hole saucer buttons of various sizes	16mm- 18mm					
88495	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White domed shank button; missing shank	13mm					88135, 87847. 74816, 88976, 88128, 88469
88496	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Ceramic	Porcelain	Molded	1	White two hole tire button	16mm					
88497	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black goodyear shank button	17mm					
88498	Fea5 Unit2 Str2 Lev15 140- 150cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole goodyear tire button	17mm					

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88942	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Metal	Copper Alloy	Copper Alloy	1	Copper alloy four hole dome shank button	17mm					87836, 84119, 84278, 88971, 88487, 88025, 75736, 88157, 89156
88943	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Painted	2	White four hole buttons with a brown painted rim	17mm- 18mm					
88944	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons	15mm; 16mm					87837, 89135, 84297
88945	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	13mm- 14mm					89136, 84312, 88492, 78161, 84001, 75734, 84322
88946	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole incised pie crust button	11mm					

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88947	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	6	White four hole saucer buttons	12mm- 14mm						Small
88948	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	1	Blue four hole saucer button with white painted diagonal lines	12mm						
88949	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole button; Goodyear patent 1851 National Rubber Company; Wasp on the front	27mm						
88950	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole saucer button	11mm						
88957	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	2	White four hole saucer buttons with yellow and blue paint	16mm						
88958	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Metal	Ferrous	Ferrous	1	Iron shank button	18mm						

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88959	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	1	Black four hole saucer button					84311, 77418, 75748, 84308, 74850, 89132, 88474, 87888, 87839, 88964
88960	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	1	White four hole saucer button with a blue transfer printed calico pattern	18mm				88164, 89128
88961	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Synthetic	Synthetic	Plastic	1	Black celluloid shank button; writing on the back	18mm				
88962	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	14	White four hole saucer buttons	16mm- 17mm				Medium
88963	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	21	White four hole saucer buttons of various sizes	16mm- 18mm				

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88964	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Black four hole saucer button	12mm	84311, 77418, 75748, 84308, 74850, 89132, 88959, 88474, 87888, 87839
88965	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	6	White four hole saucer buttons	18mm- 20mm	Large
88966	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Molded	10	White four hole pie crust buttons		
88967	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Ceramic	Porcelain	Plain	3	White buttons		
88968	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole saucer buttons	18mm	84116, 88490, 75746, 88035, 87834, 78164, 78143, 89144

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88969	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole shield button	22mm					87836, 84119, 84278, 88487, 88025, 75736, 88943, 88157, 89156
88970	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole shield button	13mm					
88971	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Painted	3	White four hole saucer buttons with a brown painted rim	17mm- 18mm					
88972	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	2	Brown four hole inkwell buttons	15mm					84117, 75731, 89157, 84296, 87838
88973	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Glass	Molded	Molded	1	Clear pie crust button						

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88974	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	2	Black domed shank buttons	16mm						88135, 87847, 74816, 88495, 88128, 88469
88975	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Glass	Molded	Molded	1	Black button with a linear dot design through the middle.	26mm (1inch)						
88976	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	White domed shank button	13mm						
88977	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Almost Complete	Fauna	Shell	Mollusk	2	Shell four hole buttons	10mm						
88978	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	painted	1	White four hole saucer button with a green painted rim	17mm						75744, 75740
88979	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Glass	Molded	Molded	1	Green shank button with a six sided star/Star of David design	19.5mm						

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88980	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	1	Green four hole saucer button	13mm	87841, 87885, 75622
88981	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Bone	Mammal	2	Bone one hole button (1) and bone shank button (1)	10mm; 12mm	
88982	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Glass	Molded	Molded	1	Red button with a middle aged woman's face on one side; piece that fit into a frame for adornment	11mm	
88983	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Ceramic	Porcelain	Plain	9	White four hole saucer buttons	18mm- 20mm	Large
88984	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell two hole button	18mm	88030, 84108
88985	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Almost Complete	Glass	Molded	Molded	1	Black shank button	13mm	

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88986	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Almost Complete	Fauna	Shell	Mollusk	1	Shell three hole button with varnish	9mm					83896
88987	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Fauna	Bone	Mammal	1	Bone one hole button	11mm					
88988	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Shank for a button						
88989	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Almost Complete	Metal	Ferrous	Ferrous	1	Iron dome shank button	21mm					
88990	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Fragment	Fauna	Bone	Mammal	2	Bone four hole saucer buttons	16mm					
88991	Fea5 Unit2 Str2 Lev16 150- 160cm	Button	Complete	Synthetic	Synthetic	Plastic	1	Black domed celluloid shank button	9.5mm					87849

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89123	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Molded	4	White four hole pie crust buttons	10mm				
89124	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Copper alloy shank button	16mm				
89125	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Glass	Molded	Molded	1	Black dome button with an iron shank	8mm				
89126	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Ceramic	Porcelain	Plain	11	White four hole saucer buttons	16mm				Medium
89127	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Synthetic	Synthetic	Rubber	1	Black two hole button; National rubber company Good year patent 1851	22mm				88033
89128	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Transfer Printed	2	White four hole saucer buttons with a blue transfer printed calico pattern	17mm				88164, 88960

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89129	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	20	White four hole saucer buttons	15mm- 17mm	Medium
89130	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Ceramic	Porcelain	Plain	7	White four hole saucer buttons	19mm- 20mm	Large
89131	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Fauna	Shell	Mollusk	1	Shell button		
89132	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	4	Black four hole saucer buttons	12mm	84311, 77418, 75748, 84308, 74850, 88959, 88474, 87888, 87839, 88964
89133	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	2	White four hole inkwell buttons	13mm	

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89134	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	White four hole saucer button	13mm				Small
89135	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Molded	3	White four hole pie crust buttons	12mm; 15mm (2)				87837, 88944, 84297
89136	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Painted	4	White four hole inkwell buttons with a brown painted rim	13mm- 14mm				84312, 88492, 78161, 84001, 75734, 88945, 84322
89137	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Fauna	Shell	Mollusk	1	Shell button					
89138	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Molded	2	White four hole pie crust buttons	18mm				88034, 88491, 88036, 74848, 75714, 84283, 88479, 75571

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89139	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Ceramic	Porcelain	Molded	5	White four hole pie crust buttons	18mm- 19.5mm	Large					84116, 88490, 88968, 75746, 88035, 87834, 78164, 78143
89140	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	6	White four hole saucer buttons							
89141	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Fauna	Bone	Mammal	1	Bone one hole saucer button	13mm						
89142	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Ceramic	Porcelain	Plain	1	White four hole tire button							
89143	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown dome shank button	13mm						
89144	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	6	Brown four hole saucer buttons	18mm						

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89145	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Copper alloy shank button	10mm					
89146	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole saucer button with gray painted splatter design	18mm				78163, 83897	
89147	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell buttons	17mm				78160, 87835, 77421, 88484, 75738, 84050	
89148	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a pink painted target pattern	11mm					
89149	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell four hole button	11mm					
89150	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Metal	Copper Alloy	Copper Alloy	1	Copper alloy shank button	13mm					

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89151	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Fragment	Ceramic	Porcelain	Painted	1	White four hole inkwell button with a brown painted rim	16mm	88470, 74817, 88486
89152	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	White three hole inkwell button	9mm	
89154	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Almost Complete	Glass	Molded	Molded	1	Black shank button	13mm	
89153	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole saucer button	12mm	88493, 75618, 74851
89155	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	5	White four hole saucer buttons	13mm	Small
89156	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Painted	4	White four hole saucer buttons with a brown painted rim	17mm- 18mm	87836, 84119, 84278, 88971, 88487, 88025, 75736, 88943, 88157

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89157	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Ceramic	Porcelain	Plain	1	Brown four hole inkwell button	15mm					84117, 75731, 84296, 88972, 87838
89158	Fea5 Unit2 Str2 Lev17 160- 168cm	Button	Complete	Fauna	Shell	Mollusk	1	Shell two hole button	15mm					
76646	Fea4 Unit2 Str2 Lev17 160- 170cm	Chain, Clasp	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite watch chain clasp	6mm	46mm				
76727	Fea4 Unit2 Str2 Lev17 160- 170cm	Chain, Link	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite chain link						
88110	Fea5 Unit1 Str3 Lev15 140- 150cm	Chain, Link	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite chain link						
87706	Fea5 Unit1 Str3 Lev16 150- 160cm	Chain, Link	Complete	Synthetic	Synthetic	Rubber	2	Black vulcanite chain links	17mm		10mm			88892, 88384, 84254

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87893	Fea5 Unit1 Sr3 Lev17 160- 162cm	Chain, Link	Fragment	Glass	Molded	Molded	3	Clear chain links					
84151	Fea5 Unit2 Sr2 Lev13 120- 130cm	Chain, Link	Fragment	Synthetic	Rubber	Synthetic	1	Black vulcanite chain link					
84254	Fea5 Unit2 Sr2 Lev14 130- 140cm	Chain, Link	Fragment	Synthetic	Rubber	Synthetic	2	Black vulcanite chain links	17mm	10mm			88892, 88384, 87706
88384	Fea5 Unit2 Sr2 Lev15 140- 150cm	Chain, Link	Complete	Synthetic	Rubber	Synthetic	2	Black vulcanite chain links	17mm	10mm			88892, 84254, 87706
88679	Fea5 Unit2 Sr2 Lev16 150- 160cm	Chain, Link	Fragment	Glass	Molded	Molded	6	Clear chain links					
88892	Fea5 Unit2 Sr2 Lev16 150- 160cm	Chain, Link	Fragment	Synthetic	Rubber	Synthetic	1	Black vulcanite chain link	17mm	10mm			88384, 84254, 87706

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89056	Fea5 Unit2 Sir2 Lev17 160- 168cm	Chain, Link	Fragment	Glass	Molded	Molded	3	Clear chain links					
89092	Fea5 Unit2 Sir2 Lev17 160- 168cm	Chain, Link	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite chain link					
772817	Fea1 Unit1 Sir1 Lev7 60- 70cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite comb tooth; melted					
772968	Fea1 Unit1 Sir1 Lev8 70- 80cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb teeth					
772997	Fea1 Unit1 Sir1 Lev9 80- 90cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb					
773056	Fea1 Unit1 Sir1 Lev12 110- 116cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite headband tooth					

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73058	Feal Unit1 Str1 Lev12 110- 116cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb tooth						
73492	Feal Unit2 Str1 Lev10 90- 100cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb						
73800	Feal Unit3 Str1 Lev10 90- 100cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb tooth						
73962	Feal Unit5 Str1 Lev6 50- 60cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb tooth						
74031	Feal Unit5 Str1 Lev7 69- 70cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb with cut out shapes design						
89355	Feal Unit5 Str1 Lev8 70- 80cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb with "JE" etched in the back						

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74047	Fea1 Unit5 Str1 Lev10 90- 94cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb											
74421	Fea4 Unit1 Str3 Lev16 150- 160cm	Comb	Almost Complete	Synthetic	Synthetic	Rubber	1	Black/brown vulcanite headband with molded floral design; molded mark "ULY'S PAT DE....17TH 1..7"											74876, 88805, 88807
74876	Fea4 Unit1 Str4 Lev18 170- 180cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black/brown vulcanite headband with molded vine design											74421, 88805, 88807
74884	Fea4 Unit1 Str4 Lev18 170- 180cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb tooth											
74886	Fea4 Unit1 Str4 Lev18 170- 180cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb top piece											
75666	Fea4 Unit2 Str2 Lev16 145- 160cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb top piece											

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75675	Fea4 Unit2 Str2 Lev16 145- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black vulcanite headband with molded two convex lines on the side							75772, 83911, 78147, 88403
75772	Fea4 Unit2 Str2 Lev17 160- 170cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black/brown circular vulcanite headband; molded "Y" ...PAT DEC...EARS..."	83911						
76782	Fea4 Unit2 Str2 Lev17 160- 170cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	9	Black vulcanite curved comb teeth							
78147	Fea4 Unit3 Str2 Lev13- 14 120- 140cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black vulcanite circular headband; molded mark "PAULY'S PAT. DEC 17...IR. C00GYEARS PTM..."							75772, 83911, 88403
78152	Fea4 Unit3 Str2 Lev15 140- 150cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb							
83976	Fea4 Unit3 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb							

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78188	Fea4 Unit3 Str4 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb						75772, 78147, 88403
83911	Fea4 Unit3 Str4 Lev17 160- 179cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Brown vulcanite headband with circular pattern	75772					
83912	Fea4 Unit3 Str4 Lev17 160- 179cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb						
88133	Fea5 Unit1 Str3 Lev14 130- 140cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb						
88099	Fea5 Unit1 Str3 Lev15 140- 150cm	Comb	Almost Complete	Synthetic	Synthetic	Rubber	1	Black vulcanite headband with round top						84248, 88808, 88401
88101	Fea5 Unit1 Str3 Lev15 140- 150cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb tooth						

Appendix 3: Adornment Appendix

88102	Fea5 Unit1 Str3 Lev15 140- 150cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb					
87811	Fea5 Unit1 Str3 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	9	Black vulcanite curved comb					
87912	Fea5 Unit1 Str3 Lev17 160- 162cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb					
87913	Fea5 Unit1 Str3 Lev17 160- 162cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	3	Black vulcanite curved comb teeth					
84190	Fea5 Unit2 Str2 Lev12 115- 120cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb					
84099	Fea5 Unit2 Str2 Lev13 120- 130cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	5	Black vulcanite curved comb					

Appendix 3: Adornment Appendix

84168	Fea5 Unit2 Str2 Lev13 120- 130cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb					
89360	Fea5 Unit2 Str2 Lev13 120- 130cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb teeth					
84248	Fea5 Unit2 Str2 Lev14 130- 140cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite headband with round top					88808, 88099, 88401
84274	Fea5 Unit2 Str2 Lev14 130- 140cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite curved comb					
888401	Fea5 Unit2 Str2 Lev15 140- 150cm	Comb	Almost Complete	Synthetic	Synthetic	Rubber	1	Black vulcanite headband piece with round top					84248, 88808, 88099
888403	Fea5 Unit2 Str2 Lev15 140- 150cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black vulcanite headband with circular pattern					75772, 83911, 78147

Appendix 3: Adornment Appendix

88405	Fea5 Unit2 Str2 Lev15 140- 150cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb						88807, 74876	74421, 74876, 88807
88805	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber		Black/brown vulcanite headband with molded floral design; molded mark of "R C00QYEARSp & MAY...51 EXT..."						88807, 74876	74421, 74876, 88807
88806	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	7	Black vulcanite curved comb with pointed wave like design on the top							
88807	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	1	Black/brown vulcanite headband with molded floral design						88805, 74876	74421, 74876, 88805
88808	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	2	Black/brown vulcanite headband with round top							84248, 88099, 88401
88809	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Synthetic	Rubber	26	Black vulcanite curved comb teeth							

Appendix 3: Adornment Appendix

88888	Fea5 Unit2 Str2 Lev16 150- 160cm	Comb	Fragment	Synthetic	Synthetic	Rubber	2	Black vulcanite curved comb					
89088	Fea5 Unit2 Str2 Lev17 160- 168cm	Comb	Fragment	Synthetic	Synthetic	Rubber	16	Black vulcanite curved comb					
89089	Fea5 Unit2 Str2 Lev17 160- 168cm	Comb	Fragment	Synthetic	Synthetic	Rubber	1	Black/brown vulcanite headband					
89090	Fea5 Unit2 Str2 Lev17 160- 168cm	Comb	Fragment	Synthetic	Synthetic	Rubber	17	Black vulcanite curved comb teeth					
77337	Fea4 Unit2 Str2 Lev17 160- 170cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Eyelet					
88054	Fea5 Unit1 Str3 Lev15 140- 150cm	Eyelet	Complete	Metal	Copper Alloy	Copper Alloy	2	Eyelets					

Appendix 3: Adornment Appendix

87828	Fea5 Unit1 Sir3 Lev16 150- 160cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	2	Eyelets					
84089	Fea5 Unit2 Sir2 Lev13 120- 130cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	2	Eyelets (one is white metal)					
88371	Fea5 Unit2 Sir2 Lev15 140- 150cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	1	Eyelet					
88822	Fea5 Unit2 Sir2 Lev16 150- 160cm	Eyelet	Complete	Metal	Copper Alloy	Copper Alloy	19	Eyelets					
88823	Fea5 Unit2 Sir2 Lev16 150- 160cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	5	Eyelets					
89029	Fea5 Unit2 Sir2 Lev17 160- 168cm	Eyelet	Fragment	Metal	Copper Alloy	Copper Alloy	5	Eyelets					

Appendix 3: Adornment Appendix

72956	Fea1 Unit1 Str1 Lev8 70- 80cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	2	Hook part of the hook and eye fastener						
73057	Fea1 Unit1 Str1 Lev11 100- 110cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	2	Hook and eye fastener						
73215	Fea1 Unit2 Str1 Lev7 60- 70cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	1	Hook and eye fastener						
73767	Fea1 Unit3 Str1 Lev9 80- 90cm	Hook	Complete	Metal	Copper Alloy	Copper Alloy	1	Hook and eye fastener						
87827	Fea5 Unit1 Str3 Lev16 150- 160cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	1	Hook and eye fastener						
84243	Fea5 Unit2 Str2 Lev14 130- 140cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	3	Hook and eye fastener						

Appendix 3: Adornment Appendix

88799	Fea5 Unit2 Str2 Lev16 150- 160cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	2	Hook and eye fastener						
77340	Fea4 Unit2 Str2 Lev17 160- 170cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	1	S hook						
78197	Fea4 Unit3 Str4 Lev16 150- 160cm	Hook	Complete	Metal	Copper Alloy	Copper Alloy	1	Hook; possibly for corset front						
88824	Fea5 Unit2 Str2 Lev16 150- 160cm	Hook	Fragment	Metal	Copper Alloy	Copper Alloy	5	Hook latch						
89358	Feature 4 overbur den Multi unit	Tag	Complete	Metal	Copper Alloy	Copper Alloy	1	Civil War Union ID tag "James Fannigan Co G 8th Mass V ENLISTED UE 9 Boston Massachusetts ; The Union and Constitution War of 1862" with The union Shield.	32.5mm					
83708	Fea4 Unit1 Str1 Lev6 50- 60cm	Suspend er	Complete	Metal	Copper Alloy	Copper Alloy	1	Suspender						

Appendix 3: Adornment Appendix

74860	Fea4 Unit1 Str4 Lev18 170- 180cm	Ring	Fragment	Glass	Molded	Molded	1	Aqua ring						
84086	Fea5 Unit2 Str2 Lev13 120- 130cm	Jewelry	Fragment	Metal	Copper Alloy	Copper Alloy	1	Gilded loopy jewelry piece; possible hair piece or pin						
88338	Fea5 Unit2 Str2 Lev15 140- 150cm	Ring	Fragment	Glass	Molded	Molded	1	Black ring	33mm	6mm	12mm			
88340	Fea5 Unit2 Str2 Lev15 140- 150cm	Earring	Fragment	Glass	Molded	Molded	1	Blue circle; possible jewelry	17mm	10mm				
88352	Fea5 Unit2 Str2 Lev15 140- 150cm	Bone	Fragment	Fauna	Bone	Mammal	1	Bone button blank						
88368	Fea5 Unit2 Str2 Lev15 140- 150cm	Earring	Fragment	Metal	Copper Alloy	Copper Alloy	1	Earring clip						

Appendix 3: Adornment Appendix

88673	Fea5 Unit2 Str2 Lev16 150- 160cm	Ring	Complete	Glass	Molded	Molded	2	Amber ring							
88674	Fea5 Unit2 Str2 Lev16 150- 160cm	Earring	Fragment	Glass	Molded	Molded	1	Black oval; it looks like it fit in an earring at one time; could also be a button or bead							
88801	Fea5 Unit2 Str2 Lev16 150- 160cm	Chain	Fragment	Metal	Copper Alloy	Copper Alloy	2	Jump rings	9mm	1.5mm					
88825	Fea5 Unit2 Str2 Lev16 150- 160cm	Watch Chain	Fragment	Metal	Copper Alloy	Copper Alloy	1	Watch chain							
89033	Fea5 Unit2 Str2 Lev17 160- 168cm	Fastener	Fragment	Metal	Copper Alloy	Copper Alloy	2	Metal dumb bell fastener							
89034	Fea5 Unit2 Str2 Lev17 160- 168cm	Lock	Fragment	Metal	Copper Alloy	Copper Alloy	1	Metal lock piece; possible adornment							

Appendix 3: Adornment Appendix

	Fea5	Unit2	Str2	Lev17	160-	168cm	Ring	Fragment	Glass	Molded	Molded	1	Red multifaceted ring		
89053													Blue piece; possible jewelry piece		
89055							Earring	Fragment	Glass	Molded	Molded	1			

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