

born opponent of progress. He becomes the dupe of those who praise him for virtues which he never had opportunity to acquire. By neglecting the rural children North Carolina encourages its own inertia and backwardness.

If North Carolina is poor either in material or cultural possessions the condition is the result of poor schools. It is time we learn this simple truth. Declamations against taxes have built and supported the foundations of any poverty with which we struggle. Those who say that North Carolina cannot afford an extended school term help to perpetuate that poverty. Those who suggest that young children must be worked in the cotton and tobacco fields are encouraging a peasantry that daily gains strength in North Carolina. These false and brutal notions must vanish. Worn-out traditions must fall away. The mendicant whine of the politician and the landlord must be hushed. Dead hands of the past must be lifted. We must provide well for all the children. Whether they are the sons and daughters of the rich and well-favored or those of the poor and the dull-faced tenants of the hovels, North Carolina's children are the state's most valuable resource.

The ideals of the state are reflected in its schools. A state does not have a great school system merely because it contains a few communities with well-developed schools. All its communities must have such schools. The educational greatness of a state is measured by the extent of its ministrations to the masses of its children. The excellence of its school system is measured by the condition of its weakest parts.

A generous and effective school system develops only among a people who have faith in and respect for thoroughness and excellence. Public opinion that will demand thoroughness and excellence in our educational work must be aroused in North Carolina. As teachers we can lead the state to a better conception of educational duty. One of our important obligations is to keep the

public fully informed about the schools and their needs. The right to any privilege which we enjoy as teachers and managers of schools is restricted only by considerations of our obligation to the children.

Through us conditions can be improved. Civilization can be quickened and the level of the life of the masses can be raised. But we cannot give that which we do not ourselves possess. If we would arouse men to energetic action for the improvement of North Carolina, we must be energetic ourselves. The influence of great teachers outlives that of any potentate or politician of their age. Immortality for the teacher is gained only when he blossoms in the lives and work of others. There is no higher immortality.

—EDGAR W. KNIGHT

INTRODUCING THE COTTAGE PLAN IN HOME ECONOMICS

THE Cottage Plan, still in the experimental stage in Virginia, is a plan in which the class is divided into two sections. One of these sections has clothing work for one week while the other section, divided into four groups, has charge of the preparation and serving of the food, and takes care of the house.

One day each week (Monday suggested) the teacher uses as a class conference. Here the lesson guides that the pupils will use that week are distributed and talked over.

At Bridgewater two large rooms had been previously used as the foods and clothing laboratories. These were divided into more efficient and more home-like working areas by the use of screens which the pupils decorated as a part of their applied art work before the main part of the work began.

Part One

I. The cottage plan and laboratory methods were compared. The class decision was to adopt the cottage plan for the year's work.

II. Ideal cottages that the class had seen in operation were discussed.

III. A discussion of their previous experiences and of the subjects suggested by the State Course of Study resulted in the following procedure:

A. Using the equipment in hand in the laboratories to make the rooms more in keeping with the cottage plan, that is, more homelike.

1. Refinishing present furniture by cleaning, painting, decorating; improving furnishings by making new pillows, covers, runners, and curtains.
2. Arranging furniture to form good working units.
3. Partitioning off the two large laboratories into four good working units: kitchen, breakfast nook, living room, and sewing room.

B. Selecting additional equipment needed in each working unit.

1. Listing equipment needed and qualifications desired for each piece.
2. Comparing with standardized equipment as to price, appearance, and suitability for special work.
3. Budgeting available funds.
4. Choosing furniture that is most nearly suited to the requirements drawn up.

C. Planning and serving well-balanced menus.

1. Class making budget based on average family income and expenditure in the community.
2. Hostesses studying diet problems of class; planning well-balanced menus to bring over-weight down to standard and under-weight up to standard.
3. Kitchen group preparing food; considering proper time division for work, correct methods of preparation and serving, attractive garnishings and care of the kitchen.
4. Dining room group serving food, caring for dining room, learning cor-

rect arrangement of linens, silver, and china, and the proper method of receiving and serving guests.

5. Entire food group making sandwiches, soup, cocoa, and cookies for sale.
6. Class as a group practicing etiquette and consideration of others in their work together.

D. Doing practical home nursing.

1. The class studying and giving First Aid treatment.
2. The class making beds and giving bed baths.
3. Every student taking temperatures and counting pulses.
4. The class studying symptoms of diseases and care of patient.
5. The class preparing special diets for various diseases.

E. Making or remodelling woolen dresses.

1. Selecting: the class studying their own types and determining the colors and materials they may wear to the best advantage. They also consider the style pattern that is becoming, the occasion for which their choice is suitable, and the way in which the dress should be trimmed.
2. Cutting: the girls taking their individual measurements and altering their patterns if necessary. They plan how to place their patterns on the goods correctly and how to cut the material to the best advantage.
3. Constructing: the class pin dresses together, taking notches into consideration, then baste, fit, and make alterations necessary; make seams and finish them off properly; trim and press well. They also hand in a cost sheet of the amount they spent on their dresses.

Part Two

INFORMATION GAINED

- I. They learned fundamentals of furnishing and decorating.

A. They applied the essential principles of convenient working units; furniture to be used in one operation should be grouped together—i. e., towel rack, drying rack, equipment cabinet, and sink should be in close relationship.

B. They gained a background knowledge of interior decoration:

1. Ease of upkeep, cleaning, and of renovation should be considered in choosing furniture and furnishings.
2. The general color scheme of the room should be this: floor, dark; walls, lighter; ceiling, lightest.
3. Harmonious draperies, rugs, cushions, scarfs, and pictures emphasize color in the room.
4. The size and color of the furniture should be considered in the furnishings of the room to obtain balance; a large pattern in over-stuffed furniture would not be appropriate for a small room, nor should a piano, divan, and book-case be placed on one side of the room with only chairs and a table on the other side.

II. They learned the essential points to be considered in planning, preparing, and serving foods.

A. In selecting foods.

1. Proper time sequence in food preparation is necessary, i. e., biscuits and coffee should not be made before meat, vegetables, and slow-cooking dishes are prepared.
2. Menus should be planned on a definite budget which involves all the foodstuffs necessary for health.
3. Different ages and occupations of the members of the family require different foods.
4. Food dishes should present a neat and attractive appearance when served; emphasis should be placed on simple table service.

B. In preparing foods.

1. Vegetables and cereals should be put

on in boiling water and cooked until the cellulose is softened.

2. Protein is cooked to soften fibers and make the food palatable and easily digested.
3. Protein foods should be cooked at moderate temperatures. Too much fried food should be avoided.
4. Mineral matter is found in many foods, but especially in vegetables, fruits, and milk.
5. Water is essential to the body and is found in all foods.
6. Vitamines are essential for bodily well-being. The most important facts concerning them are given in Table I, on the opposite page.

III. They familiarized themselves with the essentials of Home Nursing.

A. In studying first aid they learned the necessity for absolute cleanliness; the use of antiseptics, methods of dressing cuts, bruises, boils, burns; antidotes for poisoning.

B. In caring for a patient they learned how to change linen and make a bed in the case of a helpless patient; how to arrange pillows; how to lift and move the patient; how to care for the patient's skin, hair, and teeth; how to prevent bed-sores; how to study general condition of patient as shown by temperature and pulse.

C. In preparing food for the patient they learned that milk and eggs are the foundation diet for invalids; that foods for invalids should be prepared so that they are easily digested, i. e., custards, stewed fruits, jellies, toast, meat broths, are used in preference to fried foods and heavy sweets.

IV. They learned the essential principles of dressmaking in their selection and construction of a woolen dress.

A. In making a clothing budget the class emphasized these points:

TABLE I. VITAMINES, THEIR SOURCE AND THEIR VALUE

NAME	VALUE TO BODY	BEST SOURCES
A	Promotes health and growth Increases bodily resistance Prevents a disease of the eyes	Cream, butter, whole milk Eggs <i>Leafy vegetables</i> Tomatoes, carrots Glandular organs Cod liver oil
B	Essential to health and growth Stimulates appetite Prevents beri-beri, a disease of the nerves	Widely distributed in whole grain cereals and vegetables <i>Leafy vegetables</i> Fruits and nuts Glandular organs Dairy products Tomatoes
C	Promotes health and growth Gives "pep" Essential to good teeth Prevents scurvy	Raw citrous fruits Raw vegetables <i>Leafy vegetables</i>
D	Promotes health and growth Prevents rickets	Butter, eggs, fish <i>Cod liver oil</i> Sun's direct rays
E	Essential to reproduction	<i>Leafy vegetables</i> Whole grain cereals Probably widely distributed

With the exception of C, vitamins are not destroyed by the ordinary processes of cooking.

1. They planned to allow 20% of their family income for clothing.
 2. They considered their social demands and the occasion for which their clothes must be suitable, deciding that the dress that it suitable for most occasions is most economical.
 3. They divided their allowance for clothing proportionally between outer garments, underwear, hose and shoes, millinery, accessories, and incidentals.
- B. In studying materials and styles for their dresses they considered that
1. Clothing should denote fitness to circumstances of wearer.
 2. The keynote of dress should be simplicity in design and style.
 3. The color and weave of material should harmonize with the hair, skin,

eyes, figure, and age of wearer.

- C. In making their dresses they studied these steps in construction:

1. They learned to take individual measurements and to alter patterns to fit these measurements.
2. They learned to pin a pattern on folded material in such a way that no goods will be wasted.
3. They learned to mark notches.
4. They learned that seams are pinned from top to bottom, matching notches, and basted from bottom to top to avoid stretching material.
5. They learned that plain seams are best in woolen dresses because other seams would make them bunglesome.
6. They learned that the most satisfactory method of applying collar and

cuffs is with bias facing, as this makes the neatest finish.

7. They learned that woolen dresses should be pressed under a damp cloth with a hot iron so that the wool will not scorch and so that the material will not stretch nor shrink unevenly.

Part Three

SKILLS SELECTED FOR EMPHASIS

I. How to use books and illustrative materials.

- A. To find selections from the table of contents.
- B. To find topics from the index.
- C. To choose from a selection the relative parts necessary for special reports.
- D. To group class notes under a few big points.
- E. To use charts and pictures to make the notes clearer.

II. How to furnish and keep a home attractively on a small income.

- A. To plan for color harmony and comfort in furniture and furnishings.
- B. To budget one's income in order that the necessities may be obtained and comforts provided.
- C. To budget foods allowance proportionately between different foodstuffs.
- D. To record bills and keep accounts of money spent.

III. How to use first-aid supplies.

- A. To use antiseptics, viz. iodine for cuts.
- B. To clean with disinfectants; i. e., furniture in sick room is wiped with solution of lysol.
- C. To bandage cuts and wounds; to use sterile white cloth for bandages.

IV. How to select and make an appropriate woolen school dress.

- A. To choose a becoming color and pattern for oneself.
- B. To acquire ability in hand and machine sewing.

Part Four

ATTITUDES AND IDEALS SELECTED FOR EMPHASIS

- I. A finer appreciation of the home-maker's task.
- II. A stronger tendency to use initiative in work.
- III. A keener realization of the necessity of having good manners at all times.
- IV. An appreciation of the ability to work quickly and accurately in all types of home economics work.

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