

For most colleges, however, the question of language work in college has to do mainly with the work for the B. A. degree.

For this, most of the colleges can be more nearly in accord and, for my part, I should say that, with the requirement of sixty year-hours for the B. A. degree, there should be required a minimum of fifteen year-hours in language with a maximum of thirty such year-hours allowed. This would enable the student to take sufficient work in a language or in more than one language to become really conversant therewith. If I might have my way, every B. A. student should, as already stated, have at least two years of Greek, and I should certainly give him the opportunity for the study of that great cultural tongue,—cultural both in form of language and in content of literature and history—the Italian. And here again I may say for the B. A. men what I said above for the men looking toward other degrees: the language-study plan previously suggested for the secondary schools would be a very sound foundation upon which to build in college work.

But our secondary schools are as they are; our colleges are dissimilar in equipment and opportunities offered; our college courses vary in content and in extent. To lay down, therefore, hard and fast language lines for college entrance and for college degrees for *all* degrees and for *all* colleges would seem to be unwise; and it is, therefore, probably better to do as the colleges of Virginia have agreed to do: accept as students certified graduates of accredited four-year high schools or of schools offering equivalent work, and then hedge about the college degree with such restrictions as may be best suited to the individual college. With such diversity of secondary schools as now obtains, no other method would seem just or practical.

D. B. EASTER

LECTURE

Education is a process of living and not a preparation for future living.—John Dewey.

II

CONSUMER'S TEXTILES

SUBJECT MATTER WHICH SHOULD BE EMPHASIZED IN THE PRESENTATION OF CLOTHING TO STUDENTS OF SECONDARY SCHOOLS

As with most of the industries which arose in the home to provide the necessities and luxuries of life, the industries which evolved around the production of clothing have, with the other industries requisite for comfort and well-being, passed almost entirely into the hands of external producers whose interests are in groups rather than in individuals. The number of yards of cloth necessary for one garment is no longer woven to meet that need, nor is one rug woven for any particular space or room; but with the growth of the factory system have come many yards, many patterns, and many rugs prepared for our possible consumption.

As a result of this reversal of plan and aim in the life of the average woman, the woman of today is almost entirely a consumer and almost never a producer; so it is as a consumer that she should be educated. Her problem becomes one of selection; and, if we are to meet the criticisms of extravagance, unjustifiable selection, unwarranted expense and lack of standards, we must present to our girls at the earliest opportunity methods by which they can plan and guide their selections and expenditures.

Clothing is selected primarily for the following reasons: (1) Body covering—and with it the attendant problem of its hygienic possibilities—but, as with all of the things with which humans surround themselves, (2) decorative possibilities and (3) comparative costs have also presented themselves.

Suitability to purpose, suitability to wearer, and suitability to purse, then, should be the controlling factors in the selection and purchase of all clothing.

A comparative study and analysis of cloth from the standpoint of fibre content as related to the finished product and its use, cloth structure and cloth finishes in the same relation is necessary for an intelligent approach to the problem in hand. But the em-

phasis upon production should always be presented in such a way as to make it a preparation for selection and use.

Students should acquire an accurate knowledge of the physical properties of the various fibres and the ways in which these properties affect and control the manufacturing processes of fabrics made from them; particularly is this true of cloth finishes, in order that a complete understanding of the hygienic qualities of cloth may be had. It is far more essential that a student know the effects of mercerization upon cotton cloth than that she be able to tell the date of the perfection of the process. Emphasize always with all students, young or old, these properties in a comparative way in order that they acquire a full and broad contact with all fabrics in relation with each other.

If an extended knowledge of fibres, their properties and identification, is developed within a student, identification of them in fabrics—the “textile test”—follows naturally and is the real aim back of the presentation of such subject matter.

Students interested should early learn identifications by sensory tests, feeling, sight, of the fibre content of cloth made from wool, cotton, silk and linen.

As soon as this is completed, weaves and their effect upon the comparative durability of fabrics should be developed and all extra finishes should be analyzed from the same viewpoint. The actual ability to construct a weave is not nearly so essential as the ability to realize the effect of that weave upon the cost of production and upon wearing quality.

After the suitability to purpose or the hygienic aspect has been developed, the esthetic or design element should be stressed. In the development of cloth finishes, dyeing processes, etc., the ideas of colors and color combinations, the effect of one color upon another, the suitability of hard or soft surfaces, high lustres and finishes on various complexions, the effects of wiry or soft fabrics upon types of figure and costume lines all have a logical place of entrance into the subject matter of a course. These do not require formal treatment as problems in abstract design theory, but rather as illustrative material and correlation with formal courses in such subjects.

The subject matter in economics can be placed in the same way, altho a major emphasis should be developed with this aspect if we are to develop our women into intelligent buyers. However, the correlation with any previous or subsequent contact with sociology and economics must always be developed to the utmost.

If we are to develop a social consciousness in “the young idea,” then a great opportunity is to be found at this point in the development of Consumer’s Textiles. When we are made to realize that one-fifth of our population is directly connected with the textile industry, that the production of practically all of our clothing in some stage of its manufacture is making possible the living conditions, good or bad, of some other human, we can easily sense the direct relation between any course in textiles and sociology.

If our women are really to understand reasons for fluctuating prices, widths, costs, and contents, they must necessarily have a definite idea of the principles of supply and demand, values, the factory system and their finances, production costs, risks, liabilities, etc.; in fact, the fundamentals of economics.

After we have developed in our students a definite feeling in regard to the hygiene of clothing (the idea of suitability to purpose) and a consciousness which causes them to select clothing which will be entirely attractive (the idea of suitability to the wearer), if we do not develop a plan by which students use their funds intelligently, we are defeating in a large measure our primary aim. In such a case we would certainly not be worthy of a place in a curriculum of home economics.

Our aim from the standpoint of economics should always be to encourage the budget system, that is, to teach people to buy always in relation to all other garments in the wardrobe or wardrobes of the group. Economy and thrift can only be achieved by working along these lines, buying those things, the need of which is necessitated by the occasion and the condition of other garments. The greatest textile service is obtained when garments are made to supply each other, rather than purchased independently for the sake of the garment or fabric and its appeal to the wearer.

Girls in the junior high school can easily be made to feel a responsibility in this way,

that any dress for instance necessitates suitable lingerie, shoes, hat, etc., and that purchases which necessitate undue expenditures for accompanying garments are wasteful, both to the buyer and to the larger groups concerned.

To further good results in the presentation of such material, an abundance of illustrative material is one of the best possible aids. Through the good offices of local merchants, educational bureaus, and trade publications maintained by manufacturers and retailers, a great deal of such material can be obtained.

The teacher of textiles should at all times collect all the fabrics, statistical material regarding them, and printed material, that is possible. The broader the contact she is able to give her students, the more closely will she approach the realization of her aim: that is, to develop women who are able to select clothing wisely and well; who are able to understand the whys and wherefores of the many sides of the problem, and who are therefore able to control and direct their own expenditures in such a way as to be a direct aid to all parts of the social structure in which they live.

SUGGESTED BIBLIOGRAPHY

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 Woolman—Clothing, Choice, Care and Cost.
 Baldt—Clothing for Women. Chapters 1, 2, 3, and 4.
 Fales—Dressmaking. Parts I and II.

PUBLICATIONS FOR REFERENCE

Women's Wear, Fairchild Publications, New York City.
Dry Goods Economist, New York City.
Journal of Home Economics, American Association of Home Economics, Baltimore, Md.

GLADYS IRENE SCHARFENSTEIN

III

PHILANTHROPIC ORGANIZATIONS
 AND THEIR AID IN THE
 EDUCATION OF THE
 VIRGINIA NEGRO

Probably the first real need for education for Negroes in Virginia was realized because of the conditions brought about by the setting free of the slaves by the northern army.

TABLE I.

	I	II	III	IV	V	VI
Burkeville—Ingleside Sem., Pres	9	101	36	.....	97	\$ 3,000
Cambria—Christiansburg Indus. Inst., Friends	17	258	66	.....	86	10,700
Cappahosic—Gloucester Agr. and Ind. School, Cong.	12	168	82	.....	70	9,930
Cauthornville—King and Queen High School, Bapt.	3	42	14	.....	16	600
Chase City—Thyne Inst., Unit. Pres.	14	369	114	.....	124	9,926
Chesapeake—Tidewater Inst., Bapt.	6	180	37	.....	60	2,320
Claremont—Smallwood-Corey Indus. Inst., Bapt.	7	150	25	.....	133	4,280
Danville—Danville Indus. High School, Pres.	9	367	33	.....	.....	2,960
Dinwiddie—Dinwiddie Norm. & Indus. School, A. M. E. Z.	9	175	80	.....	110	6,000
Franklin—Franklin Norm. and Indus. Inst., Ind.	6	106	18	.....	37	1,804
Fredericksburg—Fredericksburg Norm. — Indus. Inst., Ind.	3	54	54	.....	12	1,710
Gretna—Pittsylvania I. N. and C. Inst., Bapt.	5	83	33	.....	49	2,600
Hampton—Hampton Norm. and Agr. Inst., Ind.	101	827	800	27	820	134,600
Keysville—Bluestone-Harmony Acad. & Ind. Sch., Bapt...	5	111	28	.....	82	1,400
Lawrenceville—St. Paul Norm. & Indus. School, Evis....	32	555	271	.....	364	8,401
Lynchburg—Virginia Theol. Sem. and College, Bapt.	23	550	403	32	400	26,000
Manassas—Manassas Indus. School, Ind.	7	114	36	22	89	3,400
Martinsville—Piedmont Christian Inst., Christian	8	160	47	.....	49	2,253
Ozeana—Rappahannock Indus. Acad., Bapt.	4	73	43	.....	45	1,760
Petersburg—Virginia Norm. and Indus. Inst., State	41	842	787	.....	760	46,059
Richmond—Hartshorn Memor. College, Bapt.	16	235	131	18	129	9,478
Richmond—Virginia Union Univ., Bapt.	18	408	247	125	275	21,260
Rock Castle—St. Emma's I. and A. Coll., Roman Cath...	20	125	125	.....	125	20,000
Sharon—Northern Neck Indus. Acad., Bapt.	3	46	33	.....	35	938
Suffolk—Nansemond Norm. and Collegiate Inst., Ind.	7	301	104	.....	12	2,880
Suffolk—Suffolk Norm. Training School, Universalist	5	373	16	.....	.....	*

*Not reported.