

It could also be utilized for impregnating documents, drawings, etc., with the solution. In this way they could be rendered practically everlasting. The materials to be impregnated undergo a certain treatment previous to the application of the solution, the consistency of which varies in accordance with the object in view. Castor oil, rubber solution, or similar substances are added to insure pliability, or resinous bodies to obtain greater hardness and gloss. If required, the goods thus treated are subsequently grained or have certain designs imparted by passing them under high pressure through rollers.

THE NEW MAIL TEXTILE SCHOOL.

As announced in a recent issue of this journal, the American Correspondence School of Textiles of New Bedford, Mass., C. P. Brooks, director, has become one of the many schools whose work is carried on under the general title of the International Correspondence Schools, Scranton, Pa. The institution developed from a Correspondence School of Mines founded in 1891 by T. J. Foster, president of the International Schools. As is well known, miners are required to pass examinations for license before they can act as mine foremen or superintendents, and the idea occurred to Mr. Foster that miners could be provided with the information necessary to pass these examinations, entirely by mail, if the instructions sent them were systematic and simple, and the correction of their work was fully and carefully attended to. His plan proved to be a practical one, but neither Mr. Foster nor anyone else had any conception of the wonderful system of training by mail that would be evolved from this little idea. The success of the Correspondence School of Mines was immediate. Over a thousand men accepted this opportunity for self-advancement, within the first year of its existence. A demand sprang up for other courses, and they were prepared. This demand has continued to grow and is growing. New courses have been added every year, and scarcely a month goes by but the International Correspondence School announces that its now famous system has been applied to the technics of some new trade or profession. Over 400,000 men, and women too, have enrolled in the schools during the last ten years, and, it is said that this number is increasing at the rate of 10,000 enrollments per month. These figures may appear exaggerated, but when we consider that the institution has enrollment offices in every city of any size in the United States and Canada; that it has a force of representatives numbering over 1,500, and that it is one of the largest advertisers in the world, their probability becomes apparent. Then again the institution takes particular pains to see that every student is so well satisfied with his connection with the schools and the results of his training, that he becomes a sort of solicitor for them. With such a force behind it, it is small wonder that the enrollment is increasing at the present rate. Some idea of the extent of the work carried on may be gained from the statement that the main building that we have illustrated is only one of some eighteen or twenty that the schools occupy in Scranton, where they have over a thousand employees, nearly 400 of whom are engaged entirely in instructing the students and correcting their work, and in writing and revising the textbooks that have made this institution so popular.

The position of the International Correspondence Schools in the educational field is unique. It provides special courses of training by mail for special positions or classes of work. For instance, if a man is working as a telephone wireman, and desires to qualify himself for advancement in his line of

work, it is not necessary for him to stop work and go to a technical school to study electrical engineering. He can keep right on with his work and take a course of training by mail from the International Schools, not in electrical engineering, but in telephone engineering. This illustration points out two strong reasons for the schools' success. First, that the training by mail is conducted entirely in spare time and does not interfere with the student's regular occupation, and second, that the student is taught only such facts, processes and principles as are necessary for his success in some particular occupation or position. This same rule applies to the schools' training for positions in textile manufacture and design. For instance, the schools offer a complete course in the manufacture and design of cotton fabrics, but the cotton mill man who wishes to become a boss carder need not take this complete course. The schools have a shorter and cheaper course that will give him all the technical training required for the position of boss carder, but no more or no less. Again, if a boss weaver desires to qualify as a designer of fabrics, he can obtain a course of training by mail in the technical principles of design. He can even choose between woolen and cotton designing. This system of specialization is carried out by the schools in all of the hundred or more courses offered, and it is an indication of the general trend of the times. The institution does not claim, or attempt, to give its students broad educational culture, but confines its attention strictly to qualifying him technically for the position he desires to obtain. It even has a department in effective operation that assists students in securing the promotions or new positions for which they are preparing. It makes no attempt to qualify a man practically for any class of work. The courses are not intended to make weavers out of dry goods clerks, or plumbers out of coachmen, but is intended to qualify those already at work, for advancement and better pay in their chosen trade or profession.

There are many correspondence schools, but none have developed or obtained the confidence of the public to the extent that this institution has. Its success has been founded on the success of its students, and their success has been due to the excellence of the text books or instruction papers, sent them for their home study without a teacher, the careful and conscientious correction of their work, and the assistance given them in overcoming the difficulties that are almost certain to arise in the path of the ambitious worker that has had few educational advantages. It is for the mutual interest of all engaged in textile manufactures, whether in the capacity of mill man or employer, to further any plan that aims to increase the efficiency of "the man behind the loom." Trained workers means better methods, better machines and better goods. It means the one essential that needs to be added to our commercial opportunities to give us the leading place in the world's textile manufacturing countries. We presume the International Correspondence Schools will readily forward a full description of their course in textile manufacture and design and a clearer statement of their system than could be given in these columns.

THE DRYING OF TEXTILES.

While improvements are constantly being made in many departments of textile manufacturing concerns, all tending to reduce as far as is practically possible the cost of manufacture, but little attention has been given to the proper distribution of suitable plant and apparatus for drying the goods from the raw state to the finished. Comparing the dyeing appliances with those set apart for drying, the former will be