

THE UNIVERSITY OF NORTH CAROLINA NEWS LETTER

The news in this publication is released for the press on receipt.

Published weekly by the University of North Carolina for its Bureau of Extension.

SEPTEMBER 25, 1918

CHAPEL HILL, N. C.

VOL. IV, NO. 44

Editorial Board: E. C. Branson, J. G. de R. Hamilton, L. R. Wilson, R. H. Thornton, G. M. McKie.

Entered as second-class matter November 14, 1914, at the Postoffice at Chapel Hill, N. C., under the act of August 24, 1912.

OUR SCHOOLROOM PATRIOTS

THE UNIVERSITY OPENING

The University of North Carolina will open for registration September 24 and 25 instead of September 11 and 12, as previously announced. The change in date is due to the delay in the announcement by the War Department of the details of the regulations for organizing the student army training corps. It will be necessary for students to register on the opening days. Examinations for the removal of conditions will be held September 18 to 21. The first meeting of the faculty for the new year will take place on the 17th.

Prospects for a large registration are bright. Many more entrance certificates have been received than at the corresponding time last year. The new army regulations will fill the colleges to their capacity.

60,000 Officers Needed

All of the University men in the officers training school at Camp Gordon, just graduated, received commission. Twenty recent graduates are in the present training school at Camp Jackson.

In response to an overwhelming number of inquiries from this and other states in regard to the status of the college student for the academic year 1918-19, President Edward K. Graham, Regional Director of the Student Army Training Corps for the South Atlantic States, has just issued the following statement:

"No definite statement can be made now as to how long students will be allowed to remain in college. They will be allowed to remain as long as the war emergency will permit. Under present plans it is probable that a proportional part of the 20 year old men will be withdrawn in January; a proportional part of those 19 in April, while the 18 year old soldiers will remain in college to the end of the year. Under the revised plan of the War Department the Government pays to the college the tuition, lodging, and subsistence charges of accepted students who voluntarily enlist in this preliminary training urged by the needs of the government for trained men.

"Young men who are qualified for the work offered by the various colleges apply for admission exactly as heretofore. Students who are under 18 and students who are not physically fit for military service may take college work under conditions that have heretofore existed. They may 'enroll' for military training and later 'enlist' when they meet the qualifications."

Camp or College

The boys from 18 to 20 who are called to the colors under the new draft law must be trained intensively for war, either in camps or colleges. They are not exempted when under training in the army camps; neither are they exempted when under training in the colleges.

They must be trained somewhere, and whenever they are prepared for it, it is better for them to be trained in the colleges than in the camps.

The camps are nowhere large enough for the men already under training. They are greatly overcrowded, and when the number of soldiers that must be trained for service under the new law is suddenly doubled, the ample provisions and equipment of the colleges become a national necessity.

TEACHER-PATRIOTS

Around twenty-five hundred teachers have this year been at work in the summer session of the University of North Carolina and other institutions of the state. They have paid their own way out of salaries that average the state over less than \$300 a year. Their summer school expense bill has been more than a tithe of their yearly incomes; often it has been a full fifth or even a full fourth of their meager salaries. They are getting ready to render better service in the schoolrooms of North Carolina. It is their contribution to the education of the children of the state; and it is a contribution of fervent patriotism. It goes without saying that they are one hundred per cent patriots.

War Stamp Patriotism

From time to time the University News Letter has carried accounts of the activities of teachers and school systems in the sale of war savings stamps—in Forsyth and Richmond counties, in Shelby, Elizabeth City, Statesville, Rockingham and Durham, and in the little country schools of Stony Point and The Fork.

Undoubtedly the teachers of the state have had a creditable part in marketing war stamps and it is regrettable that the story in full detail has not been given to the state by the authorities in charge.

The most conspicuous event of War

Stamp week in North Carolina was the pledge of 428 teachers in the University Summer School to sell \$42,800 worth of war stamps in their school communities before January 1.

They will do that, and much more, because they are under a great headway of patriotic steam.

A CALL TO THE COLORS

To the School Teachers of the United States: You are hereby called to the colors of the American republic. The teaching force of the United States is summoned to serve anew in the great world crisis that is at hand. The war for human freedom cannot be won unless the army of soldiers of the common good—the public school army—gives the fullest measure of sacrifice and service. Still more important, a new and fairer civilization will not take the place of the one that has broken down under the stress of conflict unless the molders of the soul-stuff of the world—teachers—dedicate themselves afresh to the mighty task of rebuilding the national institutions as an expression of the highest ideal of humanity.

The schools are the laboratory of good citizenship. The children are little citizens and must be guided in such present experiences as will make certain their future dedication to the welfare of the republic. The junior membership of the Red Cross, through the school auxiliary, offers an unsurpassable medium through which the patriotic activities of the children can make themselves felt. Beginning with Lincoln's Birthday and lasting until Washington's Birthday a nation-wide effort is to be made in behalf of increasing the junior membership. This call to the colors is for your service in this campaign.

You are hereby called to the colors by all the great ideals through which today is acting on tomorrow to the end that tomorrow may see the sunrise of a world life dedicated to straight thinking, hard work, mighty loving.

You are called to the colors by the Spirit of America, by the needs of childhood, by the Soul of Civilization. Yours is the privilege of sacrificing, serving, and loving.

I salute you upon your great opportunity. I thank you for the way in which you are certain to rise to its farthest heights.

Soldiers of the Common Good! Builders of Civilization! Molders of the Destiny of the World! Your great task is ready. Assume it.—Dr. Mary C. C. Bradford, President National Educational Association.

THE TEACHER'S COTTAGE

It has long been accepted by observing people that the shifting, uncertain service of the rural school teacher was so great that no real progress can be hoped for in country schools until this condition is corrected. The teacher's cottage in village and in country schools, if properly administered, will make for very rapid improvement. The essential gain is permanency.

The teacher's cottage means permanency in service, in responsibility and in progress.

The School Garden Association of America is interested in teachers' cottages, particularly on account of two fundamental factors in educational uplift. First, the teachers' cottage makes possible an all-year school. Not that reading, writing and arithmetic should be gone over every day in the year, but that the school is always equipped and ready to serve the community in education. The school should be looked upon as a broad institution.

A ten-acre field containing a school house, a school cottage, a school barn and other necessary farm buildings, a playground, a garden, an orchard and other typical agricultural industries of the community, is a broadening of the educational horizon worth while. Such a plant needs a live man, a leader, and a teacher and a father in the community. The establishment of the cottage plan must therefore result in bringing a better form of home life into the school work. The Outdoor Education can be easily carried on, because a responsible teacher is on hand both summer and winter to look after the entire school plant.

The traditional country school is not a country school at all. It is a city school. It has deliberately prepared boys and girls for city living. Agriculture has been good enough for father, but not good enough for teacher, and, therefore, it is not good enough for the girl or the boy of the country. Consequently agricultural living conditions and remuneration have not advanced as they should. Every school should first of all express the community life in a better form. If the community life is worth while, it is worth bettering.

The first work of the school is to do just that thing, therefore the teacher's

OUR SCHOOL CREED

We believe with Dr. William T. Harris that education is a reciprocal union with society.

We believe that social conditions determined efficient school functioning.

We believe that the output of our school should be graduates who are aflame with rational ideals and purposes; but who are also steeped in reality, to their very throat-latches.

We believe that our teachers should be intimately acquainted with the best that the great world is thinking and doing in their chosen subjects; but also that they should be accurately schooled in outdoor economic and social conditions, causes, and consequences in their home state, in direct, first-hand ways.

We believe that the school is one of the mightiest agencies of social uplift; and that no teacher can help to make his school such an agency unless he is directly and vitally related to the human-life problems of the home community, the mother State, and the big wide world.

We believe that the teacher has a right to be a citizen and a patriot; that to be less than either or both is to be a mere teacher; and that a mere teacher is something less than a full statured man or woman—a tertium quid, a third sex, it may be, a neuter!

We believe that our school has betrayed the high calling whereunto the state has called it if its graduates do not set their hands to their tasks as teacher-citizen-patriots, as lovers of their kind and their country, with keen realization of home conditions and needs, with mighty and mellow sympathy and concern, with growing love for community and county, state and country, and with high resolve to glorify common duties, and common relationship in faithful, self-forgetful devotion.

We believe that in the measure in which we all satisfy these ideals shall we all love our school more, our home counties more, our mother state more, our fellow-kind more—and serve them better, both now and in all years to come.—E. C. Branson, University of North Carolina.

cottage should be the social center and at the same time lead in a higher idealization of all that that community stands for.—Van Evrie Kilpatrick, President School Garden Association of America.

THE REAL RURAL TEACHER

A rural teacher is one:

Who knows her work and works her knowledge.

Who loves the bee in spite of its sting.

Who can pat a puppy that bespatters his garments with mud.

Who is born, bred and buttered on the farm and is proud of it.

Who has originality and leadership and wishes to develop them.

Who not only shouts Long Live the farmer, but who lives with the farmer.

Who not only spends his vacation in the country, but vacates the city for the country.

Who not only stays close to nature but occasionally catches up with it.

Who not only enjoys the fried chicken and brown gravy but respects the method by which they were produced.

Who can be generously sympathetic with nature without being patronizing.

Who can sacrifice a few man-made pleasures for the greater joy of communing with God's great out-of-doors.

Who has no time tracing ancestors because he is so busy ascending.

Who understands that it is foolish to wait for his ship to come in when it has never been launched.

Who knows that he must not be over-cautious about where he is to land, for he who always looks before he leaps, usually decides to hunt a soft spot, and so never jumps.—The School News and Practical Education.

A MEMORY OF A TEACHER

It is amusing what things we remember from our own teachers: From one, an anecdote; from another a scrap of information; from another, a conviction; and, sad to relate, from many, nothing. They talked to us, let their personalities play upon us, advised us, scolded, bored, cajoled. Undoubtedly, the sum of their influence went to make us different from what we should have been without it; yet often the last thing we remember about them is the facts they taught us. The one who made us work hardest may be the least remembered and the one through whose classes we dozed and dreamed may be speaking to us clearly still.—Robert M. Gay, in the Atlantic.

A PREACHER-PATRIOT

There is a preacher at Barnardville, Buncombe county, Rev. R. L. Philips, whose name should go high on the list. Our understanding is that he is a Baptist, but no matter about the denomination, he's a patriot of the first class and high up in the first class at that.

The Landmark finds the story in the news columns of the Asheville Citizen. Speakers went to Barnardville to present the cause of the Red Cross. The meeting had not been well advertised and the crowd was small. Mr. Philips abandoned his preaching service and gave the Red Cross the right of way. When the appeal was made for subscriptions, the response was weak. Then Preacher Philips took the floor and here's what he said, as quoted by the Citizen:

"I will pledge to the Red Cross funds from Barnardville district the sum of \$250 and I will promise you that unless the people of this district stand back of me in this, that I will pay it myself, but the day after I am forced to pay it, I will pack up my suit case and leave this community, because I will not live in a community of slackers."

The Citizen adds that word soon came to headquarters at Asheville that the \$250 had been subscribed. Mr. Philips didn't live in a community of slackers.

Glory to the Buncombe preacher, and may his tribe increase!—The Landmark.

WOMEN-PATRIOTS

The other evening I dined with ten women, every one of whom had given up, set aside, even forfeited, from ten to fifty thousand dollar a year jobs, for dollar a year service to Country!

A woman editor helping Hoover; a woman author co-operating to organize the new Liberty Loan drive; a famous actress on an eight hour a day war relief duty.

What a bugle call to the latent woman power of America to lift its head!

This war has already shunted into undreamed of activities the bridge whist players, the tea fighters and the poodle dog coddlers of this vast country, but much of that same dilettante spirit is still evident.

The gigantic business of war is going forward by organized and consistent labor. If fifty thousand dollars a year and nine hours a day can be one busy woman's quiet and voluntary offering at the shrine of future world democracy, what of the leisure women who are salving their patriotism with one afternoon of knitting, or passively lending their names to the letterhead stationery of this or that war committee.

Street car knitting, hotel-veranda-made trench candles, plate glass-window-rolled bandages are mere crumbs from a rich man's table.

The woman editor who laid aside her job and twelve thousand a year for subordinate and routine work in a dingy Washington office, has just pledged herself for a second year of service!

Why not, Mrs. Suburbanite, increase that one afternoon a week of yours with a Red Cross knitting, bandage or kit circle, to two, three, four, five, even six!—Fannie Hurst of The Vigilantes.

GO AFTER HIM HOTFOOT

The other day the grocer charged us 15 cents for a pound of sugar. Here and there this kind of thing is happening often enough to set sensible people to looking for crows.

We shall have to go after petty profiteers hotfoot. The kick of a mule is far more enduring than a stream of ants along your spinal column.

A writer in The New York Sun jabs his grocer under the fifth rib after a fashion. It pleases us immensely. This is what he says to him:

"I would like to say to a certain firm nameless because it will apply to all others who get into the same boat: 'Not another pound of your goods shall I buy. I can't this week for your store has been closed by the Government, but, you needn't open it next week on my account, nor any other week.

"If you wouldn't join the conservation movement from patriotism, you might have done so from policy. Your selfishness lacked shrewdness.

"Get your ear to the ground and you will find that this country is in this war to win it. Nothing short of that, and slackers of every sort are grit in the machine and prolongers of the war and are going to be ostracized."

The boycott or ostracism is drastic procedure. But then we are at war and simple remedies are not now always efficacious. We are not so sure but what some such policy would prove beneficial. At any rate those who have been and still are violating the regulations laid down by the President and carried out by Mr. Hoover in the nation and Mr. Page in this state might think on the possibility of these things and determine whether the chance is worth the gain.—Greensboro News.

BE YOUR OWN SEEDMAN

In pioneer days seeds of grain, vegetables, fruit, flowers brought from the old country were worth their weight in gold. Flowers and homely vegetables familiar in gardens across the sea, and therefore dear, bloomed here side by side with plants from the woods and fields of the new world. Year after year from each crop were saved the best seed against the time of another planting.

But with growing abundance the saving of seeds came to be less and less a concern of homely thrift. The custom of saving one's own seed was no longer general. The seed merchant became a most useful member of the commercial world. In our own day it has been easier to buy seed than to save them. Therefore we have bought.

The farmers have saved seed, wheat corn and other grains, while the thrifty farmer's wife has saved the seed of her favorite vegetables, but the townsman has forgotten the art of selecting and keeping his own seed and the store has been too easy of access.

This year the supply of seed is short, alarmingly short, and the prices abnormally high. The government calls upon the individual gardener to return to the ways of his thrifty forefathers, to make a study of seed selection and in so doing to manifest the same patriotic pride he has shown in his garden.

One of the most striking developments of the day is the war-garden movement. Together with the thrift stamp habit, it promises to convert the spend-thrift American into the sturdy self-respecting citizen that his great grandfather was.

The gardener who takes pains to save a quarter for a thrift stamp because his country asks him to do it, will by and by be saving his garden seed because his government says it will help feed the country.—Mrs. W. D. Toy.

ON THE SAVING OF SEED

Gardeners in Chapel Hill are this year paying 90 cents a quart for seed beans, and proportionately high prices for other seed. Why?

For several years there has been an increasing shortage of seeds. The supply of imported seed, a quantity so large as to be almost beyond belief, has been almost cut off by war conditions. The shortage of labor has seriously affected the seed farms and firms. Thousands of men, women, and children have taken to gardening where formerly one went into it. Result—not enough seed to go around.

What is the Remedy?

Save your own seed, says the government. Having become skilled gardeners and produced fine vegetables for home use and canning, why not learn to select and save your own seed for the lean years to come?

Send today to the U. S. Dept. Agriculture in Washington, D. C., for Bulletin No. 884. It will give you valuable help in selecting and preserving seed. It is worth while.—Mrs. W. D. Toy.

PAN-GERMAN RELIGION

The Pan-German view of the world is consciously aimed at the rooting out of the Christian religion and the system of ethics derived from it. A German religion is to arise, linked to the belief in Wodan of our ancestors, which, in turn, is to be so refined by the results of the modern theory of races and the teachings of the Darwinian theory of evolution that what remains will be Atheism, framed in high-sounding phrases. The German people, as the noblest and most favored of all races, as the highest manifestation of humanity, will have become its own god.

Christianity will be done away with according to the ideas of Nietzsche, as the great weakening and enervating influence. The only great person is he who has power and uses it. Sin, redemption, repentance, the greatest and most profound things that human thought tries to fathom, do not exist for this company of heartless bullies, whose members, with monocles in their left eyes and rattling sabres in their right hands, challenge the world in order to place the German heel upon its neck in 'ancient Roman fashion.'—Adam Roder, Editor-in-chief of Seud-deutsche Konservative Korrespondenz of Karlsruhe.

FOCH AND THE BIBLE

Commander-in-Chief Foch has expressed his opinion of the value of the Bible. He sent a message to the American Bible Society eloquent in its forcefulness. The French Commander said, "The Bible is certainly the best preparation that you can give to an American soldier going into battle to sustain his magnificent ideal and faith."—The wonderful success of Marshal Foch is more easily understood since the message was read.—Asheville Times.