

THE UNIVERSITY OF NORTH CAROLINA
NEWS LETTER

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Editorial Board: E. C. Branson, L. R. Wilson, E. W. Knight, D. D. Carroll, J. B. Bullitt.

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COLLEGE ATTENDANCE IN N. C.

TOO FEW COLLEGE STUDENTS

College students are too many in North Carolina, college facilities considered. We were brought to realize this fact last fall, upon the showing made by the responsible authorities of our thirty-one institutions of college rank.

But college students are too few in North Carolina, college attendance in other states considered. Elsewhere in this issue we are publishing a table ranking the states according to college attendance in 1917-18.

The United States over, students in public and private universities, colleges, and professional schools averaged thirty-six per ten thousand of population.

But in North Carolina the average was only 23, and thirty-two states made a better showing. Four of these were southern states—Virginia, Tennessee, South Carolina, and Texas.

All the southern states were below the average for the country at large. In college students per 10,000 of population their rank is as follows in 1917-18:

Virginia.....	33
Tennessee.....	28
South Carolina.....	26
Texas.....	24
North Carolina.....	23
Georgia.....	22
Mississippi.....	20
Kentucky.....	19
Alabama.....	18
Louisiana.....	18
Oklahoma.....	17
Arizona.....	17
Florida.....	16
Arkansas.....	16
New Mexico.....	11

College students in the District of Columbia are more than seven times as numerous as in North Carolina—which is not surprising considering the stimulus and the opportunities at hand.

The next highest ratio is in Iowa, the best developed farm state in the Union. And the farmers believe in college education in Iowa. College students in that state are more than three times as many as in North Carolina. They are nearly three times as many in Colorado. They are two and a half times as many in Nebraska and Oregon; nearly two and a half times as many in Kansas, California, and Illinois; and nearly twice as many in Minnesota, Ohio, Utah, New York, Maryland, and New Hampshire.

Massachusetts does not lead in college attendance, as is popularly supposed. Both Iowa and Colorado stand ahead of her. New York stood 20th in 1840, and only 13th in 1918. New Jersey stands at the foot of the column.

College Students in 1840

The rank of the states in college students per ten thousand of population in 1840 is a thought-provoking table. Here it is, worked out of the 1850 Census volume:

1 District of Columbia.....	56
2 Virginia.....	46
3 Rhode Island.....	29
4 Louisiana.....	28
5 Connecticut.....	27
6 Kentucky.....	18
7 Maryland.....	17
8 New Hampshire.....	15
9 Missouri.....	13
10 New Jersey.....	12
10 Pennsylvania.....	12
13 Ohio.....	11
14 Massachusetts.....	10
15 Georgia.....	9
16 Vermont.....	8
16 Michigan.....	8
18 Tennessee.....	6
18 Illinois.....	6
20 Maine.....	5
20 New York.....	5
20 Indiana.....	5
23 Delaware.....	3
23 South Carolina.....	3
23 Alabama.....	3
26 North Carolina.....	2
27 Arkansas.....	0
27 Florida.....	0
27 Wisconsin.....	0
27 Iowa.....	0

It has taken North Carolina more than three-quarters of a century to move up from two to twenty-three college students per ten thousand inhabitants. There were twenty-five states ahead of us in 1840, and thirty-two made a better showing in 1918.

Most of the states have made tre-

mendous progress in college attendance during these eighty years. Others have lost ground. For instance, Virginia dropped from forty-six college students per ten thousand inhabitants in 1840 to thirty-three in 1918. Connecticut has fallen from twenty-seven to twenty-four during the same period, Rhode Island from twenty-nine to nineteen, Louisiana from twenty-eight to eighteen, and New Jersey from twelve to ten students per ten thousand inhabitants.

Aside from Arkansas, Florida, Iowa, and Wisconsin, which had no college students in 1840, North Carolina has made a greater gain in college attendance than any other state in the Union. Our college students are eleven times more in 1918 than in 1840, general population considered.

But thirty-two states still make a better showing, and the applicants for admission last fall show that the college facilities of North Carolina need to be more than doubled within the next five years.

We have a long way yet to go. We do not yet believe in college education as Kansas does. The University of Kansas has a larger working income this year than the eleven state colleges of North Carolina all put together.

We are moving ahead, but we are not moving toward the top of the column fast enough.

THE NEW CLUB YEAR BOOK

The State Reconstruction Studies of the North Carolina Club at the University, 1919-20, will soon be going into the mails; and it goes free of charge to anyone in North Carolina who wants it and writes for it. There is no general mailing list for any bulletin issued by the department of Rural Social Science.

Write promptly if you want the Year Book. It might well be a senior high school text book everywhere in North Carolina.

Table of Contents

The contents of this bulletin are as follows:

1. Foreword, by E. C. Branson; an account of the State Reconstruction Commission, by the Winston-Salem Journal; State Commission study outlines and bibliographies.
2. The North Carolina Club, brief account by E. C. Branson.
3. Public Education in North Carolina, by H. F. Latshaw; study outlines and bibliographies.
4. Public Health: (1) County Health Departments, Whole Time Officers, and Public-Health Nurses, by Blackwell Markham; (2) Rural Health Work; by E. C. Branson; (3) County or County-Group Public Hospitals, by John S. Terry; (4) Health and Sanitation as Required Subjects in All State-Aided Schools, by A. R. Anderson; (5) Recreation for Rural People, by Cary Lanier Harrington; and (6) study outlines and bibliographies.
5. Transportation and Communication: (1) State Highway Policies, by S. O. Worthington; (2) Motor Truck Service, the Country Parcels Post, and Inter-urban Electric Railways, by I. M. Abelkop; (3) Railways, Inland Waterways, and Port Facilities, by Phillip Hettleman; (4) Country Telephone Systems, by B. E. Weathers; (5) study outlines and bibliographies.
6. Home and Farm Ownership: (1) The Facts and Their Significance, by W. R. Kirkman; (2) Our Homeless Multitudes, by E. C. Branson; (3) Remedial Measures, by Myron T. Green; (4) Country-Home Comforts and Conveniences, by R. R. Hawfield; (5) study outlines and bibliographies.
7. Race Relationships: (1) The Negro's Point of View, by A. W. Staley; (2) The Southern View, by Brantley Womble; (3) The Detached View, by L. J. Phipps; (4) Committee Conclusions, by G. D. Crawford; (5) study outlines and bibliographies.
8. Public Welfare in North Carolina: (1) Child Welfare, by C. T. Boyd; (2) Child Delinquency and the Juvenile Court, by W. H. Bobbitt; (3) Prison Policies and Reforms, by R. E. Boyd; (4) Child Labor and Compulsory Education: Introduction, by T. J. Brawley; (5) Mill Village Problems, by H. G. Kincaid; (6) Child Labor in North Carolina, by T. J. Brawley; (7) study outlines and bibliographies.
9. Organized Business and Life: (1)

THE SUREST BASIS

George Washington

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionally essential. To the security of a free constitution it contributes in various ways: by convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.

Corporate Organization, by J. V. Baggett; (2) Cooperative Organization, by C. I. Taylor; (3) Cooperative Business and Credit Unions, by E. C. Branson; (4) Civic Organization: Our Towns and Cities, by W. E. Price; (5) study outlines and bibliographies.

10. Civic Reform in North Carolina: (1) An Executive Budget and A State Auditing Bureau, by M. M. Jernigan; (2) Administration Consolidation, the Short Ballot, the Secret Ballot, and Our State Primary Laws, by W. D. Harris; (3) Community Organization, Incorporation, and Local Self-Rule, by J. T. Wilson; (4) Unified County Government, Uniform County Accounting and Reporting, and State-Wide Auditing of County Accounts, by Charles L. Nichols; (5) study outlines and bibliographies.

11. The New Day in Carolina, by E. C. Branson.

THE RIGHTS OF YOUTH

Democracy is dependent upon the education of the masses to obtain its leaders. Times of unrest and uncertainty are not the times for the colleges and universities to relax; rather they are the times for greater effort and worthier endeavor. Now of all times North Carolina is confronted with problems that disquiet and confuse. The demand for leadership was never greater. The need is for general diffusion among the masses of the spiritual gains of the past which are yet the possession of so few.

Political fears and strivings must yield place to political courage and patriotic zeal for public welfare. North Carolina must make her progress through education. But if the progress that is desirable is to be achieved within the years now visible to us there must be no complication of petty issues to block the way. Such issues are not only unworthy but they mean a long struggle in which the real issues, on which all thoughtful and patriotic people should concentrate, would be lost to view.

Enlightened leaders will persevere with tireless patience and unabating zeal to bottom the commonwealth upon the virtue and intelligence of all her citizens. They will seize this opportunity to place the future of North Carolina upon a foundation secure and unshakable. Their constant solicitude for the improvement of the people of the State will build pillars of support in the hearts of her citizens. And they can render their service immortal by consecrating it to the interests of North Carolina, by boldly advocating and defending the rights of her youth, by providing more light for the souls of men.—Edgar W. Knight.

GOING TO COLLEGE

The twenty-two thousand high-school graduates of 1890 increased to two hundred twenty-five thousand in 1918, and with nearly two million students in high schools this fall it is clear that the present rush to the colleges is but the

COUNTRY HOME CONVENIENCES

LETTER SERIES No. 48

PUSH-THE-BUTTON FARMS

The farmers are bound to have electricity. It is the magic agency that can solve most of their problems today—do the work that the vanished farm hand used to do, banish the drudgery that used to drive the sons and daughters away to town, lighten the work of the women folks so that they will be contented to live on the farm, make it easy for the old folks to stay in the country, and do away with the small-town, retired-farmer idea.

Time and Money Saved

Farmers are discovering that the farm hand, who today is asking anywhere from \$65 to \$125 a month or four to six dollars a day, is worth, when put at the end of a pump handle to pump water for stock, just six cents a day, in competition with an electric motor. And the motor will work all day, never stop to rest or eat, never go to sleep when the boss is not looking and if necessary can work twenty-four hours in the day instead of stopping and going to the house when eight hours are up. Nor will it go off and leave the farmer in the lurch.

A big husky man then can do six cents' worth of work in competition with a one-eighth horsepower motor that can pump water for 250 head of stock. Put him at turning a grindstone and he is worth ten cents a day. Let him shell corn and his labor amounts to five cents. Or if the job is shoveling corn into a crib, he earns but five cents a day and in addition keeps a \$500 team and a \$100 wagon standing idle while he earns it.

The farmer's wife is learning not only that it takes but eight or ten cents to do the family washing on any standard electric washer, but that for a few cents more she can get the ironing done as well.

Suppose that electricity were used on a farm for nothing but supplying water. Statistics show that on an average farm of 160 acres a family of six persons, with ten cattle, six horses, twenty-five hogs and twenty-five sheep

will use 328 gallons of water daily. With old-fashioned pump it takes eighty-two minutes to pump this. This means approximately 500 hours a year. Take the wages you pay your farm hand and figure out how much it is going to cost you to let him do this pumping, also the other work he might do in the same time. In addition, with one of the admirable water systems that can be purchased, there can be water piped to the buildings and lots, a bathroom and hot and cold running water in the house.

Power by Day

Electricity on the farm and used to the fullest extent, farmers are finding, means that it will not only pump the water but grind the feed, shell the corn, fan the wheat, elevate the grain, mix concrete, hoist the hay, cut the roots, saw the wood, press the cider, separate the cream, churn the butter, milk the cows, wash the milk bottles, run the blower for the forge, and in some cases even do the heavy work, such as cutting silage, shredding fodder and threshing.

For the housewife, electricity means, in addition to washing, ironing and running the sewing machine, that it will sweep the house with a vacuum cleaner, turn the ice-cream freezer, grind and stuff the sausage on butchering day, toast bread for breakfast, percolate the coffee, cook all meals in a fireless cooker at a saving of both food and fuel, warm milk for the baby, heat the curling iron, warm baby's bed, run daughter's chafing dish, pump up the auto tires and drive away the heat and flies with an electric fan.

Light by Night

I nearly forgot to mention the thing one thinks of first in having electricity on the farm—furnishing light for both house and barns. This means doing away with the bother of lanterns in the barn, hard to keep clean, likely to be kicked over by a calf, or to go out when most needed. —The Country Gentleman.

forerunner of a mighty tide.

I once heard a man say, "I think that a boy goes to college at the peril of his soul." That is no more true than it is that every man arises in the morning from sleep at the peril of his soul. College life is not beset with more moral pitfalls than life outside the college; and, indeed, with its carefully organized social and religious life, it may fairly be claimed that the advantage in this respect is on the side of the college man. It is probable, though it can not be objectively proved, that if you select at random one thousand American college undergraduates and compare them with a thousand young men of equal age, also selected at random, from those

who are not and never have been in college, the former group will be found to be superior in their average level of physical, intellectual and moral attainment and prospect.

Statistics of college attendance and of college endowments, the judgment of leading men in commerce and industry, the expressions of confidence of the American people in their colleges, and the degree in which the graduates of American colleges have led in every walk of public and private life testify to what a man gains in going to college, in his ability to get the best things out of life, to stand for the best things in life, to find his place and do his work.—Selected.

COLLEGE ATTENDANCE IN 1917-18

Students in public and private Universities, Colleges, and Professional Schools, per 10,000 of population.

Based on Bulletin, 1919, No. 87, Federal Bureau of Education. Average for the U. S., 36; for North Carolina 23, rank 33rd. Rural Social Science Department, University of North Carolina.

Rank	State	Students per 10,000 of population	Rank	State	Students per 10,000 of population
1	District of Columbia.....	166	24	Washington.....	29
2	Iowa.....	72	27	Maine.....	28
3	Colorado.....	65	27	Nevada.....	28
4	Massachusetts.....	56	27	Tennessee.....	28
5	Nebraska.....	55	30	South Carolina.....	26
6	Oregon.....	54	31	Connecticut.....	24
7	Kansas.....	51	31	Texas.....	24
8	California.....	50	33	North Carolina.....	23
8	Illinois.....	50	34	Georgia.....	22
10	Minnesota.....	45	35	Mississippi.....	20
11	Ohio.....	44	36	Idaho.....	19
11	Utah.....	44	36	Rhode Island.....	19
13	New York.....	42	36	Kentucky.....	19
14	Maryland.....	41	39	Alabama.....	18
15	New Hampshire.....	40	39	Louisiana.....	18
16	Pennsylvania.....	38	39	Wyoming.....	18
17	Missouri.....	37	42	Arizona.....	17
17	South Dakota.....	37	42	Oklahoma.....	17
19	Michigan.....	36	44	Florida.....	16
20	Indiana.....	34	45	Delaware.....	15
21	Virginia.....	33	46	West Virginia.....	12
22	Vermont.....	32	47	Arkansas.....	11
23	Wisconsin.....	31	47	New Mexico.....	11
24	Montana.....	29	49	New Jersey.....	10
24	North Dakota.....	29		United States.....	36