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## GASOLINE AND CULTURE

### MOTOR CARS AND SCHOOLS

Common-school and public high-school properties in North Carolina now represent a total investment of a little more than 60 million dollars. It is sixty times the amount invested in public-school properties twenty-five years ago.

But since 1911 the automobile owners in North Carolina have invested a little more than \$240,000,000 in motor cars. Which is to say, around three hundred thousand people in North Carolina have invested four dollars in motor cars for every dollar twenty-seven hundred thousand people have invested in public school buildings.

Just now many people in North Carolina are in a panic about bond issues and taxes. And in very truth North Carolina has been piling up a stupendous total of bonds—state bonds \$108,847,000 in round numbers, county bonds \$87,000,000, municipal bonds \$97,563,000—all told, \$293,473,000 of bonds.

"The people of this state," said a legislator on the train yesterday, "have literally gone mad on the subject of roads and bridges, public schools, public health, and public welfare. We are either immensely rich," he went on to say, "or we are certainly crazy."

Enormous as our bonded indebtedness is, our investment in motor cars alone makes a total almost as large.

Moreover, we spent 64 million dollars last year for brand new motor cars. It is a sum sufficiently great to support the state government and the state institutions of learning, benevolence, and correction for the next five years.

### Debatable Grounds

When we look at the cold figures of average income per inhabitant in North Carolina, at the per capita producing power of our farmers and the meager per capita bank resources of the state, we face the almost overwhelming conclusion that North Carolina is still poverty-stricken.

As a matter of fact the state is not poverty-stricken. It is so far from being poverty-stricken that the average man and the average community are ready to vote for anything that looks like progress. The simple fact is that it has come to be a disgrace in this state for a community to have a shabby schoolhouse for the children, and almost equally a disgrace for a man on any level of life to be walking instead of riding in an automobile.

The plain people of North Carolina are not poverty-stricken on the one hand, neither are they rich on the other. At any rate, they are rich enough to invest in motor cars in amazing multitudes—all sorts of people, white, black, blue, and green!

Look at the motor cars parked around the front of this or that mill property in the state. They are the property not only of the floor bosses, superintendents, and owners, but of the mill operatives as well.

The workmen on the buildings of the University park more cars on the campus every day than the faculty members are able to do. The farmers and factory workers of Europe own no cars, but the farmers, the factory workers, and the day laborers of North Carolina own cars in multiplied thousands.

### Startling Contrasts

The table elsewhere in this issue presents in alphabetic order in parallel columns the investment in motor cars and in public-school properties county by county. A few of the poorer counties like Clay and Dare have two dollars invested in automobiles for every one dollar invested in schools. On the other hand, Pender and Lenoir have more than nine dollars in motor cars for every dollar in schools.

Guilford enjoys the unique distinction of heading the list both in schools and motor cars, with nearly 4 million dollars in schools and more than 14 million dollars in motor cars.

Sixteen counties have school properties averaging in value from a million

dollars in Rockingham to \$3,960,000 in Guilford. But no matter how much these sixteen counties may have invested in schools they have from three to six times as many dollars invested in motor cars.

### Graham Stands Out

Graham, a county set in the clefts of the Great Smoky Mountains, enjoys the unique distinction of being the only county in the state with greater wealth in schools than in motor cars.

Lenoir, which long led the procession in public-highway building, has more than nine dollars invested in automobiles for every one dollar invested in school buildings.

Sixty-seven counties in North Carolina have each more than a million invested in motor cars, in amounts ranging from \$1,077,000 in Hoke to \$14,000,000 in Guilford; but only sixteen counties have more than a million dollars invested in public-school properties.

If only the rich had motor cars in North Carolina, the answer would be easy. And what is the answer anyway? What is the proper comment upon the nearly universal distribution of motor cars in North Carolina?

### KNOW YOUR OWN STATE

A study of North Carolina, economic and social, has been prepared for the Women's Clubs Section of the University Extension Division, by Professor S. H. Hobbs of the Department of Rural Social-Economics. The usual form of the Extension Division study programs has been adopted with the exception that this study has a more comprehensive introductory outline with each meeting.

### A Women's Club Program

The sixteen meetings are arranged according to the following divisions. The first four meetings provide for a study of the Tidewater Area, the Coastal Plains Area, the Piedmont Country, and the Highland Area, with reference to their natural resources, their economic and social characteristics, and their possibilities for development. This is followed by a study of the state's population, its problems of farm tenancy, agricultural possibilities, land, forests, flora and fauna, water power, mineral and resort resources. Then there are two meetings devoted to the study of the industrial wealth of the state, the question of taxation, the matters of health, roads, and public welfare. The last three meetings are taken up with studies of immediate needs of the state, with emphasis on county homes, county hospitals, port terminals, improved county government, co-operative farm enterprise, consolidation of schools, state and county prison reform, and a state program for delinquent girls.

This outline may seem heavy at first glance and it does contain material for a thorough study of the state's resources and possibilities; but it is so arranged that a club may select the parts that are most interesting to the group and concentrate on those topics. The reference material is comprehensive and is supposed to be used with discrimination. Know Your Own State is a bulletin that came as a response to many requests from women's club groups who are anxious to know the North Carolina of today. The women of North Carolina have always been interested in the affairs of the state, the nation, and the world, and this is only a step in their search for knowledge.

### The Author Says

The author in the Foreword says: After all, isn't it just as proper to be getting acquainted with our home state, whose history we are daily making, as it is to be prying into the interred remains of countries that have passed into oblivion? Be that as it may, we are certain of this one thing, that intimate acquaintance with North Carolina will result in strengthening our determination to make her what she properly ought to be—the best spot on earth to live in. This is the goal toward which

### A FUNDAMENTAL ASSET ANGUS WILTON McLEAN

One of the most significant aspects of modern conservation is a high regard for the health of the community. In the strenuous life of the twentieth century the demand is for a maximum amount of mental vigor in a sound body.

Community health, state health, and national health is a composite of individual health. The better the individual health, the better the general average of community health. The more healthy producing individuals any community has and the longer such individuals live to produce, just that much greater will be the progress of that community.

Good health is both an individual and a national asset. It is just as essential and fundamental to the integrity and permanence of a democratic nation as scientific progress, political achievement, industrial development or economic accomplishment. Indeed it is the basis upon which all these things are built.

The marvelously increasing longevity, with its resultant increased production and general progress, can be ascribed not to any change in climate or natural conditions, but to health education. People have learned how to conserve their health and abolish those conditions which were conducive to plague and pestilence. People have learned how to protect themselves against many of the diseases which were once so greatly dreaded.

An important agent for the advancement of health education and the realization of this individual and national asset is the public school, which is the natural and most effective training centre for this branch of public welfare work. Our schools must teach the elements of personal hygiene as well as community sanitation. The teaching of these things is an important part of the education of a community. Our schools must so train the individual as to prolong the period of individual productiveness and prevent interruptions caused by illness, thus adding to social efficiency and individual happiness. Our state can no longer afford the retardation of efficiency which comes from ill health brought on by neglect, by environment, or by failure to combat preventable disease.

Some of the principal attributes of education in a democracy are moral character, civic efficiency, and industrial competency. All of these can be attained in our American schools under well-trained teachers. To their achievement and full development there is this basic requisite—good health. Health education produces good health. Good health makes possible education. Education means progress.—State Health Bulletin.

our hearts are set and there is no agency in the state that can do more than the North Carolina Federation of Women's Clubs to make her the best spot on earth to live in.

This program will be especially valuable to the many clubs that used "Studies in the History of North Carolina" prepared for the women's clubs last year by Professor Connor of the History Department. The demand for the present outline came largely from those who have made themselves familiar with their state's history.

Material for the study of each topic is available for study clubs and will be sent upon receipt of the registration fee which is charged each club. Single copies of the program will be sent on approval or upon payment of the usual price of Extension programs.

Further information concerning this program will be given upon application to the Women's Clubs section of the University Extension Division.

### THE DEBATE BULLETIN

The query which will be discussed in the forthcoming contest of the High School Debating Union of North Carolina is: Resolved, That North Carolina should ratify the port terminals and

water transportation act. This query was decided upon by the central committee of the High School Debating Union after the port terminals and water transportation question had received the largest number of votes in the balloting on the query which was participated in by 371 high schools and preparatory schools of the state.

For the use of the schools taking part in the contest this year the University Extension Division has published as a high-school debate handbook an Extension bulletin entitled "Port Terminals and Water Transportation." This bulletin, 100 pages in length, was compiled by E. R. Rankin, Secretary of the High School Debating Union, and has been sent to all schools which have indicated a desire to participate in the contest of the High School Debating Union this year.

The bulletin contains a brief history of the High School Debating Union; a statement of the regulations governing the contest; a statement of the query with limitations and several sections of the bill on which the people of the state voted last November 4; selected articles bearing on the affirmative side of the query; selected articles bearing on the negative side of the query; and a bibliography.

The section of the bulletin carrying material on the affirmative includes articles from Dr. E. C. Branson of Chapel Hill, and J. W. Bailey of Raleigh; excerpts from the message of Governor Cameron Morrison to the special session of the General Assembly last summer; the recommendations of the State Ship and Water Transportation Commission; excerpts from the leaflets issued during the past fall

by the Headquarters of the Ports and Terminals Campaign; and editorials from The Progressive Farmer and The Greensboro News.

The section of the bulletin carrying material bearing on the negative side of the query includes articles from Senator P. H. Williams of Elizabeth City, James T. Ryan of High Point, J. L. Graham of Winston-Salem, Robert N. Page of Southern Pines, E. E. Britton of Washington, D. C., and from D. H. Blair of Washington, D. C.

In the forthcoming contest the triangular debates will be held on March 27, and the final contest will be held at the University during High School Week on April 9 and 10.—E. R. Rankin.

### COLLEGE CULTURE VALUE

President Charles F. Thwing, of Northwestern University, showed that "of the wealthiest men in the United States, considered with reference to the total population, there were 277 times as many college-bred men as there were non-college-bred."

College graduates in the United States are less than 1 percent of the adult male population, yet from this one one-hundredth of the population come more than half of the presidents, 62 percent of the vice-presidents, 47 percent of the secretaries of state, 50 percent of the attorney-generals and nearly seven in ten of the justices of the Supreme Court.

Of the 25,857 persons listed in Who's Who in America—the greatest and most complete roster of leaders in business and in all the arts and sciences—77 of every 100 are former college students and 64 percent are college graduates.—Richmond News-Leader.

### TOTAL INVESTMENT IN 1924 IN Motor Cars and Public Schools A Comparison by Counties

The following table of investments in automobiles and public elementary and high-school buildings is based on an advance report (1) of the State Superintendent of Public Instruction on public-school property for the school year 1923-24, and (2) of the Secretary of State on the number of automobiles on December 1, 1924.

The average motor car is reckoned as representing an investment of \$800. On this basis, the total invested in public elementary and high-school properties was \$60,514,000; in automobiles \$240,797,000 or nearly four times as much.

Edgar T. Thompson  
Department of Rural Social-Economics, University of North Carolina.

County	Autos	School Prop.	County	Autos	School Prop.
Alamance	\$3,740,800	\$ 748,840	Johnston	\$5,190,400	\$1,242,440
Alexander	920,800	182,560	Jones	450,400	250,000
Alleghany	392,000	110,500	Lee	1,449,600	206,000
Anson	2,135,200	370,260	Lenoir	2,800,800	301,335
Ashe	626,400	248,000	Lincoln	2,198,600	425,800
Avery	267,200	178,200	McDowell	920,800	187,680
Beaufort	2,369,600	639,550	Macon	392,000	221,000
Bertie	2,292,000	340,500	Madison	783,200	311,965
Bladen	999,200	322,980	Martin	1,429,600	744,305
Brunswick	607,200	103,745	Mecklenburg	11,772,000	2,167,840
Buncombe	7,462,400	2,591,400	Mitchell	282,400	82,000
Burke	1,684,800	382,000	Montgomery	1,528,000	591,900
Cabarrus	3,388,800	986,215	Mooresville	2,742,400	560,195
Caldwell	1,567,200	527,650	Nash	4,328,800	1,123,650
Camden	431,200	84,000	New Hanover	3,721,600	1,144,785
Carteret	568,000	451,000	Northampton	1,900,000	367,450
Caswell	1,332,000	149,330	Onslow	744,000	184,895
Catawba	3,623,200	827,700	Orange	1,724,000	396,000
Chatham	2,096,000	330,000	Pamlico	450,400	341,875
Cherokee	490,400	209,750	Pasquotank	1,704,000	583,000
Chowan	979,200	160,000	Pender	763,200	82,000
Clay	141,600	61,000	Perquimans	881,600	105,000
Cleveland	3,936,800	640,000	Person	1,371,200	230,700
Columbus	1,449,600	346,875	Pitt	4,524,800	900,305
Craven	2,232,800	721,200	Polk	626,400	196,400
Cumberland	3,740,800	931,000	Randolph	3,388,800	509,385
Currituck	626,400	250,000	Richmond	2,840,000	787,500
Dare	107,200	54,200	Robeson	3,936,800	1,134,455
Davidson	4,759,200	940,560	Rockingham	4,524,800	1,010,260
Davie	1,195,200	282,010	Rowan	6,091,200	1,091,175
Duplin	2,193,600	697,850	Rutherford	2,742,400	464,900
Durham	4,642,400	1,710,455	Sampson	3,016,000	369,000
Edgecombe	4,250,400	581,000	Scotland	1,508,000	490,625
Forsyth	3,989,600	2,330,870	Stanly	2,526,400	490,000
Franklin	1,997,600	410,700	Stokes	1,997,600	276,010
Gaston	6,228,800	2,663,700	Surry	2,688,200	350,240
Gates	842,400	129,650	Swain	328,000	*98,000
Graham	60,000	69,490	Transylvania	588,000	247,435
Granville	2,396,000	623,000	Tyrrell	277,600	85,600
Greene	1,351,200	269,905	Union	3,329,600	702,520
Guilford	14,220,000	3,960,200	Vance	1,724,000	435,900
Halifax	3,760,000	1,180,390	Wake	8,912,000	1,805,700
Harnett	2,703,200	600,000	Warren	1,390,400	491,815
Haywood	1,468,800	456,700	Washington	862,400	439,550
Henderson	1,762,400	404,175	Watauga	549,600	200,700
Hertford	1,449,600	258,650	Wayne	4,191,200	864,000
Hoke	1,077,600	143,875	Wilkes	1,567,200	360,285
Hyde	263,200	110,170	Wilson	4,700,800	1,375,380
Iredell	4,230,400	1,253,800	Yadkin	1,410,400	163,000
Jackson	568,000	264,500	Yancey	208,800	131,000

\* In 1923