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# THE UNIVERSITY OF NORTH CAROLINA NEWS LETTER

Published Weekly by the University of North Carolina for the University Extension Division.

SEPTEMBER 14, 1927

CHAPEL HILL, N. C.  
THE UNIVERSITY OF NORTH CAROLINA PRESS

VOL. XIII, No. 44

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

## HIGH-SCHOOL GRADUATES 1927

### HIGH SCHOOL GRADUATES

The table which appears elsewhere in this issue shows how the counties of North Carolina rank in white public high-school graduates per ten thousand white population. The figures are for the last school year, which ended in June, 1927.

It will be noted that Pamlico ranks first with a rate of 143.0 graduates per ten thousand white population. The actual number of graduates was eighty-three. Pamlico ranked first last year also. Stokes ranks last with twenty-four graduates, or 12.8 graduates per ten thousand white population. The total number of white public high-school graduates in the state was 10,587, or 53.4 graduates per ten thousand white population. The previous year there were 9,166 graduates, or 47 per ten thousand white population.

### Boys versus Girls

It is significant that 6,702 or 63.3 percent of the graduates of the white public high schools were girls, the proportion of girl graduates being slightly higher than it was a year ago. The number of girls graduating exceeded the number of boys in every county except Avery and Cherokee. In several counties there were twice as many girls as boys and in a few instances the disproportion was even more pronounced. This condition is no doubt due to the fact that many boys are obliged to drop out of school to work, or at least do so.

### East versus West

It is rather interesting to note that thirty-two of the forty-nine counties which graduated more pupils than the state average are located in the eastern half of the state, known as the Coastal Plains area. Two groups of high-ranking counties are conspicuous, namely, the northeast Tidewater group and another centering around the Sand Hills. Probably the presence of Chowan College in the one territory and Flora Macdonald in the other has had much to do in building up an educational tradition, as well as supplying qualified teachers. The eastern part of the state has been settled longer than the western part, its families are the survivors of a slave-holding gentry which cherished education, and the abundance of negro labor has also been favorable to white education.

### Below State Average

The counties which fall below the state average of 53.4 white high-school graduates per ten thousand white population lie mostly in two distinct areas, namely, the combination cotton and tobacco belt centering around Wilson, and the tier of counties along the Virginia and Tennessee border, stretching all the way from Caswell to Cherokee, with the exceptions of Alleghany and Watauga which barely make the higher bracket. In other words, this group includes most of the northern Piedmont counties and most of the Mountain counties. The low-ranking counties are the excessively rural counties of the west and the combination cotton-tobacco counties of the east with high white tenancy ratios.

### Urban and Rural

It is rather surprising that many of the counties which rank high in high-school graduates are rural, and that some of the urban counties rank relatively low. The five highest-ranking counties are all rural counties, though two urban counties appear among the highest ten. Mecklenburg ranks twenty-seventh, Buncombe thirty-fifth, Wake thirty-seventh, Guilford forty-fifth, and Gaston seventy-third. Although the urban counties usually have superior school systems, the mortality among high-school students is high.

Some of the counties ranking high last year rank low this year and vice versa, indicating that there is a great deal of fluctuation in the number of graduates. For instance, Durham had 129 last year and 305 this year; New Hanover had 77 last year, 225 this year; Edgecombe had 82 last year and 52 this year.

### Local Attitude

After all it is local sentiment more than economic factors or school facilities which determines the extent to which high schools are patronized. The

educational tradition is stronger in some sections than in others, but everywhere there is an educational awakening and a constant expansion of high-school facilities is found necessary. In 1912 there were only about eight hundred high school graduates in the state; in 1927 there were 11,384 including 797 graduates of private secondary schools. Even yet North Carolina ranks low in the ratio of graduates to public-school enrollment. One authority claims that we rank last among the states. Authoritative data are lacking, but it is certain that we rank well down near the bottom in this particular.—Paul W. Wager.

### THE HIGH SCHOOL STATUS

There is not a county in the state that has not at least one public standard high school and most of the counties have two or more such schools. There are 507 public high schools that are standard or accredited and 40 private, making a total of 547 standard high schools for the white pupils in the state. It is true that 170 of the 507 public accredited high schools belong to the lowest class; that is, a three-teacher high school with a four-year course and an eight-months term. It is interesting to note in this connection that the size of the high school, both in enrollment and in number of teachers employed, is increasing. There are 232 Group II, Class A schools, which means that each of these schools has at least four teachers with an average daily attendance of 70 pupils. All Group II schools have at least an eight-months term. There are 55 schools running at least nine months with four teachers and an average daily attendance of 70, and 67 schools running nine months with at least six teachers and an average daily attendance of at least 130 pupils in each school.

Some schools of the larger type are being developed in the state. There are 23 schools with at least 12 teachers and an average daily attendance of 300 pupils in each school running at least nine months. The largest of these single schools is Winston-Salem (Richard J. Reynolds High School) in which 73 teachers are employed with an enrollment of 1,788 pupils and an average daily attendance of 1,529 pupils. There is a total of 725 high schools of all sorts for white children.

### Enrollment Increases

The enrollment in the schools is steadily increasing. In the public high schools 81,021 pupils are enrolled and in private schools 4,072 making a total enrollment of 85,093. The 81,021 public high-school students were distributed as follows:

First year.....	30,209
Second year.....	21,954
Third year.....	15,985
Fourth year.....	12,873

This enrollment is not as large as it should be. In order to have the intelligence which should characterize a progressive democratic commonwealth at least 10 percent of the total population should be enrolled in high school. While the progress in the state is encouraging and commendable much remains to be done. It is interesting to note that of the 30,209 first-year pupils 19,274 are in rural schools; of the 21,954 second-year pupils 13,682 are in rural schools; of the 15,985 third-year pupils 9,720 are rural; of the 12,873 fourth-year pupils 7,584 are rural. In other words the boys and girls in the rural districts are more and more being supplied or given something like an equality of educational opportunity so far as high schools are concerned. It is true, however, in this connection that the student in the small high school does not have the same or equal chance with the pupil in the larger type of school.

### Graduates Increase

Increasing numbers of pupils are staying in high school until they graduate. Of the 10,587 graduates of public high schools 6,495 were from rural high schools and 4,092 from special charter or urban schools. The private high schools with an enrollment of 4,072 graduated 797 pupils, bringing the total number of graduates in all high schools

## MODERN PUBLIC LIBRARY

The modern public library believes that it should find a reader for every book on its shelves and provide a book for every reader in its community, and that it should in all cases bring book and reader together. This is the meaning of the great multiplication of facilities in the modern library—the lending of books for home use, free access to shelves, cheerful and homelike library buildings, rooms for children, cooperation with schools, interlibrary loans, longer hours of opening, more useful catalogues and lists, the extension of branch-library systems and of traveling and home libraries, co-ordination of work through lectures and exhibits—the thousand and one activities that distinguish the modern library from its more passive predecessor.—A. E. Bostwick, librarian. St. Louis.

in the state to 11,384. Between 50 and 60 percent of these high-school graduates will enter college somewhere. This large number of high-school graduates has tremendously increased the demands upon the colleges of the state. To be sure too many of our high-school boys and girls drop out before they finish the high-school course, but it is gratifying that so many complete the course and that so many enter college and thereby equip themselves more adequately for more effective citizenship.

It is likely that the enrollment in white high schools during the session 1927-28 will be about 115,000 and the number of graduates should be about 12,500.

The problem of High School Reorganization is well under way and should greatly simplify the work of the high school. A few of the objectives or goals which should be set up are these:

1. A larger type of high school wherever it is possible to develop such school by means of consolidation and transportation.
2. An increase in the length of the term, giving all pupils as far as possible a term of at least 160 days exclusive of holidays and 180 to 200 days wherever possible.
3. Increased information or knowledge on the part of high-school pupils of the subjects taught in the high school. This can be brought about through better-trained teachers, more adequate equipment, and increased emphasis upon directed study. In other words high school pupils need to study more, to learn more and, therefore, to know more in order to be equipped more adequately for participation in the worthwhile work of the world for those who leave school and for preparation for college on the part of those who continue their school training.—J. Henry Highsmith.

## FARM HOME COMFORTS

Thirty-seven out of every 100 farm homes reported water piped into the kitchen in a recent survey of farm-home equipment made by the General Federation of Women's Clubs. Some 40,000 women in 642 counties of forty-six states replied to the questionnaire. It was shown that forty-seven out of 100 have water piped to the back porch or some point near so that in more than half of the farm homes the water for household use must be brought from a place outside the house.

About twenty percent of the farms receive electric power from a central station and nine percent of the homes have individual electric plants. In more than half, the old-fashioned wick lamps are used. Wood stoves are the prevailing method of heating. Only fifty-eight out of every 100 homes have any way of keeping food cool in the heat of summer. In most cases the washing is done at home, forty-two out of 100 homes having washing machines. Eighty-six percent of the homes have doors and windows screened.

Thirty-seven percent of the homes have pianos and thirty-five percent have phonographs. More than one-fifth have radios. Almost four-fifths of the families have automobiles.—The Nation's Health.

## NOTES ON PUBLIC EDUCATION

### 7. AN EFFECTIVE COUNTY ORGANIZATION

The size of the board determines somewhat its effectiveness. The tendency is toward a board of five members, though very good results are evidenced in states with boards of three members and others with boards of seven or nine. The members are elected from the county at large or from electoral districts, sometimes but not always on a non-partisan ticket. The individuals on the board should be men and women of high standing and ability, interested in education, but not necessarily selected from those who have had actual school experience. They should serve without pay, except for the necessary expenses when attending board meetings. Their duties are strictly legislative, leaving all executive functions to the county superintendent.

Among progressive states with modern county school systems the following are recognized as duties of the county board of education:

1. To enforce the laws, relative to education and the rules and regulations of the state board of education within their respective counties.
2. To select the county superintendent and all necessary supervisors and office assistants; also to select one director for each school community within their jurisdiction, who shall be the custodian of local school property and represent local needs before the county boards.
3. To have direct charge of all

county schools outside of incorporated city districts, including the closing of unnecessary schools, building new schools, consolidating schools, and conveying children to school, and organizing rural high schools.

4. To select all teachers needed in the county schools, on nomination of the county superintendent.

5. To levy a uniform school tax on all the taxable property of the county under legal limitations and to expend the funds thus procured to equalize educational advantages among all the school children of the county.

6. To exercise all other powers and duties not enumerated above but which are prescribed by law.

Subdistrict trustees.—In nearly all states organized with the county as the unit for administrative purposes, subdistrict trustees, one to three for each school or school district, are appointed by the board or elected by the people to have general charge of the school plant, to perform certain duties assigned either by law or by the county board of education, and to act in an advisory capacity to the county board concerning school conditions in their districts. These subdistrict trustees act as local representatives of the people of the county, receive suggestions from the people, and make recommendations to the county board on the basis of these suggestions. In some states they are entrusted with important duties, such as keeping the school building in repair, having charge of the care and supply of school equipment, assisting in enforcement of the compulsory education law, and taking the school census.

## WHITE PUBLIC HIGH-SCHOOL GRADUATES

### In North Carolina per 10,000 White Population in 1927

In the following table, based on information supplied by the State Department of Education, and adjusted population figures, the counties are ranked according to the number of white children graduating from public schools in 1927 per 10,000 white population. The parallel column shows the actual number of white graduates in each county.

Pamlico, with 83 graduates, leads with a rate of 143.0 white high-school graduates per 10,000 white population. Stokes, with 24 graduates, comes last with a rate of only 12.8 high-school graduates per 10,000 white population. The state average was 53.4.

The total number of white high-school graduates in the state this present year was 10,587, an increase of 1,421 over last year. The number in each county varied from 414 in Guilford to 8 in Graham. Twenty-two counties had one-half of the total number. Of the total number of graduates, 8,886 were boys and 6,702 girls.

In addition to the above there were 797 graduates from private high schools, giving a grand total of 11,384 high-school graduates for 1927.  
Department of Rural Social-Economics, University of North Carolina

Rank	County	White high-school graduates 1927	Graduates per 10,000 white population	Rank	County	White high-school graduates 1927	Graduates per 10,000 white population
1	Pamlico	83	143.0	51	Martin	63	50.4
2	Richmond	248	137.0	52	Chatham	84	50.3
3	Northampton	109	116.0	53	Burke	110	50.2
4	Gates	58	105.5	54	Beaufort	98	50.0
5	Warren	79	96.4	54	Hoke	28	50.0
6	Durham	305	91.1	56	Henderson	87	48.8
7	Moore	156	89.1	57	Anson	70	48.6
8	Scotland	51	85.0	57	Halifax	102	48.6
9	Hertford	53	84.1	59	Stanly	135	48.2
10	New Hanover	225	76.8	60	Davison	171	47.8
11	Lee	80	74.8	60	Pitt	122	47.8
12	Cumberland	176	74.3	62	Haywood	115	47.1
13	Washington	44	73.4	63	Forsyth	299	47.0
14	Catawba	251	73.2	64	Sampson	123	46.8
15	Union	217	73.1	65	Rutherford	135	46.6
16	Montgomery	81	71.0	66	Wilson	110	46.4
17	Bertie	77	70.6	67	McDowell	79	46.2
18	Craven	107	68.6	68	Avery	49	45.8
19	Alexander	79	66.9	69	Johnston	189	45.2
20	Iredell	221	66.8	70	Clay	22	44.0
21	Granville	98	65.8	71	Lenoir	83	43.2
22	Alamance	180	65.7	72	Caldwell	82	42.9
23	Duplin	138	65.4	73	Davie	50	42.0
24	Carteret	28	65.2	73	Gaston	216	42.0
25	Chowan	35	63.7	75	Columbus	89	41.6
26	Pender	47	62.5	76	Orange	55	41.3
27	Mecklenburg	398	63.4	77	Transylvania	40	40.0
28	Perquimans	36	63.2	78	Robeson	111	39.5
29	Person	71	62.3	79	Randolph	105	37.4
30	Franklin	99	61.8	80	Yancey	61	36.8
31	Pasquotank	67	61.4	81	Madison	71	35.8
32	Cleveland	191	60.8	82	Yadkin	56	35.0
32	Polk	48	60.8	83	Vance	51	34.4
34	Nash	159	60.2	84	Swain	49	34.3
35	Buncombe	379	60.0	85	Surry	110	34.2
36	Wayne	165	59.4	86	Harnett	80	33.7
37	Wake	307	59.2	87	Ashe	73	33.4
38	Hyde	30	58.8	88	Brunswick	32	32.7
38	Lincoln	97	58.8	89	Greene	28	32.2
38	Tyrrell	20	58.8	90	Cabarrus	102	31.5
41	Rowan	222	58.3	91	Dare	15	30.0
42	Camden	19	57.6	92	Edgecombe	52	29.2
42	Jackson	72	57.6	93	Mitchell	34	28.6
44	Guilford	414	56.3	94	Onslow	43	26.9
45	Watauga	78	55.7	95	Wilkes	83	25.8
46	Bladen	72	55.4	96	Caswell	20	23.8
47	Jones	33	55.0	97	Cherokee	27	17.2
48	Currituck	76	54.3	98	Graham	8	16.7
49	Alleghany	38	53.5	99	Macon	21	16.3
50	Rockingham	202	52.2	100	Stokes	24	12.8