

The news in this publication is released for the press on the date indicated below.

THE UNIVERSITY OF NORTH CAROLINA NEWS LETTER

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

MARCH 8, 1916 CHAPEL HILL, N. C. VOL. II, NO. 15

Editorial Board: E. C. Branson, J. G. deR. Hamilton, L. R. Wilson, L. A. Williams, 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, 1913.

NORTH CAROLINA CLUB STUDIES

A COUNTRY-LIFE CONFERENCE

We here call attention to the letters of Rev. T. S. Coble and President E. K. Graham in another column of this issue. The University is at the service of ministers and others who are interested in the problems of Country Life.

Send us a letter about the suggested conference in early May to arrange working plans for Country-Life Institutes in North Carolina.

OUR NEED FOR GREATER WEALTH

The North Carolina Club at its last session discussed Wealth, Welfare, and Willingness in North Carolina: (1) our meagre stores of wealth, (2) why we need greater wealth, and (3) our willingness to convert wealth into community well-being. The discussion was lead by Mr. R. E. Price of Rutherford county.

1. Wealth, said he, is the material basis of welfare and well being. A developing democracy must be self-supporting in order to be self-directing, self-protecting, and self-elevating. We need greater wealth in order to meet the increasing demands of civilization.

We Need Greater Wealth

Our undeveloped resources call for capital. Our farm regions need more money for operating expenses and marketing purposes. We need improved public highways. We need whole-time health officers and community nurses. We need better hospital facilities for our afflicted—the victims of tuberculosis, pellagra, epilepsy, insanity, blindness, deafness, and old age. We need more money for our old soldiers and our orphans.

We need better schools, better buildings and equipments, better trained and better paid teachers. We need an increase of public library facilities; and more money for our normal schools, our A. & M. College, and our University. The churches need greater wealth for support and enlargement, for education, missions, and the care of aged ministers.

All these necessities evidence our need for greater private wealth, and greater public revenues in our state and county treasuries.

We have the natural resources and the sturdy population out of which to build a great commonwealth, but we have not yet made the most of ourselves or our estate.

We produce great wealth year by year but we retain too little of it, and hence our low rank in accumulated wealth among the states of the Union. The per capita country wealth of North Carolina in 1910 was only \$322 against \$994 in the United States, \$2628 in Illinois, and \$3386 in Iowa. Our per capita wealth, all property considered in 1912, was only \$794; while that of Iowa was \$3539 and that of Nevada \$5038. Mississippi with \$726 is alone of all the 48 states poorer than North Carolina. These are the figures of a recent Census Bureau Bulletin.

Why Our Wealth Is Small

3. There are many causes for such a condition in North Carolina. Briefly stated, the meagre accumulation of wealth in North Carolina can be attributed largely to two main causes, viz: (1) our one-crop, farm-tenancy, supply-merchant system in the cotton and tobacco counties, and (2) the lack of diversified crops and livestock farming.

The small per capita farm wealth in North Carolina is not altogether due to lack of energy and thrift. The fundamental reason lies in our farm system, a system that is not yet on a self-feeding, live-at-home foundation, for it does not produce food and feed for man and beast in quantities sufficient for home consumption.

Dare and New Hanover counties could increase their farm wealth three-fold within a single year, if they would raise sufficient food and feed supplies for home consumption. In the same way, Durham and Carteret could double their country wealth in a single year; Vance, Madison, Brunswick, Craven, and Pasquotank in two years; and 15 other counties could do the same thing in the same way in three years. These statements are all based on 1910 census figures.

Sending cotton and tobacco money out

of a state for food and feed supplies that could be raised at home is a spendthrift system. Mr. Clark Howell, editor of the Atlanta Constitution, denounces it as economic insanity.

Last year we were \$49,000,000 richer in food crops and livestock than in 1910. This fact evidences a marvelous gain in agricultural wisdom during these five years; but the meat-and-bread farmers of the West are still getting millions upon millions of our cotton and tobacco money. They fill their purses while we empty ours by this system.

This single fact accounts in large part for our small per capita wealth in North Carolina; and it results in a lack of public revenues for public progress. For instance, the per capita tax burden for public education in North Carolina is only \$1.76 per inhabitant. It is less in South Carolina and Mississippi alone. It is more in 45 states. It is \$3.48 in Texas, \$4.15 in Oklahoma, \$7.48 in Nebraska, and \$10.54 in Montana.

We Need Greater Willingness

4. Thus we see that Montana spends six times as much per inhabitant for public education as North Carolina. This expenditure is not in proportion to the wealth of the two states. The per capita wealth of Montana, all property considered, was \$2854 in 1912; while that of North Carolina was \$794. The wealth of Montana is 3.6 times that of North Carolina; but she spends six times as much per inhabitant for public education.

This fact shows that the people of Montana are more willing to convert their wealth into public welfare and well-being than the people of North Carolina.

However poor we may be in North Carolina our wealth is greater than our willingness. For instance, our investment in automobiles on January 1, 1915 was \$11,000,000, but our investment in public school property according to Superintendent Joyner's last report was only \$9,080,000.

Nevertheless, we are not bankrupted by our motor cars. There are 27 counties in North Carolina that have more wealth invested in automobiles than in public school property, and 14 more counties in which the investments are about equal.

The State over, our yearly bill for tires alone is more than the money we spend in building and equipping new public schools. The annual upkeep of our motor cars calls for more ready cash than the salaries of all our teachers and superintendents.

Dare and Alleghany

Our counties show great differences in willingness to bear tax burdens for public progress and prosperity. For instance, Dare with a per capita country wealth amounting to only \$47 is the poorest county in the State; while Alleghany with a per capita country wealth of \$560 is the richest county in the State. Nevertheless, every school district in Dare levies a special school tax, while only two of the forty school districts in Alleghany were special tax districts, according to the last report.

Alleghany leads in wealth and lags in willingness; Dare lags in wealth and leads in willingness.

There are many similar contrasts in North Carolina, and they serve to show that we are still rich enough to invest in what we want most, but too poor to spend money on what we want least.

North Carolina in the years gone by has wrought miracles out of hard, untoward circumstances and conditions; but the State is now attempting to make brick without straw. Without larger measures of wealth and willingness, we shall fail to develop the finest possibilities of the fairest state in the sisterhood of American commonwealths.

ADULTERATING DRUGS

The present high price of drugs, especially of the coal tar products such as aspirin, acetanilid, salol, and the like, has resulted in much adulteration by unscrupulous makers and dealers. The Indiana State Board of Health has recently examined two specimens of aspirin. One contained nothing but milk sugar and alum; the other common chalk and cream of tartar. A third sample contained but two grains of aspirin, although labelled five grains.

CHURCH LEADERSHIP IN COUNTRY-LIFE INSTITUTES

The paragraphs that follow occur in a letter from Rev. T. S. Coble of Mocksville, N. C., to President E. K. Graham of the University. They are featured in this issue because they concern an important matter.

For some time my heart has been hungry for a constructive program of efficient service in the Country Church. There is a need everywhere for strong, efficient leadership in the pastoral care of our country church congregations.

I hope you will begin with a model ten-day institute for Orange county, thus leading the way for similar institutes at various points in the state. These institutes ought to reach the country preachers and teachers, the farm demonstrator, the public health official, the county superintendent and a committee from each church on social service—missionary and evangelistic, the school committeemen, and leaders among the young men on the farm.

For these institutes secure a Sunday School specialist, a competent physician for lectures on public health and sanitation, a lecturer on simple elementary principles of agriculture, and the field agents of the State Department for instruction in corn club, pig club, canning and poultry club work. Let them train our social service workers for intelligent activities in every community of the county. An expert on good roads could help along the movement and lay a foundation for the consolidation of schools into the ideal farm-life graded schools.

I hold the church to be the one logical center of every community interest which should mould, direct and conserve every other interest of the community for the extension of God's Kingdom among men.

Every worker in his respective field has gone on with his own loneliness of success or defeat as the case may be. We need a larger appreciation of the fullness of joy to be found in the Christian fellowship plan of co-workers as farmers, teachers, doctors and ministers.

Now we need an organized movement that the country church may set itself fully to the task of solving the whole country-life problem, economic, educational, social, and spiritual. We need to strike hands with all our brothers in the field, and go out in the fervor and zeal of a co-operative Christian fellowship movement to make conditions ideal in every home, our whole country over; to the end, that every citizen of our state shall be a citizen of the Kingdom of God looking for a new Heaven and a new earth, but determined by the grace of God to make the new earth first.

Many are so anxious to reach the sweet by-and-by over there, that they freely yield the sweet here-and-now to selfish men, ignorance, disease, and devil.

We need to call into conference the country preachers, country school superintendents and country teachers, the farm demonstrators, public health officers, and leading farmers to counsel together about good roads, public health, scientific farming, education on the consolidated movement scale, and efficient country churches and Sunday schools.

A MAY CONFERENCE SUGGESTED

My dear Mr. Coble:

I have read your letter with interest and appreciation. What you say appeals to me as being true and vitally important.

The schoolhouse ought to be the social center of the community; but, in a far deeper sense, the country church should be its life center. As a matter of fact, it seems that everybody agrees that it isn't, and a great many people are concerned over what to do about it.

Would it be practical and helpful to have a conference here early in May of

UNIVERSITY SCHOOL OF EDUCATION LETTER SERIES NO. 64

OUR CITY SCHOOLS Comparisons

We have in the past often been content to compare our city schools with each other, rather than with school systems in other states. Such a comparison has its advantages; it tends toward uniformity of conditions within the state. But it also has its dangers. So long as we limit our educational vision to any one state, we are likely to satisfy ourselves too easily that all is as it should be. One city finds that it spends about as much on its schools as other cities in the state; why spend more? The salaries of teachers in one town compare favorably with the state average; why increase them? One school system is well organized as far as state comparisons show; why not let it alone? We need badly to nationalize our educational thinking. We need to measure ourselves by standards that are not state standards, nor even sectional standards, but national standards.

Testing by National Standards

If we adopt as our standards those set up by the best national usage, a number of interesting facts are revealed. One of these which deserves the careful attention of superintendents, principals, and school boards, is the amount of teaching which is required of those in positions of responsibility in our school systems.

Teaching vs. Supervision

Many of us still feel that it is the main duty of principal, supervisor, and superintendent, to teach. Only in a few of our larger cities has the superintendent been relieved from such work. In the great majority of systems which enroll—

say, four or five hundred pupils, the superintendent is really not a superintendent at all, but a teacher. And, to an even greater degree, this is true of school principals. Such a practice is opposed to the best national standards.

False Economy

No man at the head of even a moderately large school system can devote the bulk of his energy to teaching and run his school system properly. It is a practice which almost inevitably results in poor organization, loose work, and financial waste. It is poor economy, even measured by the strictest financial standard.

Teachers Suffer

Nor is such a practice fair to the teachers. In most of our systems are a number of inexperienced teachers, who need very careful direction if their work is to count. Only the superintendent who is free from teaching can control and direct their work. Proper supervision is the greatest single means of increasing the teacher's efficiency.

The Superintendent

No superintendent who is really a teacher can develop as he should. The day is past when supervision and administration can be carried on by guess work. The superintendent today must read, think, study, as does the doctor or the lawyer, if he is not to find himself hopelessly behind the times. Most of our superintendents are too much tied down to details to do justice even to themselves or the children committed to their care. We must realize that the men in charge of our city schools cannot be either clerks or teachers if those schools are to develop as they should.

THE UNIVERSITY SUMMER SCHOOL

A great many requests for room reservations and for information relative to the Summer School session have already been received by the Director of the Summer School.

The fact that these requests have begun to come in so early gives promise of the largest Summer School we have ever had. Plans will be made to accommodate 1,000 Summer School students in 1916.

SUMMER CREDIT COURSES

In 1914 the Summer School inaugurated the policy of offering courses upon which could be granted credit leading toward academic degrees. These courses have proved to be among the most popular and beneficial courses now given in the school. In 1914 there were 73 students pursuing work leading toward degrees; in 1915 the number had grown to 193. The indications are that more than 300 students will this summer elect the credit courses.

To the teacher who wishes to improve his academic training and better equip himself for his work professionally, the Summer School offers splendid opportunities. The work of one college year can be completed in four summers. Thus, a person holding the A. B. degree from an institution of standard grade can in four summers, complete the work required for the A. M. degree.

UNIVERSITY SUMMER SCHOOL Y. W. C. A.

Plans are being made for opening the University Y. M. C. A. building this summer to the young ladies in attendance upon the Summer School for the purpose of conducting a Y. W. C. A. This work is being organized by Miss Willie R. Young, Secretary of the South Atlantic Field Y. W. C. A. She is making every effort possible to make it prove inspiring and helpful to our Summer School students. A local committee was elected at the close of the 1915 summer session to plan the work for the coming summer. This committee is now in readiness to lead the work.

PASSING STRANGE

We exported a billion and forty-three million dollars worth of foodstuffs, horses, mules, and seeds during the eleven months ending with November 1915; or more than double the amount of similar exports during the corresponding period of 1914. These are the figures of the Federal Department of Commerce.

Here is a tremendously increased de-