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MORE SCHOOLS AND BETTER

DOUBLE SCHOOL SUPPORT

When this war is over there will be a very small place in the sun, or no place at all, for any unschooled, unskilled community, state, or country anywhere on earth.

No nation has learned this lesson any better than England. And so her parliament is this year voting to public education many millions more than ever before in all her history—this, in spite of almost unbelievable war burdens. It is worth thinking about in America and in North Carolina.

The man that sweats his back mainly must inevitably pay tribute to the man that sweats his brain. So of neighborhoods and states, communities and countries! Illiteracy and ignorance handicap men and nations alike. The intelligent way of doing things will always rule over brute force.

Instead of balking we now need to be voting heavier school taxes, building more and better schoolhouses, installing better school equipments, keeping our schools open longer every year, paying good teachers money enough to hold them against all competition, and devising forms of education that really educate. This is no time for any community or state to be drawing in its horns and paring down its school fund.

Too poor to educate! We are too poor not to educate! With an eighth of all our native born whites, and nearly a fifth of all our country dwellers black and white, cursed by illiteracy, he that dallies with school support is a dastard and he that doubts is damned—to borrow emphasis from Shakespeare.

Rich Enough to Do It

As a matter of fact, our farmers have more money today than ever before in all their lives. The same thing is true of our bankers and manufacturers. We must double our support of schools—schools of every sort, grade, and rank—our common schools, our church schools, our technical schools, and our University.

We must make them all better than the best in any state of the Union. Either this or we must be stolidly content to trail the rear in the forward march of American commonwealths.

This is no time for two-bit thinking about the big-scale concerns of civilization. Solomon was thinking in big ways when he said: There is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty.

We have not caught up with Solomon in our thinking about education—not in this state—not yet!

What other states and countries are investing in education is worth thinking about. And we must do better. We must double our support of schools, just as Clarence Poe says

EDUCATION AND PROGRESS

The efficiency of an illiterate people in competition with an educated nation is as the crooked stick against the sulky plow; the sickle against the reaper; the bullock cart against the express train, the ocean greyhound, and the airplane; the pony messenger against the telegraph, telephone, and wireless; the individual harangue against the printing press, the newspaper, the library; the spinning wheel against the factory; the pine fagot against the electric light; the peddling of skins and herbs from the ox-cart against the bank, the check book, the department store; the log-hut against the steel sky scraper; the unaided eye against the microscope and telescope; incantations and magic against the chemist, the hospital, the modern physician and surgeon.

Take away from one entire generation all education, and society must revert to the stick plow, the ox-cart, and such primitive means, because steel implements, locomotives, steamships, electricity, telephones, telegraphs, waterworks, steel buildings, mining and chemical industries, factories, modern sanitation hygiene and medicine, books, newspapers, courts of justice, and the laws that protect property and defend the rights of the weak are all impossible without education and are efficient only

in proportion as educated intelligence is applied to them.—Dr. A. Caswell Ellis, University of Texas

WHY THE JAPS BEAT

The relation of her school system to the remarkable development of Japan and her proved ability in the highly technical and complicated art of modern warfare is universally admitted. The defeated Kurapatkin states that the costly failures of Russia were due to the ignorance of her brave but untutored army and to the education of the Japanese. Writing of the causes of defeat, he said:

“The non-commissioned officers in the Japanese army were much superior to ours, on account of the better education and greater intellectual development of the Japanese common people. The defects of our soldiers—both regulars and reservists—were the defects of the population as a whole. The peasants were imperfectly developed intellectually, and they made soldiers who had the same failing. The intellectual backwardness of our soldiers was a great disadvantage to us, because war now requires far more intelligence and initiative on the part of the soldier than ever before.

“Our men fought heroically in compact masses, or in fairly close formation, but if deprived of their officers they were more likely to fall back than to advance. In the mass we had immense strength, but few of our soldiers were capable of fighting intelligently as individuals. In this respect the Japanese were superior to us. Among many of the common soldiers whom we took as prisoners we found diaries which showed not only good education but knowledge of what was happening and intelligent comprehension of the military problems to be solved.”—The Money Value of Education, Federal Education Bureau Bulletin, No. 22 (1917).

MULTIPLYING POWER

The savage can fasten only a dozen pounds on his back and swim the river. When he is educated enough to make an axe, fell a tree, and build a raft, he can carry many times a dozen pounds. As soon as he learns to rip logs into boards and build a boat, he multiplies his power a hundredfold; and when to this he adds mathematics, chemistry, physics, and other modern sciences he can produce the monster steel leviathans that defy wind, storm, and distance, and bear to the uttermost parts of the earth burdens a millionfold greater than the uneducated savage could carry across the narrow river.—Horace Mann.

EDUCATION PAYS FARMERS

Some years ago Warren and Livermore of the Cornell University faculty made a study of 1303 farmers in Tompkins county, New York state.

The average annual labor income of these farmers was found to be as follows:
1007 with common-school education \$318
280 with high-school education 692
16 with college education 847

High-school training, you see, nearly doubled, and college culture nearly trebled, the earning power of ordinary farmers on New York farms.

High-school and college culture would do even more than this in any Southern state.

For instance, in Texas in 1903 seventy-six ten-year graduates of the University were earning an average of \$2,943 a year.—The Money Value of Education, Federal Bureau Bulletin, No. 22 (1917).

BOOK-LEARNING WINS

A deep seated distrust of book-learning lingers on in our country regions. College and university culture registers around zero in the minds of too many farmers everywhere. A fairly large number of farmers in every community are people of reading and thinking habits, but there are enough of the other sort to retard the development of agriculture and rural civilization in this and every other state.

Book farming is foolishness. Farmers don't need to go to college. Kid-glove professors can't teach anybody anything about farming; so it is that many of our

THE FATE OF IGNORANCE

Horace Mann

The ignorant pearl diver does not wear the pearl he wins; the diamond digger is not ornamented by the jewel he finds; the ignorant toiler in the most luxuriant soil is not filled with the harvest he gathers.

The choicest productions of the world, whether mineral or vegetable, wherever found or wherever gathered, will inevitably by some secret and resistless attraction make their way into the hands of the most intelligent.

Let whoever will sow the seed or gather the fruit, intelligence consumes the banquet.

farmers snort their disgust at book-learning. Move about in the country somewhat and you hear these opinions at every turn.

But this war is stirring the intelligence of people on every level of life and in every country on the globe, just as the Crusades did 800 years ago. And the effects will be a hundred fold greater. That is a primary fact worth thinking through.

Just now the common sailor is getting his lesson; and the sailor like the farmer has long had a contempt for bookish education. It's like learning to swim on dry land, has long been the sailor's idea about education. Hang your clothes on a hickory limb and don't go near the water, is about all the advice the schools can give us old salts, he said.

The Sailors Go to School

But now the sailors are going to school by tens of thousands—sailors from 21 to 55 years of age with two years of sea experience in any capacity whatsoever. That, by the way, is how the farmers and their wives go to school in Denmark. The common sailors are swarming into 31 naval schools strung along our seaboard from Maine to California. In six weeks they are prepared to be navigators and engineers for the merchant marine that the United States is creating like magic overnight in our shipyards. As fast as our new boats skid into the sea the crews of officers are ready. They are getting ready at the rate of twelve thousand graduates a week—6000 navigators and 6000 engineers of every grade and rank. And they are picked men—no doubt about that.

Our new merchant marine will soon rank next to that of England. It will be competently manned, and the book learning of our naval schools has solved the problem. Without the technical engineering courses of American colleges and universities, it would have been absolutely impossible to create in three years the greatest ship-building industry in the world, and a merchant marine that is fairly on its way to primacy. This is the lesson the sailors have learned, and our farmers need to learn that only by scientific farming can a great agriculture be developed. Book-learning will win in corn and cotton rows as well as in sea lanes.

Seamanship and Books

“In this work of making modern American seamen the extremes meet; the universities and the graduates of the salt sea are working hand in hand,” says William Allen White, in *Colliers*. “In the old days the seaman who had ambition to become a deck-officer usually sought a retired sea captain, paid him \$100 and spent six months acquiring his art. Now the professors in a dozen colleges are laying the ground-work in six weeks. The old-time captain sniffs at the idea that a college professor, who has hardly more than a summer vacation's knowledge of the sea, can teach the art of navigation. Still more improbable does it seem that a university can transform a landlubber stationary-engineer into a man who can handle the intricate mechanism of a modern liner. But the war has demonstrated how practical is the great university plant that has developed in this country since the Civil War.”

COUNTY-WIDE SYSTEMS

Supt. Washington Catlett of New Hanover and Dr. N. W. Walker of the University faculty spoke before the North Carolina Club at its last regular meeting. Mr. Catlett, speaking on County-Wide School Systems—in Hanover County, in North Carolina and in other States, said:

TRAINED MEN NEEDED

STAY IN SCHOOL

From all parts of the county come reports of a greatly decreased school attendance in all grades above the grammar. The older boys have left the schools and gone to work.

No doubt the temptation is strong. Jobs have never been so easy to get or wages so high, even for unskilled labor. Voluntary enlistments and the draft have drained the country of great numbers of young men who were at work, and the necessity of manufacturing immense quantities of supplies in the shortest possible time has used up the surplus of unemployed older men. No wonder the boys say “Now is my chance! Let me make hay while the sun shines!”

Choose Wisely

But tempting as the opportunities seem, they are more or less deceptive, for they wear the cloak of an inflated prosperity. While the boy of grammar school or high school age is at work, other young men, but little older, are getting in the army and the navy a training that teaches them the value of discipline, that gives play to all the energy and ambition that they have, and that offers splendid rewards for resources and initiative. Many

There are three distinct school units found in the United States—the district, the township, and the county. Strange to say, the district has been most largely used in the past and is now the subject of general criticism and objection. The district system, originating in Massachusetts with the establishment of the first public schools, is a complete basis for the rural elementary school management in 17 states and is a large factor in 11 others.

In 1914, nine states were operating under the county unit system. The county-wide school system wherever tried has proved most efficient and economical, and it is the consensus of opinion that no school system should be smaller than the county where the county is the unit of civil government.

New Hanover's Way

The management and distribution of the school fund is the distinguishing feature of the New Hanover system. The school tax is collected with the general taxes and turned over to the auditor who acts as treasurer. The city of Wilmington has nothing to do with collecting or disbursing a cent of the school tax, which supports every school throughout the county. When the tax listing is over a budget, prepared by the county and city superintendents, stating the amount necessary to support their respective schools for eight months, is presented to the County School Board. This is carefully examined by the Board, and changed or confirmed as may seem fit. Each school committee is informed of the amount upon which its school must be conducted.

In this way, the strong districts cannot receive more money than they need, and the weak districts are provided with ample funds. This is in perfect harmony with the great fundamental principle of a democratic public school system—the strong and the well-to-do help to educate the children of the weak and poor.

Every cent of the school tax paid in New Hanover county goes into the general fund to educate every child in the county—the rich and the poor alike, in the poorest country neighborhood as well as in the richest city ward.

HIGH SCHOOL YARD-STICKS

Dr. N. W. Walker, speaking on “The County High School,” said: The high school occupies a strategic position in our educational system and is the criterion by which the efficiency of the schools of a county or a state is judged. Given a system of strong, well-equipped, efficient public high schools in a state, and above them you are sure to find a superior class of colleges. The opposite is likewise true. Indeed we can measure our educational progress almost exactly in terms of the efficiency of our public high schools.

North Carolina has made rapid strides in high school development since the passage of the public school law in 1907. At present we have 246 State high schools with an enrollment of about 11,000 pupils. In addition to these we

of them are already highly trained in chemistry, mechanics, engineering, transportation, manufacturing or some other branch of industry, and others are getting the training under the hardest but greatest of masters.

Heavy Weights on Top

Then, by and by, will come the end of the war; and when the fields of peaceful industry begin once more to turn, the cry will go up for highly trained men—educated men and those who have technical knowledge.

The shaking down process that will follow will set the law of gravitation at naught, for it is the light weights that will go to the bottom and the heavy weights will go to the top—and stay there.

How will it seem to the boy who leaves now, and who in five years has cooled and solidified in some industrial cranny, to find himself forced out by a younger man who knows more because he has had a better education? What are the poor immediate dollars worth beside the larger although later success?

The best advice that anyone can give a boy today is, Stay in school and work as you would work if you were in the trenches!—Youth's Companion

have 80 city high schools with 10,000 pupils and 157 local high schools with 3,000 pupils. Then there are 26 private and 66 church schools of secondary grade enrolling together about 5,000 pupils. Not quite 50 per cent of these 575 schools offer 4-year courses, and not quite 10 per cent of the 30,000 high school pupils are pursuing fourth-year studies.

What We Need

We need to develop in all the counties strong 4-year high schools, sufficiently well equipped and financed to provide for the youth in each county whatever secondary training is possible. The local high school cannot meet the need for high school training in a modern democracy. It does not have and it cannot secure locally sufficient money, equipment, teachers, or pupils.

The county high school with stronger financial backing, larger teaching force, better equipment, with dormitories and ample boarding facilities, with the transportation of pupils wherever necessary, must take the place of the small local high school, if the needs of democracy are to be met through better educational opportunities for the youth of the land.

ILLITERATE RUSSIA

Illiterate, unorganized, still sore with the shackles of serfdom, priest-led and tax-bled, ridden with pagan superstitions: simple as children and as generous and as cruel: incapable of realizing the significance of any government except the local commune: a national loom filled with parti-woven patches: with fine primal virtues and undrilled passions, exploited by prelates as letterless and ingenious as themselves: ruled by the contemptuous German stewards of a contemptible nobility: counted as cattle and valued by their masters only as they might yield revenue to support Boyar profligacy: a mob of peasants speaking as many dialects as Babel's tongue, suddenly delivered to freedom—is it any wonder that bewildered Russia is spending her heritage of Liberty with ominous folly?

Can we expect a horde of barbarianized tribes to metamorphose overnight into orderly, comprehending effectiveness? They must find themselves. Dreadful griefs alone can fuse elements so strange and alien into common denominators. Russia must rise, fall, totter and regain balance, not once, but many times before the merciless rod of reason beats judgment into her people.

But Muscovy will never be a crown jewel of Prussia. Five soldiers can still replace each one that falls, though all her present armies be wiped out. The Teutons can never advance as far as they can retreat. Meanwhile many a Keren-sky will arise from the need of him. Time, the steppes, illimitable resources and exhaustless vitality will tell—and in the end tell terribly against the Central Powers.—Herbert Kaufman, Sunday American.