

# THE UNIVERSITY OF NORTH CAROLINA NEWS LETTER

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

The news in this publica-  
tion is released for the press on  
receipt.

JANUARY 29, 1919

CHAPEL HILL, N. C.

VOL. V, NO. 10

Editorial Board: E. C. Branson, J. G. de R. Hamilton, L. R. Wilson, D. D. Carroll, 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, 1912.

## BUILDING ON EDUCATION

### THE NEW CALENDAR YEAR.

The new calendar year will mark the beginning of a new scholastic year. Students can enter college or university in January as if the happenings since last September were a dream. Courses that ordinarily could be entered upon at the beginning of the second semester only by those who had been taking suitable work during the first, are now but a small part of the entire number offered.

The University of North Carolina, for example, invites old students and new to its dormitories and classrooms on the day after New Year's with the admonition: "To postpone the continuation or the beginning of a college course until next September means the loss of a year." Nor does the endeavor to recover lost ground stop here. The second semester is divided into quarters, and the number of hours given to work is increased in many courses from three a week to five. With the summer session, it thus becomes possible for a student to stand next fall where he would have stood if he had not been withdrawn from his studies by the call of his country.

If the student is left in somewhat of a daze by these sudden changes of occupation, it may be assumed that he will quickly adapt himself to the latest of them, with perhaps, an enhanced respect for his alma mater as having proved herself enterprising as well as learned.—New York Evening Post.

### A GRAHAM MEMORIAL.

Essays and Addresses on Education, Citizenship, and Democracy, by Edward K. Graham, is the title of a memorial volume of the works of the late President of the University of North Carolina. It will be ready for the mails in a few weeks. It is necessary to know the number of people desiring copies of this book in order to determine the size of the edition.

If you desire a copy please write at once to Albert M. Coates, Secretary, Chapel Hill, N. C. The price is \$1.50.

### THE HIGH SCHOOL DEBATE.

One hundred and fifty high schools have enrolled in the High School Debating Union of North Carolina for the seventh annual State-wide contest.

The query is: Resolved, That the Government of the United States should adopt a policy of requiring a year of military training for all able-bodied men before they reach the age of 21.

Bulletin No. 31, entitled "Compulsory Military Training", has just been issued by the Bureau of Extension of the University, and will be used as a handbook of material by the debaters. This bulletin, 100 pages in length, contains briefs, outlines, and selected articles bearing on both sides of the query.

The indications are that this year's contest of the Union will be a very successful one. The Wilson High School won the Aycock Memorial Cup in last year's contest.

### WESLEY'S SOCIAL GOSPEL.

The gospel of Methodism is also the gospel of social redemption. Take the first great Methodist Church ever opened, The Foundry. Here we see exemplified the social impulse of Wesley and his followers. The Foundry was a publishing house as well as a place for preaching and worship. Indeed, John Wesley was the discoverer of the power of the printing press as a means of Christianizing the world. The Foundry was also a loan office where the worthy poor were assisted toward independence. Here was also, so far as I know, the first free medical dispensary in the history of the world.

A great many of the writers nowadays write as though Christianity was just becoming conscious of her social mission. They are ignorant of Methodist history or they have forgotten it.

Methodists have always advocated a Christianity that loves and helps men. Read the General Rules in our Discipline and you will have a pretty good text from which to preach the Methodist doctrine of social regeneration. Surely we have a mission to society as well as to the individual, and I feel sure that we are fully

awake to the situation and are attacking the social evils of the world in an earnest and effective way.

We have learned to look upon every enemy of man as our enemy, and upon every institution or organization that does injury to man as our foe, let it be grog shop, place of evil, power or empire. Every genuine Methodist feels that he is a man, and that nothing that concerns mankind is foreign to him.—E. L. Stack, Raleigh Christian Advocate.

### SEVENTEEN NOBLE YEARS

Just as we go to the printer's with the copy for this issue, the daily press announces Dr. J. Y. Joyner's resignation as State Superintendent of Public Instruction in North Carolina, after seventeen years of faithful, fruitful service.

On the eve of his retirement his collaborators in the office at the Capitol presented him with a handsome silver loving-cup.

The remarkable achievements of Dr. Joyner's long administration are summarized by Professor L. C. Brogden, the State Rural School Agent, as follows:

"A new school house for each day in the year; two hundred and twenty-seven local tax districts increased to approximately two thousand; approximately two hundred and fifty public high schools for the education of country children; twenty farm life schools for the proper education and training of country boys and girls for happy and efficient life out there under God's blue sky; teachers and county superintendents working with unity of purpose and with unity of effort; the teaching profession being rapidly and efficiently standardized; the work of the country teacher being effectively systematized, supervised and directed; the public school system given form and content; the dark cloud of illiteracy being systematically and rapidly dispelled; public conscience for the proper education of all the children of all the people quickened as never before, and, reaching a triumphant note, culminating with an almost unanimous mandate by the people of the state for a minimum six months school term."

A rarely noble record. There is none greater, all told, in the history of public education in the entire United States. Distinction at home and perhaps an even greater fame abroad are Dr. Joyner's rewards. It is Democracy's way of rewarding public servants.

He is succeeded by Dr. E. C. Brooks, professor of education in Trinity College—a worthy successor to a great public official. Our best wishes to them both for long life and usefulness.

### VALUABLE STUDY OUTLINES

What kind of a world ought this world to be, now that the war is over? What are the problems that readers, thinkers, and leaders ought to be familiar with in thorough-going sort, and what are the sources of information?

Here and there will be intelligent people who will like to bunch up for serious study of the issues that confront us in the New Day that President Wilson talks about. It is for the people of student-like aptitudes and abilities that The Federal Council of the Churches of Christ in America is broadcasting a little pamphlet entitled Outline Studies of the Problems of the Reconstruction Period. It can be had for 25 cents by writing to The Association Press, 347 Madison Ave., New York City.

Thirteen topics are outlined, with reading references, as follows: Alcoholism, Social Vice, The Broken Family, The Status of Women, The Home-coming Men, Democracy and the War, Industry, The Ending of War, Nationalism and Internationalism, War Finance and the Increased Burden of Living, The New Task of Organized Religion, The Spirit of Cooperation and Service, and The Goal of Civilization.

Peace Issues are now just as urgent as War Issues ever were in the courses of the S. A. T. C. colleges, and with this booklet in hand they can be courses in self-tuition by local study-clubs these long winter nights.—E. C. B.

### A FARMER'S CREED

1. I believe in red clover, in white clover, in sweet clover, in cowpeas, in soybeans, and above all, I believe in alfalfa, the queen of forage plants.

2. I believe in a permanent agriculture, in a soil that grows richer rather than poorer from year to year.

3. I believe in 60 bushel corn and 40 bushel wheat and shall not be satisfied with less.

4. I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.

5. I believe in the farm boy and the farm girl, the farmer's best crop and the future's best hope.

6. I believe in the farm woman, and will do all in my power to make her life easier and happier.

7. I believe in the country school that prepares for country life, and in a country church that teaches its people to love deeply and live honorably.

8. I believe in community spirit, a pride in the home and neighbors, and I will do my part to make my own community the best in the state to live in.

9. I believe in better roads, and I will use the road drag whenever the roads are ready for it.

10. I believe in happiness. I believe in the power of a smile, and will use mine on every possible occasion.

11. I believe in the farmer. I believe in the farm life. I believe in the inspiration of the open country.

12. I am proud to be a farmer, I am proud to be a member of a farm bureau, and I will try earnestly to uphold the worthy name.—E. J. K. in the Kansas Industrialist.

### WHAT A PROBLEM!

The selective draft has astonished us by revealing the many able-bodied men who are not capable of managing their own affairs with ordinary prudence, who in other words are feeble-minded. Of the men in the selective draft from North Carolina sent to Camp Jackson, 14 per thousand were found not to be sufficiently strong mentally to fight for the country that gave them birth.—Dr. C. Banks McNairy.

### RECONSTRUCTION MEASURE

During the first week in November Representative Young of North Dakota introduced into the U. S. House of Representatives a concurrent resolution providing that illiterate American soldiers should be demobilized last. He called it the first reconstruction measure. The purpose back of it is to give such soldiers an elementary education before they are returned to private life.

To what extent is the penurious public pocket responsible for the fact that there are 750,000 illiterate soldiers in our army?

### UNIVERSITY SUPPORT

Last week Mr. H. M. Hopkins, who is investigating the annual support of universities in the United States, showed that the maintenance fund voted by the legislature to the University of North Carolina for 1917 and 1918 amounted to two cents per hundred dollars of taxable values; that it was more in 30 states, nine of them being southern states; and that it was five times greater in Nebraska and Illinois, and more than seven times greater in California.

This week he ranks the states according to the cost of state universities per inhabitant. See the table elsewhere in this issue.

A glance at this table shows, (1) that the cost of state universities ranges from one cent per inhabitant in New Jersey, which appropriates about \$5,000 a year to Rutgers, a private foundation, to \$2.37 per inhabitant in Nevada, (2) that the cost in North Carolina is 8 cents per in-

## UNIVERSITY SCHOOL OF EDUCATION LETTER SERIES NO. 155

### LOOKING FORWARD

The war is over! Victory is now an assured fact to the arms of the Allies. The useless slaughter of men, the senseless waste of material, the bloody rule of might, has been brought to a close—over there. How about victory—over here? Does the coming of victory overseas mean that we are now free to settle back into the old ruts and carry on as we did before August 1914?

A look about, a mere glance at facts revealed by war conditions answers the questions in the negative. The foes we have most to fear are those of our own household.

### The Enemies at Home

We have heard and read much about our determination to make the world safe for democracy. Have we proven that democracy is itself a safe instrument of government? Under a democracy we have allowed ten per cent of our total population to come to man's estate without sufficient schooling to enable them to read and write. We so fail to enforce our school attendance laws that nearly

twenty per cent of the boys and girls who should go to school are not there. We spend more for automobiles every year than we do to provide elementary and secondary education for our children. We pay our school teachers less, on the average, than we pay the laborer on our roads and bridges. We allow our children to be taught American ideals through the medium of a foreign language. All this is our democracy.

### It Means Something

Now if there is one fact more self-evident than another it is this: We cannot long maintain satisfactorily a government of the people, by the people, and for the people if we allow such large proportions of the people to remain in ignorance. The educated citizen is the reliable citizen; the ignorant citizen is the tool of the demagogue and the instrument ready-made for political corruption.

The issues are clearly drawn. Either we must enter the lists now against ignorance and indifference to learning or we must admit that democracy as an instrument of government is a failure!

Shall we fall back or shall we carry on?

habitant, which is less than the price of a single movie ticket or a half plug of the cheapest tobacco, and (3) that thirty-two states support their universities more liberally, five of them being southern states—namely, Louisiana, Kentucky, Texas, Oklahoma, and New Mexico. Louisiana, although nearly half of her population is black makes a better showing than North Carolina.

### Speaking of Nebraska

Counting white population alone, the cost of the University of North Carolina is 12 cents per inhabitant. In Nebraska, which has a white population 300,000 fewer than North Carolina, the per capita cost of the university is 90 cents. Which is to say, Nebraska appropriates \$7.50 for the support of her university for every dollar so appropriated in North Carolina. She values her university, in other words, seven and a half times more than we do ours.

Evidently Nebraska believes in university culture. But just as evidently she believes in common-school education. The year she gave her university a million dollars for support, she spent twelve millions on her public schools, or nearly twice as much as North Carolina. And the school population of Nebraska, mind you, is only a little more than half as large as ours.

As a result less than two per cent of her farm population is illiterate, against nearly 20 per cent in North Carolina.

As a further result, our per capita country wealth in farm properties in 1910 was only \$322, against \$3,259 in Nebraska. All properties considered, our per capita wealth in 1912 was \$794 and only Mississippi was poorer among all the states of the Union. In Nebraska the corres-

ponding figure was \$3,110 and only four states made a better showing. These by the way are Federal Census Bureau figures.

It is clearer than a pikestaff that abundant education is a good business investment for individuals and states alike. It is impossible for a people to set too high a value upon character and culture. To stint and starve in order to provide educational advantages for the children is the Scotch way. It is a noble way and North Carolina is largely Scotch, let us remember.

### A Look Ahead

North Carolina has just voted a six-months public school term. It means 10 instead of 7 million dollars a year for public school support.

There is no longer any doubt about our ability to spend ten millions a year on popular education. The people that surrenders 251 million dollars in eighteen months for war support—that's the amazing total war figure for North Carolina—can easily spend ten millions a year for common-school education, if only the problems of peace are as large in our minds as the purposes of war.

We are able; the question is are we willing? We are, if we are worthy of our Scotch ancestry.

And furthermore, a million dollar endowment fund for Wake Forest, more money by many thousands for our state institutions of benevolence, technical training, and liberal arts ought all to be within the range of possibility in North Carolina in this first year of the new peace era.

The day of pint-cup thinking about the big-scale concerns of the commonwealth is at an end.

### STATE UNIVERSITY SUPPORT

Average per inhabitant 1916-17

Based on the Federal Education Bureau Bulletin No. 55, 1917, and the Census Bureau Estimates of Population.

H. M. HOPKINS, University of North Carolina, 1918-19.

Rank	State University	Per inhab.	Rank	State University	Per inhab.
1.	Nevada	\$2.37	23.	Indiana	\$.02
2.	California	1.06	24.	Missouri	.19
3.	Arizona	.91	25.	South Dakota	.18
4.	Nebraska	.85	25.	Delaware State College	.18
5.	Wyoming	.81	25.	New Mexico	.18
6.	Wisconsin	.72	28.	Oklahoma	.17
7.	Minnesota	.66	29.	Vermont	.16
8.	Oregon	.55	29.	Texas	.16
9.	Utah	.48	31.	Kentucky	.10
10.	Michigan	.46	32.	Louisiana	.09
11.	Illinois	.42	33.	New York—Cornell	.08
12.	Washington	.41	33.	North Carolina	.08
13.	Iowa	.39	33.	Arkansas	.08
14.	Montana	.38	36.	Florida	.07
15.	Kansas	.34	36.	Georgia	.07
16.	Colorado	.31	36.	Tennessee	.07
16.	Ohio	.31	39.	South Carolina	.06
18.	West Virginia	.29	39.	Penn. State College	.06
18.	Idaho	.29	41.	Virginia	.04
20.	Maine	.22	42.	Mississippi	.02
21.	North Dakota	.21	42.	Alabama	.02
21.	R. I. State College	.21	44.	New Jersey, Rutgers	.01

New Hampshire, Connecticut, and Massachusetts do not maintain state universities or colleges.