

# THE UNIVERSITY OF NORTH CAROLINA NEWS LETTER

The news in this publication is released for the press on receipt.

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

JUNE 25, 1919

CHAPEL HILL, N. C.

VOL. V, NO. 31

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.

## A NEW COLLEGE OUTLOOK

### SCHOOLING IN REALITIES

Education cannot be applied to one's scalp like a shampoo; it is an incidental benefit obtained in the course of an earnest effort to get something that one wants. In this sense all real learning is learning by experience, a storing up for future use of ideas, methods, and habits acquired in successful action. The proper educational bait is a live and appetizing problem. And it must be a reasonably specific problem, so that the solution may be recognized and acknowledged when it comes. The proper sequel and corrective check to effort is success or failure, felt to be such by the mind that makes the effort. It follows that the key to a humane and liberal education lies in a keen realization of the great soul-stirring problems.

### A New Outlook

Here, then, is a new outlook and opportunity for American colleges; to confirm and to exploit current public interests; to reanimate all humane studies by connecting them with the enlivened humanity of the American youth; to focus the attention of students on great outstanding problems—the problem of international security, the problem of industrial organization, the problems of health and happiness and human development; to create in every student the feeling that these problems are his problems, and to set him on fire to solve them; to teach whatever may be needful as a part of his equipment for service, or as a personal realization of the new and better type of Americanism. To enter upon this new enterprise together will continue the fine comradeships of war and will convert into powerful agencies of constructive peace the memories of the great days spent in the shadow of world-wide calamity.—Charles A. Bennett, in Federal School Life.

### NO OTHER ISSUE

Educationally the decade that follows the war will be, I believe, the richest and most fruitful in the nation's history. Here in the South, and in North Carolina especially, we need to keep heroically foremost in our public policy the determination not to slacken but rather to quicken our educational activities. England and France under war burdens incomparably greater than ours have doubled their educational budgets. It is clearly the inevitable policy of wisdom.

If North Carolina needs and wants greatly to extend and deepen its educational activities, there is no issue of poverty involved. North Carolina is sufficiently prosperous. It is spending money for what it wants.

A Christian may as well say that the Church is too poor to be honest as for a citizen of North Carolina to say that the State is too poor to educate, and to the limit of its desire.

There is no other issue in North Carolina public policy to-day but this fundamental issue of education. The permanent names in North Carolina statesmanship are those of men who put not words alone but their lives behind the great steps in our educational progress. This is plainly because the fundamentals of democracy have all of their vital roots in education. Equality of opportunity is there, and there alone.—Edward K. Graham, in Education and Citizenship.

### CHURCH EDUCATION

"Educational Work of the Churches in 1916-18" is the title of bulletin No. 10, 1919 just given to the public by the Bureau of Education, Washington, D. C.

It contains (1) a brief survey of Education under Religious Auspices in the United States, by B. W. Brown, Secretary of the Council of Church Boards of Education, (2) The Christian Day Schools of the Lutherans, by W. C. Kohn, (3) The Northern Methodist Schools, by H. H. Meyer, (4) The Southern Methodist Schools, by W. E. Hogan, (5) The Northern Baptist Schools, by F. W. Padelford, (6) The Southern Baptist Schools, by J. W. Cammack, (7) The Northern Presbyterian Schools, by M. C. Allen, (8) The Protestant Episcopal

Schools, (9) The Mormon Schools, and (10) The Roman Catholic Schools.

A postcard request to Dr. P. P. Claxton, Federal Commissioner of Education, will bring this bulletin promptly free of charge. And it is well worth while because it gives a bird's-eye view of the wonderful educational activities of these various religious bodies in the United States. It will be interesting to church members as well as to the executive officials of the various church education boards.

### Church Obligations

"It is an acknowledged fact," says B. Warren Brown, "that more students of leading denominations go to the state universities than to their own church colleges. It has been further demonstrated this year that between 70 and 75 percent of the students now in state universities are members of some church. Obviously, the churches having shut out religious instruction from these institutions by law are under obligation to supply this teaching independently. The situation is being provided for along three definite lines.

"1. Paid secretaries are maintaining the Christian Associations in state institutions. The membership thus secured averages about 40 percent of the student body.

"2. Religious workers are placed in state institutions by the different denominations. In this way \$57,000 was spent last year by four denominations.

"3. Bible chairs or schools of religion are maintained. By means of these college credit is allowed for religious instruction properly supervised and non-sectarian.

"The Catholics maintain chapels, the Episcopalians church clubs, the Disciples and Methodists Bible chairs, and the Presbyterians religious workers."

### PUBLIC HEALTH NURSING

At the request of the National Organization for Public Health Nurses and the North Carolina State Board of Health, the University Library has become the distributor in North Carolina of literature on public health nursing. It has collected a large number of books, pamphlets, and magazine articles on various phases of public health, and it offers this service to any citizen of the State who may be interested in the subject. The material may be borrowed for a period of two weeks, the borrower paying postage charges from and to Chapel Hill. In most instances this charge will be six cents each way. Package libraries and material can be secured on the following subjects:

- Blindness
- Cancer
- Cereal Foods
- Child Health
- Common Colds
- Diphtheria
- Disinfectants
- Flies
- Hay Fever
- Insects
- Insects
- Keeping Fit, or Right Living
- Malaria
- Measles
- Mosquitoes
- Pellagra
- Public Health
- Public Health Administration
- Public Health Nurses
- Pure Water
- Safe Milk
- Safety First
- Sanitation
- Scarlet Fever
- School Hygiene
- Sewerage
- Spanish Influenza
- Trachoma
- Tuberculosis
- Typhoid Fever
- Veneral diseases
- Welfare Work

The Library also has files of the Journal of Public Health, The Public Health Nurse, American Journal of Nursing, and the Journal of Outdoor Life, copies of which will be loaned upon request.

### MILLIONAIRE BRAINS

All the old morals are given fresh point by such a career as that of Frank W. Woolworth; but the one that stands out most conspicuously at this time is the practical democracy of opportunity in this country. If we listened to the Bolsheviks, we would believe that success and fortune are prizes specially reserved to favored classes. Here was a man who

### EDUCATION PAYS

Statistics lately gathered show that among 150,000 uneducated children only one has a chance of becoming prominent. Given a high school education his chance is multiplied 87 times. Elementary schooling falls between these two, while college training increases his opportunity 800 times.

Formerly farmers feared that educated children would feel they had outgrown farm conditions and would look toward the city, but in these days when automobiles, modern household appliances, and especially the use of farm power machinery are increasing in every rural district, the farmer may well change this fear for the one that his children, unless well educated, cannot hold a leading position in their own community.—American Fruit Grower.

started with a capital of \$50, the laborious savings of years, and died worth \$65,000,000. The door of opportunity seemed to be closed to him. But it is opened as readily as to a millionaire. And it will open to any man who knows how to knock on it. This is what Woolworth's life proves, and it is important to emphasize at a time when Bolshevism is whining that the common man is handicapped in this country. The Woolworth Building in New York is a monument to the equality of opportunity in the United States.

The equality of opportunity does not mean, however, that everybody is going to succeed. Woolworth became a millionaire in fact because he was a millionaire first in ideas. Napoleon's private soldiers carried a marshal's baton in their knapsacks, he said. The captains of industry carry their batons in their brains. And if a man hasn't brains enough to open the door of opportunity it may be his misfortune, but not the fault of society.—Baltimore Sun.

### COLUMBIA EXPERIMENTS

Educational institutions throughout the United States will watch with interest the experiment of Columbia university in adopting psychological tests in admitting students. Like most eastern institutions, Columbia has followed the practice of admitting students on the basis of high school or preparatory school certificates alone.

Under the new plan at Columbia, any student who wishes may still enter on the old basis—an entrance examination in secondary school subjects. He will have the option, however, of choosing another plan—presenting his preparatory school certificate and taking the Binet-Simon psychological tests.

The modified Binet-Simon tests, which were used extensively in the army during the war, are tests principally of intelligence rather than of information. Certain of these tests mark the standard which the freshman entering college must attain. The person who passes them is believed to be sufficiently alert and well balanced to profit by university training. Dr. E. L. Thorndike, who is in charge of the work, is quoted as pointing out that previous scholastic education, or lack of it, will not so much matter any longer.

As the purpose of college training is not merely to collect information, examinations, it would seem, should not emphasize information exclusively. Any college teacher knows that intelligence, alertness, and soundness are perhaps the most valuable qualities in a student. If the tests succeed in picking out the students who possess these qualities, they undoubtedly will come into extensive use in educational institutions.—Kansas Industrialist.

### MOTOR CARS IN THE U. S.

The New York Times of Feb. 2, 1919 published a table showing the number of registered cars in the states of the Union on Dec. 30, 1918 and the increases since 1914.

When the present year opened, there were nearly six million motor cars in the

## UNIVERSITY SCHOOL OF EDUCATION LETTER SERIES NO. 173

### STORY OF THE CREED

The American's Creed to which the city of Baltimore gave a prize of one thousand dollars was made public April 2, 1918. Its selection was the result of a National Citizens' Creed contest which came about in this way.

### How It Began

The idea of laying special emphasis upon the duties and obligations of citizenship in the form of a national creed originated with Henry S. Chapin. In 1916-1917 a contest, open to all Americans, was inaugurated in the press throughout the country to secure "the best summary of the political faith of America." The contest was informally approved by the President of the United States. The city of Baltimore, as the birthplace of the Star-Spangled Banner, offered a prize of \$1,000, which was accepted, and the following committees

were appointed: A committee on manuscripts, consisting of Porter Emerson Browne and representatives from leading American magazines, with headquarters in New York City; a committee on award, consisting of Matthew Page Andrews, Irvin S. Cobb, Hamlin Garland, Ellen Glasgow, Julian Street, Booth Tarkington, and Charles Hanson Towne; and an advisory committee, consisting of Dr. P. P. Claxton, United States Commissioner of Education, Governors of States, United States Senators, and other national and state officials.

### The Winner

The winner of the contest and the author of the Creed selected proved to be William Tyler Page of Friendship Heights, Maryland, a descendant of President Tyler and also of Carter Braxton, one of the signers of the Declaration of Independence.

country at large. Reckoned at the minimum figure of \$600 apiece, they represented an investment of more than three and a half billion dollars.

The actual value is nearer 5 billion dollars, but we choose the smaller estimate in order to rank North Carolina with the other states in the table that appears elsewhere in this issue. Nearly four-fifths of our cars are Fords.

During 1917 and 1918 the American people bought two and a quarter million motor cars. These figures indicate an immense increase in motor truck industries, because the manufacture and use of passenger cars were abandoned or greatly decreased during the last two years of the war. The prompt delivery of short-haul, cross-country freight in small quantities is developing a tremendous demand for motor trucks.

Tractors and motor trucks will play a great part in transportation in the future. The gas engine is working a very miracle of change in transportation in sky and sea, as well as on land. In consequence we are just entering upon a great new industrial era, as the street car and railway magnates are learning.

### The South Leads

Another thing worth noting is the demand for cars in agricultural areas. The greatest increase in the number of cars during the last five years has been in the farm states—the South leading. The Rocky Mountain states, the Middle West, the North and East follow in the order named. The country over, the increase in the number of cars was nearly 4-fold, but in the South the increases range from 5-fold in Virginia, North Carolina, Georgia, and New Mexico, to 10-fold in Mississippi and Louisiana, and 16-fold in Oklahoma, which leads the whole United States in automobile increases. The only other conspicuous increases occur in

Wyoming and Idaho, 7-fold in the first state and 10-fold in the last. It is conclusive proof that the war has made the farm states rich, and that the farm states have gained most under war conditions, or at least that agricultural surpluses are more evenly distributed than industrial and commercial surpluses. This fact explains the low rank of Rhode Island, Massachusetts, Pennsylvania, and New Jersey. Manufacture enriches the few, agriculture enriches the many.

### The Farm States Lead

Our wealth in motor cars on Dec. 30, 1918 was \$34.20 per inhabitant, in the country at large. The per capita averages range from \$11.99 in Mississippi, and \$11.56 in Alabama, which foot the list, to \$88.32 in Iowa and \$88.84 in Nebraska, which head the column.

Evidently bread-and-meat farming in the Middle West is more remunerative than cotton farming in the South.

The South moved up faster than the rest of the country in the number of new motor cars during the war, as noted above, but we are still far from the top in automobile wealth.

Every southern state except Arizona is below the general average in 1918. Arizona led the South in 1918 with a motor car wealth of \$50.00 per inhabitant, followed by Texas, Oklahoma, Florida, New Mexico, Georgia, South Carolina, Virginia, North Carolina, Kentucky, Tennessee, Arkansas, Louisiana, Mississippi, and Alabama in the order named.

North Carolina stood 8th from the bottom, with a per capita investment in automobiles of \$17.57. It is relatively small but it is nearly twice our per capita investment in school properties of all sorts, primary, secondary, high-school and college, public and private, church and state!

### AUTOMOBILE WEALTH IN THE U. S.

#### Per Inhabitant in 1918

Based on the Official Registration Figures of the states.—N. Y. Times, Feb. 2, 1919.

S. J. CALVERT, Northampton County, University of North Carolina  
Average for the United States \$34.20

Rank	States	Per Inhab.	Rank	States	Per Inhab.
1	Nebraska	\$88.84	25	Maryland	\$33.86
2	Iowa	88.32	26	Delaware	33.37
3	South Dakota	68.53	27	Texas	32.61
4	New York	67.82	28	Maine	32.33
5	Montana	61.83	29	Missouri	32.21
6	Kansas	59.58	30	Oklahoma	30.35
7	California	55.46	31	Florida	30.07
8	North Dakota	53.47	32	Rhode Island	28.79
9	Wyoming	51.84	33	Massachusetts	27.64
10	Minnesota	51.45	34	New Hampshire	27.50
11	Arizona	50.00	35	Pennsylvania	25.24
12	Michigan	50.00	36	New Jersey	25.12
13	Indiana	47.75	37	New Mexico	23.19
14	Ohio	47.48	38	Georgia	20.26
15	Wisconsin	47.16	39	South Carolina	20.01
16	Oregon	44.99	40	Virginia	19.39
17	Washington	43.32	41	North Carolina	17.57
18	Nevada	41.76	42	Kentucky	16.41
19	Idaho	41.48	43	Tennessee	15.89
20	Colorado	41.39	44	Vest Virginia	15.43
21	Connecticut	39.60	45	Arkansas	13.87
22	Illinois	36.95	46	Louisiana	12.52
23	Utah	35.98	47	Mississippi	11.99
24	Vermont	34.02	48	Alabama	11.56