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THE UNIVERSITY OF NORTH CAROLINA

NEWS LETTER

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OUR NEW UNIVERSITY PRESIDENT

HARRY WOODBURN CHASE

Dr. Harry Woodburn Chase, the newly elected president of the University of North Carolina, was born in Groveland, Mass., 36 years ago, and was educated in the public schools of that town and at Dartmouth College, from which he received the A. B. degree. He began his work for the A. M. degree in 1904, but left before it was conferred. The requirements for the degree, however, he completed while teaching, and it was conferred in 1908.

He was a graduate student in psychology under Dr. G. Stanley Hall, 1908-10 at Clark University, Worcester, Mass., and received the Ph. D. degree in psychology from that institution in 1910. In the summer of that year he began his association with the University of North Carolina as professor of the philosophy of education. In 1915 his title became professor of psychology.

Becomes Dean of College

Following the death of Dr. Edward K. Graham, Dr. Chase was named as acting dean of the College of liberal arts upon the appointment of Prof. M. H. Stacy as chairman of the faculty in 1918. He held that position until the death of Prof. Stacy, when he became chairman of the faculty.

Dr. Chase made a favorable impression upon the executive committee of the board of trustees, with whom he has been in conference frequently since he has been chairman of the faculty. His appearance before the legislative committees in the General Assembly of 1919 likewise called forth favorable comment.

University Men Pleased

The news received here from Raleigh tonight that Doctor H. M. Chase was elected president of the State University was received by the University community with a genuine feeling of satisfaction. The announcement was made public just at the close of the commencement debate and produced prolonged applause. As acting dean of the University Dr. Chase fast gained favor and as acting president this spring he won the hearty approval and sympathy of the faculty and students.—R. W. Madry.

THE LOOK AHEAD

Dr. Chase is a scholar of unquestioned ability and solid achievement. An A. B. of Dartmouth, a Ph.D. of Clark, a member of the faculty of the University for ten years, a frequent contributor to the educational journals, his scholarship has been recognized by his election to membership in the Amercian Psychological Association, the Southern Society of Philosophy and Psychology of which he has been secretary since 1917, the Society of College Teachers of Education, and other organizations. Although still a young man, he has had the scholastic training and has developed the skill in what may be termed university technique, which every man ought to have who assumes to lead a great university into broader spheres of usefulness.

The new University president has also demonstrated his capacity as an administrator. Reports from the university, and it is certain that this information was one of the most controlling considerations with the trustees, were that Dr. Chase as acting chairman of the faculty grew rapidly upon the admiration and respect of his associates. The latent power of leadership in him responded quickly and generously to the first opportunity that offered for its display. Professors and students soon began to think of him and speak of him as a suitable successor of Dr. Graham.

Equipped in scholarship, personality, character, executive and administrative capacity, President Chase starts upon his career as head of North Carolina's greatest educational institution with every promise of success.

No man in the State has a greater opportunity for serving the State. Hardly any part of the University's career has been so critical and important as will be the coming years. It would be lamentable in the extreme if it failed in any respect to fill the large place in the life of the State that it may fairly be expected to fill or if it did not meet adequately the new condition and the increased demand. A weighty responsibility has been placed upon the shoulders of Dr. Chase. But he has given every evidence of being prepared to measure up to it and the State may look foward, we believe, with confidence to a thoroughly successful period of the Unversity's history.—News and Observer.

THE N. C. CLUB

Speaking before the last regular fortnightly meeting of the North Carolina Club to be held this spring, Dr. L. A. Williams of the department of education of the University, declared that vocational education in North Carolina must come about as a component and co-ordinate part of the public school system as already established and not as a separate and distinct unit in either organization, management, or support, not superimposed but added to and made a part of the public school system.

Public education cannot properly function, the speaker pointed out, if it is only concerned with teaching its patrons how to earn a living and neglects to teach them how to enjoy and profit by their leisure time.

Vocational education, therefore, he insisted, has a much greater significance and a much broader application than merely as the teaching of trades. The term includes the idea of teaching a trade, but it includes also the idea of preparation for the professions, for the arts, for all those legitimate activities in life by the practice of which men and women earn a living.

This being so, said he, it is evident that vocational schools cannot be organized separate and apart from other educational interests. The civic, industrial, personal, recreational, and intellectual interests of our complex American society are so closely interwoven, so inextricably entwined that when you attempt to separate them you do violence not only to the educational fabric but to the social units as well.

Our Farm Life Schools

Had we realized this fact, Dr. Williams continued, and had we followed its lead, we would not have the difficulty we are now undergoing in our farm life schools. These ought never to have been separated from nor should they ever have been made a distinct and separate unit within our state high school system. Agricultural work should have been offered in conjunction with and as a component part of our high school program of studies.

Our industrial centers may well take a lesson from this experience and devote their efforts not toward the establishment of trade or textile or commercial schools, but rather toward seeing to it that funds, equipment and teachers adequate for the carrying on of such teaching are provided in the high schools of their respective towns and communities.

"The need, so far as this part of the problem is concerned, is not for the establishment of more schools with a specialized purpose, but rather for a broadening and enriching of the program of studies in the schools we already have. By a more flexible form of organization and system of management, by a more liberal attitude toward the needs and desires of school patrons and a greater willingness to try to meet these needs in the the schools already established is to be found a part of the solution of vocational education.

Carolina's Needs

"If we as a state are to provide equal opportunity for an education for all children up to 21 years of age we must look to the various and multitudinous needs of our school population. The principle upon which to base procedure in securing equal opportunity for vocational education is the principle of meeting a social need. Such vocational topics should be studied as most clearly meet the needs of the community in which the school is situated. To state vocational subjects suitable for Wilmington would not be to state vocational subjects suitable also for Gaston or Durham or Pleasant Garden, for instance."

"Public education being a mutual responsibility, the local, state and national units should all unite in a more liberal support of the schools, that support being limited only by the limit of the taxing power of each unit."

Basing his statement on the last report of the State inspector of high schools, Dr. Williams showed that out of 8,911 students who enrolled in the first year's work of the high schools of the State only 1,066 graduated. The failure of the schools to teach the pupils how to earn a living is undoubtedly one of the great causes of the high mortality rate in high school enrollment. This function has been dropped by the home.—R. W. Madry.

FREEDOM FOR MANKIND

Woodrow Wilson

The things that these men left us, though they did not in their counsels conceive it, is the great instrument which we have just erected into the League of Nations. The League of Nations is the Covenant of Governments that these men shall not have died in vain.

I like to think that the dust of those sons of America who were not privileged to be buried in their mother country will mingle with the dust of the men who fought for the preservation of the Union, and as those men gave their lives in order that America might be united, these men have given their lives in order that the world might be united.

Those men gave their lives in order to secure the freedom of a nation. These men have given their lives in order to secure the freedom of mankind; and I look forward to an age when it will be just as impossible to regret the results of their labor as it is now impossible to regret the result of the labor of those men who fought for the union of the States.

I look for the time when every man who now puts his counsel against the united service of mankind under the League of Nations will be just as ashamed of it as if he now regretted the union of the States.—Memorial Day Address, Suresnes Cemetery, France, 1919.

A CITY MILK PLANT

Anyone who happens to be abroad upon the streets of Tarboro at milk dispensing time is likely see a neat wagon drawn by a sturdy horse and driven by a wholesomely clean young man.

The inscription upon the wagon is of ordinary sort as you read the first line, Milk Fit for Babies. But when you come to the next line, interest quickens. Municipal Milk Plant, Tarboro, N. C. reads the unusual legend. So you begin to ask questions, and answers, as herein, may be found in full in the American City for May, in an article by Dr. K.E.Miller, Past Assistant Surgeon, United States Public Health Service, who describes the survey which led to the selection of Tarboro for the experiment in municipal milk collection, pasteurizing, and selling.

Tarboro is but one of many thousand little towns with milk supply of less than negligible quality. The several producers of milk furnished the 5,500 odd inhabitants with something like 400 quarts a day. The milk was produced under insanitary, or at best, careless conditions. Householders with single cows sold their surplus supply to their neighbors. Lost motion was incessant through duplication of routes of larger dairymen. The article does not say so but it may be assumed that the mortality among babies was as high as it usually is where the milk supply is of doubtful purity and cleanness.

UNIVERSITY SCHOOL OF EDUCATION

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OUR FLAG

Right now our flag is more in evidence than ever before in the history of the nation. This beautiful symbol of our national ideals has much of inherent interest and tradition woven into its very folds with the facts of which every man and woman, boy and girl should be familiar.

Its Age and Meaning

Our American flag is the third oldest national flag in the world. It is a symbol of liberty; political, social, industrial, religious, educational liberty, and signifies obedience to law.

It contains thirteen original states from which our Union was formed. These states are: New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

Each of the 48 white stars in the blue field designates a state in our present Union. The arrangement of the stars is regulated by an executive order issued in 1912 which provides for forty-eight stars to be arranged in six horizontal rows of eight stars each.

Its Names

To this emblem of our national ideals and aspirations four different names have been attached by popular usage: Old Glory, The Stars and Stripes, The Star Spangled Banner, and The Red, White and Blue.—L. A. W.

A Town Pasteurizing Plant

It was learned that milk could be bought from all producers and pasteurized in a municipally owned plant at a total cost up to this time of less than $1,275. The town council passed an ordinance which became effective in October 1918. The pasteurizing plant was was installed at a first cost of $800. In order to secure abundant free steam for operating purposes, it was placed alongside the city light and power plant. The town ice plant, also conveniently next door, furnished ice or brine for cooling and refrigeration. Here's an economic civic center idea that can scarcely be bettered.

The town, says Dr. Miller, does not only the pasteurizing, but the collecting and distributing as well. In other words the town is in the milk business. The producers deliver the milk to the pasteurizing plant and receive cash for it daily, weekly, or monthly as they choose. In order to eliminate bookkeeping and to insure against loss in collecting of accounts, the coupon system has been adopted; and no milk is delivered without collecting coupons which have previously been paid for.

Sanitary control measures have not been discarded. On the contrary, these are now applied more effectively because the town can simply refuse to buy milk not produced under reasonably clean conditions. It is quite possible for the health officers or a committee of business men to determine this fact by a periodic inspection of dairies.

Breaking Even

The town is not aiming to make money, he continues, but to make the plant self-supporting. That this is being done is attested by Mr. George A. Holderness, of Tarboro, who writes that the town is not only taking all the milk produced by dairies in town but is buying from country producers, and is utilizing the surplus milk in making butter.

The price of milk to the producer is 12 cents per quart. The consumer is paying 17 cents per quart. Some families, says Mr. Holderness, are still keeping cows, but they are permitted to sell no milk. All milk sold in Tarboro since last October has gone through the pasteurizing plant.

Here is a civic venture that deserves to succeed and to be widely imitated. It proves that clean milk may be had by small-town folk as well as big-town folk, and it will undoubtedly assure to them increased health and strength as time goes on.

The model ordinance under which the Tarboro pasteurizing plant is operated was published in December 1918 and copies may be had upon application to the U. S. Public Health Service, Washington, D.C.—E.N.

COUNTRY-PASTOR'S WORTH

The following is a the record of a country pastor:

When he took hold of Red Hill, it was to preach once a month in a worn-out, single room building, worth a few hundred dollars. His salary was $75 and they gave nothing to missions. The membership was eighty-five. In the churchyard was a ramshackle, single room school building, which kept open for four or five months during the year, and not a single boy or girl was going to college from that community. Land values ranged from $2.50 to $5.00 per acre, for Red Hill was still in the shadow of post-bellum poverty.

That was twenty years since. Now the church has three hundred members, pays $350 salary, $235 for missions and benevolence, and $369 for miscellaneous work, has preaching one Sunday morning and two afternoons, worships in a neat building worth $5,000 and has in the yard a school building worth $3,000, in which four teachers conduct a regular graded school throughout the full school year.

Land values in the community are now from $40 to $50 per acre, fifteen boys and girls a year are going from the community to college, and the population has more than doubled through the moving in of people attracted by a community which is live and progressive. The increased land values alone in that community, within a radius of three miles, due largely to the presence of a live church has been enough to pay the pastor a salary of $1000 yearly for 756 years.—G. C. Hedgepeth in News and Observer.

THE FARMWIVES RETREAT

The Farm Wife, beginning away back in our grandmothers' day, began to take her family away from the farm because of the inferior character of the rural school. You will not credit any system of schools with power to redeem as rural life must be redeemed, unless you realize that the country school is a much greater thing in the community life than any city school ever has been or perhaps ever can be.

The rural school of which I speak is based on the principle of getting an education out of life—life on the farm.

It means, of course, reading, writing, mathematics, history, geography, science, poetry, music, games—whatever is interesting to children and young people. But its fundamental idea is the study of the life of the people of the neighborhood, and the solution of the problems of that life.

It tests cows as to butterfat content of milk, and determines which cows are profitable and can profitably furnish milk for home consumption as well as for the cities and towns.

It deals with sewage disposal and with those bacteria which infect food with disease.

It designs farm buildings.

It cans and preserves.

It sews and darns and cooks.

It determines the proper ration for domestic animals, in order that farming may be profitable, and at the same time it finds out the proper ration for people.

It finds out why there is smut or blight or rust in crops, or worms in roots, or borers in trees, or fungus or bacterial pests in fruit or grass or grain crop—and how to avoid or control these things.—Herbert Quick, The Ladies Home Journal.

NO PEACE WITHOUT IT

Every reasonable observer who has been on the other side, says Henry Van Dyke in the N. Y. Globe—General Maurice, Andre Tardieu, Philip Gibbs, Frederick Palmer, Henry Morgenthau, ex-Attorney-General Wickersham —all agree that there is no chance of getting real peace without the League. It is therefore not only this League or none but it is this League or no lasting peace in the world.—Current Opinion.