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EXPLORING NORTH CAROLINA

PUBLIC WELFARE COUNCIL

We go the printers with the copy for this issue the morning of September 15, the day the State and County Council convenes on the University campus.

Two hundred fifty-one reservations for attendants have been made in advance in the buildings of the University as per postcard requests. The registration promises to be something like 400 or more during the week. A really great first session of the Council.

The state and county officials will live together in the dormitories and mess hall like college boys, and together consider the public welfare duties laid upon them by the laws of the state. It cannot be luxurious living at \$1.25 a day, but it will be the best that is possible under all the circumstances.

The University News Letter of October 1 will be the first issue after the council session and will carry a full report of the proceedings, as far at least as our limited space will allow.

UNIVERSITY PROSPECTS

Two weeks ago, Dr. T. J. Wilson, registrar of the University, announced that indications point to an attendance at the coming session of fifteen hundred students, which will break the University record. The accommodations on the University campus and in Chapel Hill will be taxed to take care of this attendance. The Freshman Class alone is expected to number nearly four hundred men, and many students in the military and naval service will return to finish their college work. A large increase is expected also in the number of co-educational students. Last year there were more than forty, and Dr. Wilson is planning for sixty during the coming session.

The University branch of the Reserve Officers' Training Corps will be continued this year under the direction of Major F. W. Boye, a regular officer of the United States Army, who was commandant last year after the S. A. T. C. was disbanded. Registration for the military course is purely voluntary. The work counts as credit toward a degree, and students who complete four years of training, including the summer camps, and who agree under oath in writing to serve the United States in the capacity of a reserve officer during a period of at least ten years may receive commissions in the Officers' Reserve Corps. Uniforms and equipment will be issued to the men.

NORTH CAROLINA STUDIES

During the last regular session and summer school term of the University of North Carolina, 58 home-state studies of economic, social, and civic sort were made by students in the department of Rural Social Science. Altogether during the last five years, some 351 such studies have been made at the University of North Carolina.

Contemporary Civilization is the title of the new course required this fall of all Freshman students at Columbia. Contemporary Civilization in Carolina is the name that might be given to these home-state studies by volunteers at Carolina; and the name itself carries its own explanation and justification.

So far as we know no such work is being done in any other college or university in the land. These young men are exploring North Carolina and preparing for intelligent citizenship and competent leadership in public affairs at home and abroad. Their ideal is to walk with kings nor lose the common touch, in Kipling's phrase.

The studies have been as follows:

1. Universities in the United States: (1) Support per \$1,000 of Taxable Property, (2) Support per Inhabitant, (3) Appropriations to State Universities, (4) Value of State University Plants.—H. M. Hopkins, graduate student from Wesleyan College, O. University News Letter, Vol. V. Nos. 9, 10, 11, 12.
2. Church Membership in North Carolina in 1916: (1) Religious Bodies of the State, (2) Church Membership in North

Carolina, by Counties compared with General Populations.—E. Eybers, graduate student from the Universities of Stellenbosch, Union of South Africa, Edinburgh, King's College, London, and New York University. University News Letter, Vol. V, Nos. 14, 15. (3) Non-Church Membership in North Carolina by Counties compared with populations 10 years old and over.—Rev. A. W. Crawford, Greensboro, and Miss Ernestine Noa, Rural Social Science Department, U. N. C. (4) Church Membership, Ten-Year Gains and Losses by Counties, 1906-16.—Department of Rural Social Science U. N. C. University News Letter, Vol. V, Nos. 21, 24.

3. Livestock Levels in the United States and in North Carolina, by Counties in 1910.—H. M. Hopkins, Ohio. University News Letter, Vol. V, Nos. 18, 19.

4. Public School Expenditures per Pupil in Average Attendance, in the United States, in 1915-16.—Department of Rural Social Science, U. N. C. University News Letter, Vol. V, No. 25.

5. Divorces in the United States, and in North Carolina by Counties, in 1916.—Department of Rural Social Science, U. N. C. University News Letter, Vol. V, Nos. 26, 28, 29.

6. Our Wealth in Automobiles per Inhabitant in the United States, and in North Carolina by Counties, in 1918.—S. J. Calvert, Northampton County. University News Letter, Vol. V, Nos. 30, 31.

7. War-Time Thrift in North Carolina, by Counties in 1918.—Miss Ernestine Noa, Department of Rural Social Science, U. N. C. University News Letter, Vol. V, No. 33.

8. Bank-Account Savings in North Carolina, by Counties in 1918.—Miss Noa. University News Letter, Vol. V, No. 34.

9. War-Time Strikes in the United States, 1916-18.—Department of Rural Social Science, U. N. C. University News Letter, Vol. V, No. 43.

10. North Carolina in the World War.—W. R. Cuthbertson, Charlotte, N. C., and M. R. Robbins, Rocky Mount, N. C.

11. Cotton Production in North Carolina, Ten-Year Increases and Decreases, 1908-1918.—P. H. Booe, Winston-Salem, N. C.

12. Country Church Studies.—Rev. J. M. Arnette, Badin, N. C.

13. Farm Credit Unions in North Carolina.—W. N. Poindexter, Walkerton, N. C., and Kazuo Aibara, Yokohama, Japan.

Studies of other states and countries were:

14. Farm Life in Japan.—Kazuo Aibara, Yokohama.

15. Non-Church Membership in Virginia in 1910, as related to Illiteracy and Tenancy.—E. L. Daughtry, Southampton County, Va.

County Studies.

1. Caswell County: (1) Historical Sketch, (2) Resources, Industries and Opportunities, (3) Facts about the Folks.—R. A. Maynard, Altamahaw, Alamance County.

2. Catawba County: Economic and Social—(1) Historical Background, (2) Resources and Advantages, (3) Industries and Opportunities, (4) Facts about the Folks, (5) Wealth and Taxation, (6) Public Schools, Rank and Progress, (7) Agricultural Production, (8) Farm Conditions and Practices, (9) Cooperative Farm Enterprises, (10) Where Catawba Leads, (11) Where We Lag and the Way Out, (12) Catawba in the World War.—Messrs. E. H. Abernethy, F. R. Bacon, E. O. Moehlmann, and E. J. Pipes, of Catawba County. Almost ready for the printers.

3. Franklin County: (1) Wealth and Taxation, (2) Natural Resources, (3) Industries and Opportunities.—J. C. Peel, Elon College, Alamance County.

4. Gaston County: Brief History.—J. R. Rhyme, Bessemer City, N. C.

5. Granville County: Economic and Social (Fourteen Chapters).—J. Ralph Weaver, Bryson City, Swain County.

SPACIOUS-MINDED MEN

The trend of the times is away from dependence upon the strong man and in the direction of greater faith in the final sanity of mass action and opinion.

It is not, however, the strong man's strength that democracy should curb; it is the strong man's irresponsibility that has caused the trouble in the past.

The more democratic we become, the more we shall stand in need of strong leadership—and of intelligent discipleship, which is even more important. The times ahead will be complex and baffling to all but the spacious-minded men who broadly understand and are at home in a world of conflicting demands and diverse aspirations.

Nothing but a new and better liberal education can give us these spacious-minded men and women that the times demand.—Glenn Frank, in The Century Magazine.

Almost ready for the printers.

6. Halifax County: (1) Historical Background, (2) Seven-Year Gains in Rural Schools, 1909-1916.—Donald S. Daniel, Weldon, N. C.

7. McDowell County: (1) Historical Sketch, (2) Natural Resources, (3) Industries and Opportunities, (4) Facts About the Folks.—Miss Ida Belle Ledbetter, Dame, N. C.

8. Northampton County: (1) Historical Sketch, (2) Resources, Industries, and Opportunities, (3) Wealth and Taxation.—Robert K. Hancock, Jackson, N. C.

9. Onslow County: (1) Historical Sketch, (2) Resources, Industries, and Opportunities, (3) Facts About the Folks. Isaac J. Kellum, Sneads Ferry, N. C., and Miss Sara Lee Brock, Richlands, N. C.

10. Pitt County: (1) Brief History, (2) Natural Resources, (3) Industries and Opportunities.—S. J. Husketh, Bethel, N. C.

11. Robeson County: (1) Historical Sketch, (2) Resources, Industries, and Opportunities.—E. T. Hines, McLeansville, N. C.

12. Scotland County: (1) Brief History, (2) Resources, Industries, and Opportunities, (3) Facts About the Folks.—Miss Thelma Gibson, Laurinburg, N. C.

13. Wake County: Bread-and-Meat Farming in Wake.—Barber Towler, Raleigh, N. C.

Carolina Club Studies

During the S. A. T. C. period at the University in the fall of 1918, no North Carolina Club was possible. When the S. A. T. C. blew up, the club was promptly organized and beginning in late January devoted ten sessions to North Carolina: Industrial and Urban, as follows:

1. The Cityward Drift of Country Populations in North Carolina.—E. C. Branson, University faculty.

Does the Cityward Drift Augur Good or Ill for the State?—Discussion led by Messrs. S. H. Willis and E. S. Merritt.

2. Town and Country Interdependencies.—E. C. Branson, University faculty.

Local Markets for Home-raised Food-stuffs, the most Important Business Problem of our Cities.—Discussion led by Messrs. R. C. Maxwell and E. S. Merritt.

3. Our Rapidly Developing Industrial Life.—J. V. Baggett, Salemburg, N. C.

Home-Ownership, the most Important Social Problem of our Towns and Factory Centers.—Discussion led by Messrs. W. H. Andrews, Jr., and W. E. Price.

4. Forms of City Government in North Carolina.—W. M. York, High Point, N. C.

Towns of 5,000 or more Inhabitants in North Carolina should adopt the City-Manager plan of Government.—Discussion by Messrs. W. H. Williamson and F. G. Miles.

5. City Budgets and City Finance in

North Carolina.—D. D. Carroll, University faculty.

Separate Sources of State and Local Revenue would be Conducive to the best Interests of North Carolina.—Discussion by Messrs. D. L. Grant and W. M. York.

6. Municipal ownership of Public Utilities.—C. L. Raper, University faculty.

Is Municipal Ownership a Success or a Failure?—Discussion by Messrs. R. B. Gwynn and M. M. Jernigan.

7. Chambers of Commerce in North Carolina.—Albert M. Coates, President of the North Carolina Club.

The Chief Function of a Chamber of Commerce is to Promote Prosperity in the Surrounding Trade Territory.—Discussion by Messrs. W. H. Bobbitt and Donald Van Noppen.

8. Public Health Work in North Carolina, Town and Country.—Miss Ernestine Noa, Rural Social Science Department, University of North Carolina.

North Carolina Cities should Employ Public Health Nurses.—Discussion by Miss Caroline Goforth, Lenoir, N. C.

9. Juvenile Courts in North Carolina.—Mrs. Thos. W. Lingle, State Board of Public Welfare, Davidson College, N. C.

Juvenile Courts should be Established in all North Carolina Towns of 5,000 or more Inhabitants.—Discussion by Messrs. T. J. Brawley and Nathan Mobley.

10. Vocational Education in our Towns and Cities.—L. A. Williams, University faculty.

Vocational Education should be offered in the Public Schools of every Town and City in North Carolina.—Discussions by Messrs. F. O. and W. P. Andrews.

HUMANIZING EDUCATION

If we are to raise up adequate leadership for the future, our colleges must contrive to give students a genuinely liberal education that will make them intelligent citizens of the world; an education that will make them at home in the modern world, able to work in harmony with the dominant forces of their age, not at cross purposes with them; an education that will acquaint them with the physical, social, economic, and political aspects, laws, and forces of their world; an education that will furnish them with the primary information and the adequate background needed for a sane interpretation of current life; an education that will help them to plot out the larger world beyond the campus; an education that will give them an interest in those events and issues in which people generally are concerned; an education that will enable them to give informed and intelligent consideration to the significant problems of American life; an education that will provide them with a sort of Baedeker's guide to civilization; in short, an education that will make for that spacious-minded type of citizenship which alone can give adequate leadership to a democracy.

If good citizenship and great leadership in a democracy require an intelligent understanding of the facts, forces, and tendencies of the modern world in their relations one to another, clearly the curriculum of the college must not only offer courses that deal with the main bodies of facts required, but must present these bodies of facts in a manner that will bring out the relationships between facts and give to the student a well-rounded and synthetic understanding of his world.

The college must somehow contrive to adjust its curriculum to the task of awakening the interest of students in the larger problems of our national life at the outset of the college course, and of giving them a correlated and unified conception of the world into which they are going.—Glenn Frank in the Century Magazine, September, 1919.

Headway at Carolina

We are quoting a paragraph or two from this timely article because it very well exhibits the doctrines of culture for citizenship, that are more and more finding expression in the University of North Carolina. Witness the Campus Peace Conference, the North Carolina Club, the legislative debates on present-day problems in the Di and Phi Societies, the new School of Commerce, the Social Work Conference

in July, the State and County Council in September, the Peace-Issues Courses for the Freshmen and Sophomores in 1919-20. These last, by the way, are very like the new course required of all Freshmen at Columbia this fall.

What we lack at Carolina is a great school of Social Science. We found at Wisconsin in 1914 forty-two instructors offering 137 courses in political science, political economy, economics, sociology, public welfare, economic and social history and so on and on. The field is open in the South and North Carolina has a first class chance to pre-occupy it.

Next year Carolina is adding Red Cross Home Service Training, courses in Hygiene and Physical Education, Public Health and Sanitary Engineering. Little by little as opportunity arises the University of North Carolina is heading into an adequate school of Social Science—housed in a building of its own, let us hope.

CAROLINA'S GREATEST NEED

The greatest need of North Carolina and every other state today is better farmers, better merchants, better preachers, better teachers and a more intelligent Mr. Average Citizen. This can never come except through higher education. Mass movement must be accelerated in culture in citizen training, and in a keener public conscience, if Democracy is to endure.

On every count a higher education pays. There are men without it who succeed and do well. But not a one of them is there that wouldn't do better with it. It increases the earning power, it makes one more useful to his community, it gives mental and moral poise, and it develops character, provided one is a man. But not all the colleges in three dozen states can make a man out of a fool.

North Carolina is rapidly becoming a great state and is taking on the dignity of wealth and culture. It is a happy fact that the law now makes it impossible for the normal boy or girl to grow up in ignorance. The great movements for better things in the state which are sponsored by some of its greatest and most useful citizens can never get far so long as there is a stubborn undertow of ignorance and superstition. Education puts a man on the right side of all great public questions, if he is the right sort of man.—Laurinburg Exchange.

A RICH MAN'S RELIGION

At the age of fifty-four, Andrew Carnegie published an essay which, at the suggestion of Mr. Gladstone, was given wide circulation under the title of The Gospel of Wealth. On the text that riches are only a sacred trust to be administered for the general good, he argued briefly—that wealth comes from and should return to the community; that it arises only partly from labor, discovery, invention, individual ability, and enterprise; and that it is due primarily to the increasing demands of an increasing population.

Meanwhile, said he, the distribution of wealth lags behind improvement in the hours of labor, wages, and the general condition of wage-earners. The community, therefore, should enforce progressive taxation, concluding with practically confiscatory death duties, thus both claiming its own and persuading the rich to employ directly in distribution the activity from which the community has already profited indirectly through the accumulation of great fortunes.

This, then, is the duty of the man of wealth, said Mr. Carnegie: To set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community.

These ideas were by no means new, but they had never before been enunciated so definitely by so rich a man, and no one ever carried them out with equal consistency.—Clyde Furst, in the Evening Post Magazine.