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## DOES NORTH CAROLINA READ?

### SCHOOL LIBRARIES

Sir Francis Bacon, in his essay on Studies, said that reading makes the full man. If he had been called on to offer an illustration applicable to present day life, he probably would have said that reading on part of the average voter would enable him, when he talked politics, to discuss the principles of public issues rather than the personalities of candidates who happened to be running for office.

Inasmuch as reading, in the Baconian sense, makes the full man, it is in order to ask what North Carolina is doing in this particular for the 850,000 children who are of the proper age to attend her common schools, the 40,000 or more pupils enrolled in her high schools, and the 10,000 students enrolled in her 32 colleges.

### Rural School Libraries

Prior to March 1901, the common schools had, practically speaking, no books. By legislative enactment in 1901 provision was made for the establishment of \$30 original libraries containing an average of 85 volumes, and later \$15 supplementary libraries containing 35 volumes. On November 30, 1920, the last date for which statistics are available, there were 4960 of the original libraries, containing a total of approximately 421,600 volumes and costing \$148,800, and 2381 of the supplementary libraries, containing 81,565 volumes and costing \$34,965. One half of the common schools of the state had no libraries at all. That is, in the twenty years from 1901 to 1920, \$183,768 was spent to acquire 503,165 books for one half of the school children of the state to read. To date, the other half have gone unprovided for this specific purpose except as they have drawn upon funds other than those appropriated by the state and counties.

In addition to the fact that no provision has been made for one half of the schools, it is also true that failure to provide the most careful sort of oversight has resulted in many instances in only their partial use. Questionnaires covering the white schools of Orange, Guilford, and Wayne counties for 1921-22 show the following situation:

### Orange County

Of 48 white schools in Orange, including the graded schools of Chapel Hill and Hillsboro, seven have no libraries whatever, and the 1536 pupils enrolled have access to a total of 3692 volumes, or slightly more than two books per pupil. Eighteen of the 41 libraries are open only during the session. In answer to the direct question How much are the books used during term time, ten out of the 25 teachers answering responded, Not very much! One high school spent \$150 for new books. Three other schools spent \$10, \$20, and \$5 respectively for new books. The other 44 spent nothing. Four schools subscribed for a total of 23 newspapers and magazines, the other 44 for none. Practically every teacher reported the presence of some books in the homes of the pupils, but one concluded the questionnaire with the comment that the patrons seemed to take scarcely any interest in schools, books, or newspapers.

### Guilford County

In Guilford county 70 schools reporting 7333 pupils enrolled. The city schools of Greensboro were not included. Forty-six of the schools taught only the first seven grades; 24 taught from three to four grades of high school subjects. Sixty-two of the 70 had libraries with a total of 8,975 volumes. Only 25 of the libraries were open in the summer, 29 reported a monthly total circulation of 1165 or 40 volumes per school, and only \$743.15 or ten cents per pupil was spent for new books during the year. Twenty schools possessed an encyclopedia, 27 an unabridged dictionary, and 15 subscribed for newspapers and magazines. The others lacked these indispensable aids to first class school work. Teachers indicated the presence of books and papers in the majority of homes, and a number of schools reported the use of library material from the public library at Greensboro which maintains a county service.

### Wayne County

Forty-eight schools outside of Goldsboro in Wayne county reported 3331 pupils enrolled. Forty-five possessed libraries totaling 4041 volumes, and 24 were open in the summer. Fourteen schools reported a total monthly circulation of 254 volumes or an average of 18 per school per month. Nineteen schools reported efforts to improve their libraries, a total of \$195.10 having been raised for this purpose. Nine schools owned an encyclopedia, 26 an unabridged dictionary, and 13 subscribed for periodicals. Forty of the teachers reported the presence of papers and magazines in the homes of the pupils, and 37 the presence of books.

### HIGH SCHOOL LIBRARIES

Figures for high school libraries in North Carolina are practically non-existent. No special fund other than that for the \$30 and \$15 libraries has been appropriated by the state and counties for the purchase of books for high school libraries, and as a result no record has been kept by the state department of Education. The latest statistics by the United States Bureau of Education were issued in 1915 and consequently are entirely out of date. Schools here and there have secured funds for books in various ways, but no permanent policy has been provided for their steady adequate upbuilding. Only in 1921 was the standard of 300 volumes for junior high schools and 500 volumes for senior high schools set by the State Educational Department as a pre-requisite to being placed in the class of accredited schools, and an adequate list prepared by the State High School Inspector from which the books could be selected.

### Book Collections Small

How deplorable the situation has been indicated by the answers to a questionnaire concerning high school facilities submitted to 100 Freshmen in the University in 1921-22. Of the 100 Freshmen, 96 replied that they had the use of some form of library in high school. Four had not. Seventy-six reported the presence of reference books in the school library. Eighty-five had access to an encyclopedia or unabridged dictionary, fifty-eight to an atlas, and thirty-nine, through their connection with the High School Debating Union, had used package library material from the University Library and twenty-six from the North Carolina Library Commission. Only 33 had had access to a public library, had learned how to use a dictionary card catalogue, and were able on the first day of their college career, to use the tools which a great college library places at the disposal of its students. To the other 67 the card catalogue, the periodical indexes, the bibliographical works, the whole library, in fact, around which their college work should revolve, was an unknown quantity. These 67 presented the necessary 15 units in English, history, science, and language. But the fundamental unit, the unit of knowing how to use a well-equipped modern library, they, and their less fortunate high school classmates who stayed at home and whose future self-education is almost entirely dependent upon the use of what Carlyle called the peoples' university—the public library—they failed to acquire.

### A Beginning Made

With Winston and Durham and Wilson high schools, to mention three leading high schools out of the 474 high schools of the State, putting trained librarians in their high schools in September for the first time, with the high school lists and standards adopted only within the last twelve months, and with no fixed fund from which a minimum of fifty cents per high school pupil per year can be drawn for high school books—the standard expenditure adopted by the National Education Association, North Carolina has far to go to put her high school libraries on a proper foundation. Fortunately she is beginning to see the goal, but the race is yet to be run and won.

### COLLEGE LIBRARIES

The plight of North Carolina colleges in general was set forth in these col-

Released week beginning Sep. 18.

### KNOW NORTH CAROLINA

#### Dairying in Carolina

The great variety of feed crops which grow to perfection in North Carolina, her long growing season making possible two crops a year, good markets for dairy products and a mild climate, are conditions that make dairy farming in this state equal to and in many respects superior to those offered by the best dairy states in the Union.

One might assume that there would be no shortage of dairy products in a state where such favorable conditions exist. However, such is the case. Especially is there a shortage in the coastal and tidewater sections of the state, where there is only one cow to every 14.4 persons. If all the milk produced in this part of the state was consumed in the raw form the amount available per person would be less than one-half pint per day, or about one-fourth the quantity that each child should have in order to develop a strong, healthy body and mind.

The small number of cows found in Eastern North Carolina can partly be accounted for by the high percent of tenant labor used in operating the farms. In the past, many of the landlords, adhering to a one-crop system of farming, have felt that it was impractical for their tenants to own cows. How long this condition will exist it is difficult to say, but it will be safe to predict that the number of cows in this section will not be materially increased until both landlord and tenant realize that milk is the best and cheapest food obtainable, and that it is a necessary part of the human diet.

In the piedmont and mountain sections of the state where a much more diversified system of farming is practiced, the number of milk cows per farm is much larger. Here an adequate supply of milk and butter is available for each family and a considerable amount is produced for the market. There are sixteen creameries, twenty cheese factories, seven milk plants, and eighteen ice cream factories operating in this section. About 5500 farmers are delivering sour cream to these creameries for the manufacturing of butter.

The production of cream with these farmers is a side line. They keep a sufficient number of cows to consume all roughage grown on the farm and pasture land which would otherwise return no dividends. In addition to furnishing a good market, on the farm, for this roughage, the dairy cow returns a monthly cash income. She furnishes profitable and constant employment for farm labor and makes possible the reduction of fertilizer bills by conserving soil fertility.

The production of cream for creameries is a form of dairy farming which is well adapted to any section of North Carolina, and if there was an average of four milk cows per farm in this state instead of 1.07, the present annual income of twenty-four millions from this source would be increased to ninety-six millions, and this is possible without additional labor cost per farm.—J. A. Arey, State Farm Extension Service, Dairy Division.

ums and those of the State press in 1920-21. A situation was therein presented which aroused the citizenship of the state as it had not been aroused since the passage of the constitutional amendment in 1900, with the result

that the state and many of the various churches of North Carolina came generously to the support of public and private institutions alike.

#### Books Lacking

But emphasis in the campaign had to be placed on dormitories and dining rooms and classroom buildings to house the young men and women who were knocking at the doors of the colleges rather than upon the upbuilding of book and periodical collections in the libraries of the colleges. The libraries profited, to be sure, as the result of the increased support; but as compared with those of institutions in other sections of the country they fall far short of providing facilities adequate to the proper enrichment of the lives of the 10,000 students now seeking a higher education in North Carolina.

#### Annual Additions

From the table appearing elsewhere in this issue taken from the North Carolina Library Bulletin for June, 1922, there were 416,353 volumes in the libraries of 26 North Carolina colleges, the State Library, and the Library of the Supreme Court, and 27,960 were in the libraries of six colored institutions. The grand total was 444,313 volumes. These same institutions added a total of 25,479 new books during the year and regularly received 2807 newspapers and periodicals of a permanent nature. No statistics of income and expenditure were given. Six of the institutions added less than 100 volumes during the year. The actual figures were from 16 to 62. Five added between 101 and 200 volumes, nine between 201 and 500, four between 501 and 1000, six between 1001 and 2000, one between 2001 and 8000, and one over 8000. That is, the grand total of the whole lot, including State Library and Supreme Court, was only 25,479, a total less by 505 than the 25,984 added to the library of the University of California alone. The Library of the University of Michigan came within 26 of the total, Yale doubled it, and Harvard with 73,100 volumes practically trebled it!

#### Total Collections Small

Not only are the annual additions small but the collections to which they are added are far too limited. To add 16 volumes to a collection which at the end of the year totals only 2014 is quite different from adding 2047 to a collection which at the end of the year totals 59,000, or 25,453, in the case of Michigan, to an exclusive total of 457,847.

As compared with the libraries of colleges and universities in the North and West, the libraries of these North Carolina institutions are fearfully outdistanced. Wesleyan University, the Methodist college of Connecticut, had

125,100 volumes in 1921. Haverford College, the Friends college of Pennsylvania, had 80,000; the State Normal College of Michigan had 45,000; the State Agricultural College of Iowa had 80,000; the Wellesley and Smith, two colleges for women in Massachusetts, had 100,000 and 78,600 respectively, and the collections at Johns Hopkins and Princeton, not to mention the really big collections of Columbia and Yale and Harvard, ran well beyond the quarter of a million mark.

In failing to have such libraries at their disposal North Carolina students are missing one of the fundamental essentials to a well rounded education a fact which the state, the church, and particularly wealthy private citizens should see changed, and changed instantly.

### THE UNIVERSITY LIBRARY

The year 1921-22 has been the most distinctive in the history of the University of North Carolina Library for the following five reasons: (1) One hundred and twenty-seven years after the founding of the University and 222 years after the establishment of the first North Carolina library at Bath, the Library reached the 100,000 volume mark, thereby sharing with Virginia and Texas the distinction of being one of the three university libraries in the South having more than 100,000 volumes; (2) It added 8634 new volumes during the year, or more than one third as many as all the public libraries in the State combined; (3) It subscribed to 1005 magazines and learned journals; (4) It increased the titles in the North Carolina collection by 775 volumes and 2109 pamphlets; and (5) It definitely set about studying plans for the erection of a new library building which, when erected, will provide seminars for graduate study, special rooms for cataloging and administration, equipment for mending and binding, space for collection of maps, bound newspapers, and prints, cases for the exhibition of manuscripts and early forms of printing, apparatus for photographing rare documents, rooms for the use of investigators in the fields of North Carolina and Southern history, space for the training of teachers and librarians in library work, and will meet in every way the needs of a modern university.

In three other respects the year was distinctive: (1) Its funds for books, periodicals, and binding amounted to \$22,500; (2) In the number of books received it equaled Johns Hopkins for the year 1920-21; and (3) During the Summer School it circulated 16,892 volumes, of which only 4 per cent were fiction, the per capita circulation for the 1345 students being 12.1 for the six weeks.

### SCHOOL AND COLLEGE LIBRARIES

#### in North Carolina, in 1921-22.

School or College	Vols. Added	Total Vols.	Periodicals
Appalachian Training School	90	8398	25
Atlantic Christian College (1)	16	2014	25
Concordia College	180	5279	
Cullowhee Normal	676	1046	23
Davidson College (2)	1340	19208	91
E. C. Teachers College	192	2460	65
Elon College (1)	251	9568	103
Flora McDonald College (1)	240	4876	
Greensboro College	307	8468	65
Guilford College	298	8444	71
Lenoir College	890	3810	42
Mars Hill College	158	1907	30
Meredith College	1440	10291	106
Mt. Pleasant Collegiate Inst.	18	4816	11
Normal & Collegiate Inst. (1)			
Normal & Indus. Inst.	92	2883	10
N. C. College for Women	1742	16817	199
Peace Institute		3000	
St. Genevieve-of-the-Pines	240	12240	20
St. Marys' School (1)	200	4138	73
Salem Academy and College	500	8164	60
State College of A. and E.	425	10790	188
State Library (3)	1796	49107	52
State School for the Blind	100	1500	15
Supreme Court (3)	497	23856	
Trinity College	2047	59000	202
University of North Carolina	8634	108405	1005
Wake Forest College	1423	26928	101
Total	23,798	416,353	2,579
Albion Academy (colored) 1	300	2146	10
Biddle University (colored) 1	700	9354	18
Agricultural and Tech. (colored) 1	115	2912	60
St. Augustine (colored)		7000	
Shaw University (colored)	536	5866	25
State Normal School (colored)	35	682	115
Total (colored)	1,686	27,960	228
Grand total	25,479	444,313	2,807

Footnotes:— 1. No report received this year. 2. 10266 books were destroyed by fire, November, 1921. 3. Listed here for convenience.