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WHAT NEXT IN NORTH CAROLINA

THE N. C. CLUB SCHEDULE

Oct. 30—The Boll Weevil and a Reorganized Agriculture.—J. B. Eagles, Wilson county.
Nov. 13—Country Community Life and Cooperative Farm Enterprise.—F. J. Herron, Buncombe county.
Nov. 27—The Social Gospel of Jesus.—E. A. Houser, Jr., Cleveland county.
Home and Farm Ownership.—A. Joyner, Jr., Guilford county.
Dec. 13—Cooperative Marketing and Its Value to the State.—D. C. Carr, Cumberland county.
Jan. 15—County-Wide Library Service.—A. M. Moser, Buncombe County.
State Aid to Home Ownership.—P. S. Randolph, Buncombe county.
Jan. 29—Prison Reform.—E. A. Houser, Jr., Cleveland county.
Improved County Government.—A. Joyner, Jr., Guilford county.
Feb. 12—Home and Farm Ownership.—L. H. Moore, Duplin county. The Corporations and the Commonwealth.—W. F. Somers, Rowan county.
Feb. 26—Capital, Labor, and the Public in North Carolina.—E. O. Baum, Hyde county.
Mar. 26—The equalizing of Taxes.—W. C. Perdue, Vance county.
Apr. 9—Improved County Government.—C. E. Cowan, Bertie county, and George Robbins, Guilford county.
Apr. 23—Improved Citizenship.—R. R. Anderson, Tennessee. State Aid to Home Ownership.—H. E. Martin, Cumberland county.
May 7—County-Wide School Systems and Consolidated Schools.—D. C. Carr, Cumberland county. The Corporations and the Commonwealth.—P. A. Reavis, Jr., Franklin county.
May 21—The Retention and Accumulation of Wealth by Farmers.—T. A. Little, Chatham county. A Four-Year Medical School and a Teaching Hospital.—E. S. McDaniel, Jr., Vance County.
June 4—County-Wide School Systems and Consolidated Schools.—W. E. White, Cleveland county. Reform of the State Primary Laws.—W. E. White, Cleveland County.

NEWS LETTER BIRTHDAY

With this issue, the University News Letter enters upon a ninth year of publication. It has always been our purpose to make this little publicity sheet sound the full deep organ voice of the University as a whole. Instead we have barely escaped being a penny whistle blown by the department of rural social-economics. So because it happens to be our job, and other departments are busy with their own particular work. Fortunately, rural social-economics in the University of North Carolina means much more than a mere study of country-life conditions and problems in the state and the nation; it means a study of these problems as consequentially related to every business and everybody—to the merchants, bankers, and manufacturers, to church life and school enterprise, to small-town conditions and functions, to county affairs and county government, to public finance, public highways, public health, and public welfare, and so on and on. Population considered we are still dominantly rural; wealth production and distribution considered, we have become dominantly industrial and urban. And the shift has been definitely made during the eight years of University News Letter existence. Week by week the year through, the News Letter has exhibited this movement in brief detail for popular reading, with the people of the state full in mind, and the Brahmin caste at Harvard not even in the tail of our eye. In which saying, we are borrowing a figure of Emerson's. He would be a hopelessly stupid reader these eight years, who failed to see that the University News Letter is not a college gossip sheet, that it is not thinking first and most about the University but first and foremost about the state, about the people's puzzles and problems of life and livelihood. The News Letter in volume nine will be devoted as usual to North Carolina as a proper study for North Carolinians—this, as an indispensable culture a-

mong all the other essential cultures of life.

And the basis of these studies will continue to be comparisons—comparisons, always comparisons. He little knows his home state, who does not know her in contrast, in fundamental matters, with other states and countries in the big wide world.—E. C. Branson, Editor-in-charge.

A BIRTHDAY REQUEST

The News Letter goes free of charge to every North Carolinian who writes for it in person, at home or abroad. It goes directly into 18,000 homes. It goes to every one of the 237 newspapers of the state and to a score or more of the big dailies outside the state. Directly or indirectly it reaches a half million readers weekly.

And once more we most earnestly ask: (1) that you do not send in lists of other people to whom you want The News Letter sent; instead, ask them to send us personal post-card requests; and (2) that you write us at once upon a change of post-office address—that is, if you value The News Letter. In changing stencils in our mailing rooms it is necessary to know the old as well as the new address.

WHY BE A TEACHER

America's best talent should be dedicated to the training of the youth for citizenship. The National Education Association appreciates the efforts of its members to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

1. Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.
2. Teaching is a growing profession. The nation now requires the service of 700,000 teachers. There is a strong demand that teachers be better trained. As training increases, the financial and social rewards likewise increase.
3. Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.
4. Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.
5. Teaching is building. The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure.
6. Teaching inspires high ideals. There is nothing nobler or more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the nation's responsible leaders.
7. Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic.
8. Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.
9. Teaching is practical patriotism. Inspiring young citizens and directing problems of citizenship practice is a ministry essential to a democracy.
10. Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing house of the past, the guide of the present, and the prophet of the future. It is therefore necessary that the nation's finest talents should be consecrated to public education upon which the perpetuity of American ideals and the salvation of the Republic depend.—Journal of the National Educational Association.

KNOW NORTH CAROLINA A Chicago Verdict

The University of Chicago summer school, said Dean Royster, is the country's chief clearing house for university and college gossip. Scholars of the first rank come there from institutions all over the United States. In their off hours they gather together and exchange information and opinions about faculties and student bodies and educational affairs in general.

A native North Carolinian like myself could not help feeling proud of what these teachers had to say about our university. Their familiarity with what it was doing proved clearly enough that it had made its mark in the nation. They spoke of it as unquestionably the foremost institution in this part of the south, with Texas as the only possible rival in the entire south for pre-eminence in scholarship.

I found that the publications of the university—the Elisha Mitchell Journal, Studies in Philology, the new Law Review, and others—had elevated our prestige remarkably. Time and again professors from great universities, knowing I was a North Carolinian, complimented me highly upon the liberal attitude that the state's chief institution had taken in supporting these publications devoted to research and scholarship.

They spoke, too, of North Carolina's success in attracting experts in the several fields of learning. On one occasion a group of professors were talking of the creditable work of a certain member of the faculty in the University of Utah, and one man in the group said, They'd better look out—North Carolina will go out there and drag him away.

I found that the progressive policy of our state in supporting the university and other educational institutions was well known among educators throughout the country, and was the object of the heartiest sort of praise.—Dean J. F. Royster, College of Liberal Arts, University of North Carolina.

BRICKLAYER WAGES

It is a familiar reproach that teachers are less well paid in many parts of the United States than bricklayers. The discussion of wages in connection with several recent strikes has thrown an interesting light upon the comparative compensations of teachers and workmen, both skilled and unskilled. It is safe to say that if many workers in many fields were reduced to the average incomes of teachers, strikes would quickly follow.

Statistics gathered from all parts of the country make it possible to state accurately the average salaries paid to the various classes of school employes in American cities. It must be remembered that these are the salaries of men and women high in their profession, who have spent years in preparing to hold such positions. They are besides the salaries paid in cities where the cost of living is high. The teachers in the men's senior high schools receive on the average \$1,850 a year, while those in the junior high schools average only \$1,594. For the same service women senior high school teachers receive \$1,497 and the junior high school teachers receive only \$1,298. The women elementary school teachers receive \$1,154.

The rate of increase in salaries in the trades and for manual work has been much greater in the last few years than in the teaching profession. Between 1914 and 1919, the advance in teachers' salaries averaged less than 20 percent. It has since gone up some 40 percent, but in view of the fact that living expenses of all kinds have in general doubled in the last ten years, the position of the teacher is less satisfactory

than before the war. In arguing their cases many workmen have admitted a rise in wages greater than that of the teachers, but at the same time have considered a strike inevitable.

The South Lags Behind

The teachers of the lower grades have not fared better than those in the upper grades although their work requires much more preparation. As recently as 1914 only 12 percent of the elementary school teachers received more than \$1,000 a year. The increase in the salaries of school superintendents, who must have long training and considerable executive ability for their work, is amazingly low. In the last six years, school superintendents and their assistants throughout the country have had an advance on the average of some 30 percent. In the larger cities, however, the school superintendents have been raised on the average only 12 percent, while the cost of living has doubled.

The figures for various parts of the country are extremely significant. If the United States be divided into geographical groups we find that the South is most backward in the matter of teachers' compensation, where 86 percent are below the average. The Great Plains district ranks next where 56 percent are below the average. In the Great Lakes district 54 percent and in the Eastern district 40 percent are below the average. The Western district meanwhile has but 6 percent of its schools below the average.—N. Y. Times.

THE CENSUS OF CRIPPLES

It is the inalienable right of every one of God's creatures to have the opportunity to live his or her life as usefully and as happily as possible; and since every person has that right, we, as citizens of a great and benevolent commonwealth, owe it to those who are physically incapacitated, to do all within our power to either eliminate or alleviate their disabilities. In the fulfillment of this obligation, we will not only be of real service to the maimed and crippled, but will serve our state.

In order that as many as possible of such people within the borders of our state may receive assistance that will aid them in rehabilitating themselves, I earnestly request the people of North Carolina to set aside the period of October 30 to November 4, inclusive, as Cripple Census Week, and urge that during that time, especially, all our citizens who may know of crippled per-

sons notify officials of the Department of Vocational Rehabilitation of the State Department of Public Instruction and the Bureau of Child Welfare of the State Department of Public Welfare, who have these matters in charge.

By thus taking a census of those of our people who are physically disabled or incapacitated because of some bodily impairment, and whenever possible securing treatment or vocational training for them, we will surely help to improve the usefulness and welfare of a portion of our population which merits aid from those of us who are more fortunate.

Through a census, the Department of Vocational Rehabilitation may enlarge its work in helping the handicapped man or woman to help himself or herself, and the Bureau of Child Welfare may widen its service by ascertaining the number of crippled children who need treatment and by aiding them to receive it.

Your individual co-operation is earnestly sought. I feel that this appeal will meet with sympathetic approval. In seeking out the crippled of your community and giving their names to the superintendents of public welfare, superintendents of schools, health officers, nurses, farm and home demonstration agents, Red Cross and Y secretaries, you will help towards the rehabilitation of this unfortunate portion of our population, and will increase the general welfare of North Carolina.—Governor Cameron Morrison.

AMERICAN IDEALS

1. In every class room in America a well-qualified, professionally trained teacher who is a loyal American citizen and who receives adequate compensation.
2. Elimination of the 25 per cent adult illiteracy in our population.
3. Universal training for citizenship.
4. Equalization of education opportunity for all America's twenty-five million boys and girls.
5. A leader of the educational forces of the nation in the highest councils of the nation—a secretary in the president's cabinet.—Journal of the National Educational Association.

LIVESTOCK VALUES PER FARM

In the United States in 1920

Based on the 1920 Census of Agriculture, and covering (1) the total value of livestock in each state, (2) divided by the number of farms.

Livestock values have greatly decreased since 1920, but the decreases have been fairly uniform the country over. Therefore the rank of the states remains practically unchanged.

Livestock values per farm vary, (1) according to the number and quality of farm animals, and (2) the size of farms.

When a landowner has one or more tenants, renters, croppers, or managers, the land operated by each is considered a farm by the census taker; which fact puts all the cotton-belt states at a disadvantage in the various tables of farm property.

Similar tables to follow are (1) Farm Implements and Machinery, (2) Farm Buildings, (3) Cultivated Acres per Farm in North Carolina counties, (4) Buildings, Livestock, and Machinery per Farm in North Carolina.

H. D. Laughinghouse, Pitt County

Department of Rural Social Economics, University of North Carolina

Rank	States	Livestock Values per Farm	Rank	States	Livestock Values per Farm
1	Nevada	\$9,451	25	New Jersey	\$1,214
2	Wyoming	5,581	26	Rhode Island	1,185
3	Arizona	5,258	27	Pennsylvania	1,181
4	South Dakota	3,196	28	Oklahoma	1,125
5	New Mexico	3,137	29	Ohio	1,121
6	Iowa	2,876	30	Massachusetts	1,048
7	Nebraska	2,704	31	Michigan	1,040
8	Colorado	2,686	32	Connecticut	1,036
9	Montana	2,673	33	Maryland	1,003
10	Idaho	2,285	34	New Hampshire	934
11	Utah	2,105	35	Delaware	848
12	Oregon	2,027	36	Maine	825
13	North Dakota	2,021	37	West Virginia	771
14	Kansas	1,924	38	Tennessee	686
15	Illinois	1,881	39	Virginia	655
16	California	1,879	40	Florida	654
17	Minnesota	1,710	41	Louisiana	613
18	Wisconsin	1,703	42	Kentucky	585
19	New York	1,623	43	Arkansas	550
20	Missouri	1,482	44	Georgia	499
21	Vermont	1,468	45	Mississippi	496
22	Texas	1,360	46	South Carolina	475
23	Indiana	1,274	47	North Carolina	442
24	Washington	1,242	48	Alabama	441