

UNIVERSITY OF NORTH CAROLINA

THE SCHOOL OF PUBLIC
WELFARE



ANNOUNCEMENTS 1922 - 1923

IN RELATION TO OPPORTUNITIES FOR

STUDY AND RESEARCH IN THE
SOCIAL SCIENCES

CALENDAR

1922

<i>June 20-August 3</i>	Summer Session and Institutes for Public Welfare and Community work.
<i>July 10</i>	Opening of special Institutes for Superintendents of Public Welfare and officials of Institutions.
<i>August 7-11</i>	Second Regional Conference on Town and County Administration. (Meeting with the North Carolina Association of County Commissioners.)
<i>September 26-27</i>	Registration, Fall Quarter.
<i>September 28</i>	<i>Thursday.</i> Fall Quarter begins.
<i>October 12</i>	<i>Thursday.</i> University Day.
<i>November 29</i>	<i>Wednesday.</i> Thanksgiving Recess begins (1:30 P. M.)
<i>December 5</i>	<i>Tuesday.</i> Thanksgiving Recess ends (8:30 A. M.)
<i>December 21</i>	<i>Thursday.</i> Fall Quarter ends. Christmas recess begins.

1923

<i>January 2-3</i>	Registration for Winter Quarter.
<i>January 4</i>	<i>Thursday.</i> Winter Quarter begins
<i>March 17</i>	<i>Saturday.</i> Winter Quarter ends.
<i>March 19</i>	<i>Monday.</i> Spring Quarter begins.
<i>March 29</i>	<i>Thursday.</i> Easter Recess begins. (4:30 P. M.)
<i>April 5</i>	<i>Thursday.</i> Easter Recess ends.
<i>April 14</i>	Beginning of Special field work, School of Public Welfare.
<i>June 1</i>	End of Special field work, School of Public Welfare.
<i>June 9</i>	Spring Quarter ends.
<i>June 10-13</i>	Commencement.
<i>June 19</i>	Opening of Summer Institutes for Public Welfare and Community Work.

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SCHOOL OF PUBLIC WELFARE

OFFICERS OF ADMINISTRATION AND INSTRUCTION

HARRY WOODBURN CHASE, Ph.D., LL.D., President of the University.

HOWARD WASHINGTON ODUM, Ph.D., Director of the School of Public Welfare and Consulting Expert for the State Board.

CHARLES THOMAS WOOLLEN, Business Manager of the University.

THOMAS JAMES WILSON, Registrar of the University.

JULIUS ALGERNON WARREN, Bursar of the University.

FRANCIS FOSTER BRADSHAW, Dean of Students of the University.

MRS. MARVIN HENDRIX STACY, Adviser to Women of the University.

SPECIAL STAFF OF INSTRUCTION

EUGENE C. BRANSON, Litt.D., Kenan Professor of Rural Social-Economics and Head of the Extension Bureau of Economic and Social Surveys.

HOWARD W. ODUM, Ph.D., Kenan Professor of Sociology and Head of the Extension Bureau of Municipal Information and Research.

JESSE F. STEINER, Ph.D., Professor of Social Technology and Head of the Extension Bureau of Community Development.

HAROLD D. MEYER, A. M., Associate Professor of Sociology and Supervisor of Field Work.

HARRY W. CRANE, Ph.D., Psycho-Pathologist for the State Board of Public Welfare and Associate Professor of Psychology.

EUGENIA BRYANT, Supervisor of Family Case Work.

OTHER MEMBERS OF THE UNIVERSITY FACULTY

ERIC A. ABERNETHY, M. D., University Physician and City Health Officer.

- GUSTAVE M. BRAUNE, Ph.D., Professor of Civil Engineering.
- DUDLEY D. CARROLL, M. A., Dean of the School of Commerce and Professor of Economics.
- ROBERT D. W. CONNOR, Ph.B., Professor of History and Government.
- JOHN F. DASHIELL, Ph.D., Professor of Psychology and Director of Laboratories.
- WILLIAM M. FETZER, Director of Athletics.
- J. G. DEROUAC HAMILTON, Ph.D., Kenan Professor of History and Government.
- SAMUEL H. HOBBS, A. M., Assistant Professor of Rural Social Science.
- EDGAR W. KNIGHT, Ph.D., Professor of Rural Education.
- FREDERICK H. KOCH, Professor of Dramatic Literature and Director of The Extension Bureau of Community Drama.
- WALTER J. MATHERLY, M. A., Associate Professor of Business Administration.
- WILLIAM W. PIERSON, Ph.D., Professor of History and Government.
- NATHAN W. WALKER, M. A., Acting Dean of the School of Education and Professor of Secondary Education.
- PAUL J. WEAVER, Professor of Music and Director of the Extension Bureau of Community Music.
- THORNDIKE SAVILLE, Ph.D., Associate Professor of Hydraulic and Sanitary Engineering.
- LOUIS R. WILSON, Ph.D., Kenan Professor of Library Administration.

SPECIAL LECTURERS

- PROFESSOR A. C. MCINTOSH, Professor of Law, University of North Carolina, Lecturer on Social Legislation.
- DR. C. S. MANGUM, Professor of Anatomy, University of North Carolina, Lecturer on Public Health.
- MRS. CLARENCE A. JOHNSON, Commissioner of Public Welfare, Raleigh.
- HON. E. C. BROOKS, State Superintendent of Public Instruction, Raleigh.

- DR. W. S. RANKIN, State Health Officer and Secretary of the State Board of Health.
- MR. HARRY F. COMER, Executive Secretary, The University Y. M. C. A.
- MISS KATHERINE FARMER, R. N., Public Health Nurse, Chapel Hill and Orange County.
- MR. HARRY HOPKINS, Manager the Southern Division, American Red Cross.
- MR. JOSEPH C. LOGAN, Assistant Manager, Southern Division, American Red Cross.

THE SCHOOL OF PUBLIC WELFARE

HISTORICAL STATEMENT

The School of Public Welfare of the University of North Carolina was authorized by the Board of Trustees at their mid-year meeting in January, 1920, on the recommendation of President Harry Woodburn Chase. The recommendation was made with the needs both of the college and the extension service of the University in mind and with the thought that such a School of Public Welfare would be built up around the Department of Sociology. In his report to the trustees, President Chase said:

“Nothing is more clear than that, if the citizenship of state and nation is to grapple successfully with the ever more complex problems of modern democracy, if popular government is to work effectively in these confusing times, our educational system as a whole must stress as never before the instruction of our youth in matters of common weal. A knowledge of the fundamental laws of society, of what democracy really means and what its problems are, a spirit of social mindedness which leads the individual to look beyond himself and to think of himself in relation to his community—these things are more and more requisite for good citizenship. The social sciences, including economics, history, government and sociology in its various aspects, must receive a new and more intense emphasis in the higher education of the future. North Carolina, feeling her way towards the solution of new social problems consequent upon the growing complexity of her life, with a new program of social legislation, needs, and will need, leaders well trained in the fundamentals of their tasks. The proposed School of Public Welfare should help train such leaders, should offer short courses for workers in service, and should, in cooperation with state and national agencies, render assistance to the cause of public health, to superintendents of public welfare, Red Cross workers, secretaries of chambers of commerce and boards of trade, to school systems in their social problems, to bureaus of community recreation—in short, it should both correlate and make distinctive additions to the contributions which the University can render to the development of the human wealth of North Carolina.”

THE GENERAL PLAN OF WORK

In accordance, therefore, with the purposes of the School as set forth by the President and Trustees of the University, plans for effective organization were begun and tasks entered upon during the Summer School of 1920. To meet the specific needs of the State and the University and, as far as possible, the South a four-fold service was planned. The *first* emphasizes *instruction* in Sociology and Social Problems, including teaching in the College and University, extension teaching through the Bureau of Extension or outside communities, and through general instruction and promotion of citizenship. The *second* emphasizes *training for social work and community leadership*, with special reference to town, village and rural communities, and with special application to the State of North Carolina and the South. This division hopes to meet the very urgent demands of the State for trained men and women for its county superintendents of public welfare and other official positions and of many communities throughout the South for Red Cross secretaries and other community workers in the mill villages and elsewhere. The *third* aspect of the work emphasizes direct and indirect *community service*, or social engineering through the avenues of community leaders, county superintendents of public welfare, local and district conferences, and community planning for leaders, for industrial managers and others. The *fourth* aspect emphasizes *social research*, scientific inquiry, and *publication* of results estimated to be of value to the State, the University, and to the general field of public welfare and social progress. A *fifth* general purpose, kept constantly in the foreground provides that the School maintain close and cordial cooperation with the State Department of Public Welfare with other State departments of public service, with other departments and schools of the University, and with local and national voluntary agencies.

UNIVERSITY ORGANIZATION

In the classification of services just described it is important to keep in mind the larger two-fold nature of the work. Instruction in the college and University, together with research into social problems constitute the primary function of the Department of Sociology, while training for professional social work, extension services, and assistance in coordinating and perfecting public services, mark the primary work of the School of Public Welfare as an integral administrative unit of the University. The work of the Department of Sociology is credited, as other De-

partments of the college, in the School of Liberal Arts and other Schools, and may be counted toward the several degrees. The graduate degrees given in the School of Public Welfare, with Majors in Sociology or Social Work, are granted through the Graduate School of the University, as are all other graduate degrees. The University believes that professional training for social work and community leadership will make substantial progress through the projection of the ideals of a university professional school into the practical programs of public welfare. These ideals include: A standard curriculum of permanent and administrative unity; a special faculty of trained teachers; a faculty of cooperating university professors; the large university facilities and influence; a group of students well prepared and possessing the personality and character for leadership; a program of field work which provides adequate training and contributes to community building; the support of an enthusiastic and informed constituency; cordial cooperation with departments of public service and with private enterprise; the spirit of scientific and constructive work characteristic of the best educational statesmanship.

The earlier organization of the School of Public Welfare on its present scale was made possible through the cooperation of the National American Red Cross at Washington and the Southern Division at Atlanta. Through its services for the soldiers and sailors, and their families, in city and in country, and through its training for peace time work, the Red Cross has been able to contribute largely to the movement and technique of rural social work. With the cooperation of the Southern Division of the American Red Cross and the North Carolina Department of Charities and Public Welfare, the University of North Carolina therefore opened the first training school for social work designed specifically for the rural social worker.

THE STATE DEPARTMENT OF PUBLIC WELFARE

One of the most important factors in the development of the School of Public Welfare and its work is the State Department of Public Welfare and its state and county-wide organization. The progressive plan of work, the need for trained superintendents of public welfare, the cordial cooperation of the Commissioner of Public Welfare—all give great momentum to the need and tasks which the School strives to meet. In addition to this the Director of the School of Public Welfare has been elected Consulting Expert to the State Board of Charities and Public Welfare,

thus enabling the School to devote its utmost energies to such services as may be rendered to the State Department of Public Welfare.

The most outstanding feature of the North Carolina plan of Public Welfare is its emphasis upon a state system and county administration. Such a system has many advantages. It tends to outline for the entire state a program of constructive work rather than to give emphasis to selected problems only. It gives a fine basis for the standardization of efforts. It gives opportunity for state supervision and cooperation in such matters as child placing and mothers' aid. It coordinates the work of public welfare with the work of schools and other institutions. It emphasizes the need for trained workers and sets in motion movements for increasing the number of such workers. A number of states in the Union are watching the North Carolina plan with great eagerness before determining upon their final county organization.

The organization for North Carolina consists of a State Board of Public Charities and Welfare appointed by the Governor. This board elects a Commissioner of Public Welfare and such officers as they may deem necessary. The present state organization includes: County Organization; Child Welfare; Institutional Supervision and Aid; Mental Hygiene; Education, Promotion and Publicity. The county organization includes cooperation with county superintendents of public welfare, county superintendents of schools, county boards of education, county commissioners, compulsory school attendance, supervision of record keeping and other similar work. Child welfare includes child placing, supervision of children's homes, assistance to institutions caring for children, efforts in behalf of mothers' aid, work with juvenile delinquents. Institutional supervision and aid applies to the state institutions for the dependent, the defective and the delinquents or others with social deficiencies, including county homes. Mental hygiene or mental health work is directed wherever needed to juvenile delinquents, adults with social deficiencies, special problems in the state, exceptional children. The program of "education, publicity and promotion" includes such efforts towards interpreting public welfare as the monthly *Bulletin, Public Welfare Progress*, participation in state and national conferences, district conferences, summer institutes of public welfare, exhibits and other special efforts.

The duties of the North Carolina County Superintendent of Public Welfare are typical of the comprehensiveness of the system.

He must needs help enforce the compulsory school attendance law, and through his trained leadership lead families to the value of school rather than drive them to ineffective schooling. He investigates relief cases and the disbursement of poor funds. He acts as agent of the State Board. He supervises and helps persons discharged from hospitals for the insane and other institutions. He oversees those on parole from penitentiaries or reformatories. He looks after children likely to become despondent or delinquent. He is probation officer. He is to promote wholesome recreation, and help enforce laws relating to commercialized recreation. He helps the unemployed. He investigates conditions. He inspects and investigates county homes, convict camps and other needed places. He looks after little children placed in private homes and acts as the friend of children everywhere. He assists the child welfare commission in the enforcement of the child labor law. He cooperates with community agencies where good and exposes them where not good. There should be a county superintendent in each county. In counties having less than 33,000 population the work may be done through an assistant in the office of the county superintendent of schools. To prepare leaders to carry on the work outlined above is manifestly one important task for the School of Public Welfare.

SPECIAL FEATURES IN THE UNIVERSITY

The seat of the University is Chapel Hill, Orange County, thirty-eight miles northwest of Raleigh, connected by standard hard surface highway. Two daily passenger trains run between Chapel Hill and the University Junction, a station on the Southern Railway. A regular automobile service by way of excellent hard surface roads, is maintained between Durham and Chapel Hill, leaving Durham at 10:00 A. M., 12:40 P. M., 5:12 P. M., 3:00 P. M. and 8:00 P. M. The site for the institution was selected because of its healthfulness, its freedom from malaria, its supply of pure water, its beautiful scenery, and its central location in the State.

The University of North Carolina, as well as the State itself, offers a number of special features to those who enroll in its School of Public Welfare. The entire University plant, with its libraries, laboratories and departmental equipment will be available. Strong courses in allied subjects given by professors distinguished in their several fields will be open for approved special electives. The University life and atmosphere with its broad educational opportunities will add much to the permanence of

the equipment received here. Many special lectures and noted lecturers are provided, chief among which are the McNair and Weil Lectures. Among the men who have delivered the annual lectures are Ex-President Taft, Dr. David Starr Jordan, Professor Henry Van Dyke, President Arthur Thwing Hadley, President George H. Vincent, Professor John Dewey. The lectures on American Citizenship have been delivered on such subjects as The Nation, The Law, the Citizen as a Producer, The Citizen as a Consumer, the North American Idea in the Republic.

THE UNIVERSITY AT CHAPEL HILL

The University of North Carolina is the oldest of the State Universities, having been chartered in 1789, the first corner-stone laid in 1793, and the University opened in 1795. The University campus contains some fifty acres and adjoining lands amounting to about five hundred acres. The University owns some thirty-five buildings, in addition to a score of faculty houses and other homes. The present academic organization includes the College of Liberal Arts, The School of Applied Science, The School of Education, The School of Commerce, The Graduate School, The School of Medicine, The School of Pharmacy, The School of Public Welfare, The Summer School, and the University Extension Division with its eleven bureaus of activities. Many special features and Departments are described in the Catalogue. The University has the liberal support of the State and some private endowment. Of special interest at this time is the last legislative appropriation, in addition to maintenance, of one and a half million dollars for new buildings and approximately a million and a half from the Kenan Fund for the endowment of special Kenan professorships. Among the new buildings being erected now are five new dormitories, a History and Social Science Building, A Modern Language Building, A Law Building, and the Graham Memorial student community center building. The Legislature has assured the University that other appropriations for other expansion will be provided as rapidly as buildings can be completed with economy and efficiency.

THE LIBRARY

The University Library contains upwards of one hundred thousand volumes; several thousand pamphlets and reference works; a collection of more than ten thousand bound periodicals covering all fields of general, technical, and professional information; eight hundred and fifty-four current periodicals, transactions of liter-

ary, scientific, historical, economic and social, and other societies and serial publications; more than seven thousand volumes of government documents especially valuable for the study of the social sciences. The library contains special seminar rooms, current periodical rooms, reference rooms, reading rooms and stack rooms adequate for a large number of students. Annual additions to the library are being made at a rapid rate and funds are available for the purchase each year of special books needed in research and study.

RURAL SOCIAL SCIENCE LABORATORY AND LIBRARY

To work out effectively problems of welfare in the 100 counties of North Carolina, largely rural, there is not only available the legislation and departments mentioned, and the general plan of the School of Public Welfare, but also a special laboratory in rural social science which, in organization and equipment, is exceeded by no other university. Under the direction of Professor E. C. Branson the Department of Rural Social Science has gathered together a vast amount of invaluable material and has established a comprehensive program in which Dr. Branson and assistants offer the fullest service in the library, seminar room and instruction departments. This service includes not only a comprehensive ready reference library in the Economic, Social, and Civic problems of the state, and related fields, but it is easily accessible for practical use. A full time librarian, an assistant director, and stenographic service complete the organization. When housed next year in the new building for the Social Sciences, these facilities will be augmented still more, and will offer unsurpassed facilities for study and research, as well as for training in practical rural community work. Many economic and social surveys of North Carolina counties have been made; the reports of many studies of the North Carolina Club, directed by this department, have been published in the Yearbook, and the News Letter which goes into 20,000 homes each week, provides a regular statistical service of great value.

THE UNIVERSITY EXTENSION DIVISION

Of special interest to students in the Social Sciences and in training for professional social work is the University Extension Division which provides much community service throughout the State. The present organization includes the following Bureaus, in addition to the work of correspondence and extension class instruction, general lectures, and short courses and institutes: Bu-

reau of public discussion; bureau of community drama; bureau of commercial and industrial relations; bureau of community music; bureau of municipal information and research; bureau of community development; bureau of economic and social surveys; bureau of design and improvement of school and community grounds; bureau of educational information and assistance; and the bureau of High School debating and athletics. Of these bureaus, two—community development, and municipal information and research—are under the direction of the School of Public Welfare, and offer excellent opportunities for research and community service, while the bureaus of economic and social surveys, community music, community drama, and design and improvement of community grounds, furnish scarcely less valuable avenues of information, observation and work. The publications, resulting from the efforts of these bureaus, make valuable contributions to the literature of community work.

OTHER SPECIAL FEATURES

The University Y. M. C. A., with its central building has an excellent program of activities. In addition to its local work among the students it has mapped out a well organized program of community work, including the departments of community, boys' work, rural work, industrial work, negro work, and other services in this and neighboring counties. Its "deputation" services and its "Hi-Y" activities in the High Schools of the state are of special interest to those who are studying the values of all forms of community work. The secretary, through his committees, has also worked out an excellent series of lectures and conferences on subjects industrial, religious and vocational, and plans to include much in vocational guidance in the programs of next year. The work of the Y. M. C. A. thus provides not only opportunity for student participation but also for valuable observation.

The *Carolina Playmakers* have received both local and national recognition for the work which they have done in the writing and presentation of original folk-plays based upon the life of native folk. An assistant has been added and her services are available for communities desiring to put on community dramatic features. Many students preparing for community work elect to participate in the writing and acting of plays, and in studying the technique in English 31-32-33. Likewise The *Department of*

Music offers opportunity to students, not only for personal study in voice and instrument, but for participation in community sings, operas, and chorus.

THE NEW BUILDING

The opening of the Fall quarter of 1922 will find the new Social Science Building ready for occupancy. This building will be a commodious standard structure with the best equipment possible and will be provided with class rooms, auditorium, seminar rooms, social science library, offices, editorial rooms and other work rooms adequate for present needs. The close relationships among the several departments will facilitate the coordination of work so much desired. The Departments of History and Government will occupy the third floor; the Department of Economics and the School of Commerce the second floor; the Departments of Sociology, Rural Social Science, and the School of Public Welfare, the first floor, while store rooms, mailing rooms and other facilities will be provided for in the basement.

PUBLICATIONS

The Journal of Social Forces will appear in October, published bi-monthly by the University Press and with an editorial board largely representative of the Southern States but with three contributing editors from the other sections of the country and selected from the larger universities and national agencies. While the *Journal* will aim primarily to meet the need for a medium of interchange of Southern efforts in public welfare and social education and social work, it will provide also for contributions of national interest. *The University of North Carolina Extension Bulletin* published twice a month by the University Extension Division is available for the publication of worthy studies, research, and programs. The School of Public Welfare has published through this series the following Bulletins: "Constructive Ventures in Government," "Community and Government," "Social Service and Public Welfare," "The Rural Playground," "The Parent-Teacher Association—a Manual for North Carolina," "Attainable Standards in Municipal Programs," while others on "Community Organization," and "Programs of Boys' Work" will appear shortly. The *Bulletin* of the State Department of Public Welfare, published quarterly at Raleigh offers also opportunity for the publication of contributions in the field of Public Welfare. *The North Carolina Year Book*, published annually by the Department of Rural Social

Science is available for some thirty-five brief research studies made by students in the North Carolina Club, as is also the series of *Economic and Social Surveys* and *The News Letter* which goes into some 20,000 homes weekly the year through. The School of Public Welfare has also taken over the distribution and biennial revision of the North Carolina Handbook of Social Laws and Agencies, begun in 1920 by the American Red Cross.

FELLOWSHIPS AND SCHOLARSHIPS

Prospective students should write for particulars concerning special fellowships and scholarships that may be added from time to time or that are available in other Departments of University work. Where graduate students prefer to take a number of years for the degree sought a very limited number of positions are usually available for part time work, such as teaching in the schools, cooperation with the County Superintendent of Public Welfare and others.

GRADUATE FELLOWSHIPS. A limited number of graduate fellowships are available for the Department of Sociology, Economics, History, Government, Education, Psychology, besides these in Departments not so closely allied. These fellowships pay an annual stipend of \$500 in nine monthly installments from October to June and are awarded to well qualified students pursuing courses for graduate degrees and giving a small part of their time as Teaching Fellows in the Department to which assigned. Fellowships are awarded through the Graduate School on the recommendation of the Head of the Department represented.

UNIVERSITY SCHOLARSHIPS. A limited number of scholarships offering free tuition in the University on the same basis as students who prepare for the profession of teaching are offered to acceptable candidates. Application should be made to the Director of the School of Public Welfare.

FEDERATION SCHOLARSHIPS. The North Carolina Federation of Women's Clubs at their 1920 annual meeting established two scholarships of \$200 each to be awarded to young women of the State of North Carolina. The only conditions are that they fulfill the School requirements and be approved by the Committee and the School of Public Welfare. These scholarships are awarded generously by the Women's Clubs in their effort to support a trained leadership for welfare work in the State. Applications should be made to Mrs. Clarence A. Johnson, Commissioner of Public Welfare, Raleigh, N. C.

RED CROSS SCHOLARSHIPS. The American Red Cross has established a fund to provide a limited number of scholarships for qualified persons who wish to enter Red Cross service. While the amount of each scholarship may vary to meet different situations, it will usually take the form of a grant or loan of \$50.00 a month for a period of six to nine months depending upon the time required for the course of training. The scholarships have been provided because of the need of the Red Cross for trained workers and are assigned only to those who will remain in the employ of the Red Cross for a year following the completion of their training course. Candidates for these scholarships should be persons of good personality and capacity for leadership whose previous studies and practical experience form a good foundation for technical preparation for Red Cross service. Application blanks and detailed information about these scholarships can be secured by addressing the Southern Division, American Red Cross, Atlanta, Ga.

OTHER SCHOLARSHIPS. From time to time special scholarships and fellowships will be awarded, in return for which special social work may be done. Part time work and extension supervision may sometimes become a part of a mature student's training. Special funds are being provided also for special scholarships in the study of and work among mill villages and other phases of social and industrial problems.

EXPENSES AND ACCOMMODATIONS

The expenses for students in the School of Public Welfare are the same as for the College of Liberal Arts, the School of Applied Science, the School of Education and the School of Commerce. In all instances every effort is made to reduce to the lowest point the necessary expenses at the University. The tuition fee for each quarter is \$20, to which is added a matriculation fee of \$10 to include gymnasium, library, athletics and infirmary. For the field work, expenses will be made as low as may be consistent with good training; and usually will amount to not more than ten dollars a quarter; in general, living expenses for the quarter of intensive field work will not be appreciably higher than in residence at the University. The University is now constructing new buildings and extending its physical equipment to the extent made possible by the last appropriation of a million and a half dollars. Five of these new buildings are new dormitories to be ready in the Fall of 1922. Inquiries concerning living expenses should be made with first application for admission.

CANDIDATES FOR GRADUATE DEGREES

It is especially desired that those graduate students who are pursuing courses leading to the Master's degree, if they major in Sociology or Social Work, select a minor from Psychology, Rural Social Science, Economics, Government, Education or History. To those who major in these subjects a special invitation is extended to select a minor in sociology. This degree may be obtained in one year if the applicant is well prepared and does effective work. For those teaching fellows or others who desire to do two or more years of work, or for those who are candidates for the Doctor's degree an excellent program can be mapped out. Much of the best work is done and many of the strongest leaders and educators are developed through such a correlation of the work of the several Departments of Social Science. In each of these fields North Carolina is rich in available opportunities for research and leadership and the several departments are well equipped to do work of the highest order. In the announcements that follow reference is made to the several departments and selected courses are listed to indicate the opportunities for appropriate electives.

PUBLIC OFFICIALS AND OTHER TRAINED WORKERS

Of special interest to municipal and county officers, especially city managers, is the new course just announced for municipal officials. This course, given in the School of Commerce, provides for a well rounded series of electives combining courses in the Schools of Public Welfare, and Education with the work done in the School of Commerce and drawing generously on the departments of Economics, Sociology, and Civil and Electrical Engineering. The Freshman and Sophomore classes are provided with the usual standard courses in languages, history, Mathematics and prerequisite physical sciences. There is, perhaps, no greater field of need and opportunity to-day than in this field for business managers of municipal and county governments.

But other officials will be equally interested; and students graduating and looking forward to careers of promise will be interested in many of the courses: The judge of the juvenile court; the county commissioner; members of boards of schools and other institutions; county superintendents of public welfare; county demonstration agents; county health officers; community service executives; teachers for schools for adults; and many other public officials of state, county, and municipality.

In the days to come the *visiting teacher* will prove to be one of the most important of all public service individuals and will find in training for community work the basis for outstanding success. The visiting teacher has been described as the agent of adjustment of conditions in the lives of individual children to the end that they may make more normal progress; and this end is attained by visits, first to the school, then to the home, then to the county superintendent of public welfare or other cooperating agency, thus gathering up the loose threads and focusing them upon home, school and community. No less than special classes the school of democracy will have its visiting teachers alongside the superintendent of public welfare to help make democracy real in the unequal places.

THE SCOPE OF PROFESSIONAL COURSES

In addition to the regular graduate degrees and the special courses selected and combined to meet the needs of special public officials, the following types of courses are given. Details of these may be gained from subsequent descriptions.

I. A one year course of professional training consisting of two quarters in residence and one quarter in field work under supervision. This course is open to graduates of colleges of good standing. In addition to the specialized field work required during the third quarter, students taking this course will carry on field work in counties adjacent to the University during the two quarters in residence. A certificate will be used upon completion of this course.

II. A two year course of professional training. The first year of this course is identical with the one year course. It will be followed by another year both in residence and in the field. Courses during the second year are designed for more intensive specialization and research, and for more responsible administrative and executive work. A diploma will be issued upon completion of this course.

III. A four year collegiate course, leading to the bachelor's degree with major in Sociology or social work is available for undergraduates and especially adapted to those who wish to prepare for special leadership in educational and administrative work in this field. It also makes the student thus graduating eligible for the advanced pure graduate course in Social Work and Administration.

IV. Special courses of one, two or three quarters arranged for students desiring to do special research or short time work. Students not eligible to the regular courses by reason of not holding a degree may be admitted to these special courses as *special students* provided they have had sufficient general education and practical experience to insure satisfactory work.

V. Summer Institutes, arranged for special groups including county superintendents of public welfare, county directors of community recreation, Red Cross secretaries, teachers and principals interested specially in community work, and others.

THE PLAN OF INSTRUCTION

In planning the courses of instruction, two important considerations have been kept constantly in mind: The first is to provide the necessary courses, in social theory and applied sociology, for the student who wishes to major in Sociology or to elect subjects from this Department adequate for his purposes. The second consideration has in mind the necessary background, philosophy and technique prerequisite to the preparation for social work in the larger and more effective way. In the first group, courses consist largely of the study of the history and theory of society, together with special problems like rural life and livelihood, immigration, social pathology, penology, the negro problem, statistics, and social research and seminars on special topics assigned to the student. Such courses may be elected by college students and counted toward other degrees, or they may be elected and coordinated with the special courses for the training for professional social work.

In the group of courses prepared especially for the training of social workers and community leaders the institutions and institutional modes of life are the centers around which are built the instruction and field work required of all who select this plan of preparation. The six fundamental institutional modes of life emphasized are: The home and family; the school and education; the church and religion; the state and government; industry and work; the community and association. No courses are offered in the field of religion and the church, but the place of the Church is treated thoroughly in all courses in community organization and community work, as well as in courses dealing with

social theory and organization. The plan of instruction, then, follows the divisions set forth below:

- I. General Social Theory.
- II. The Home and Family.
- III. The Community and Association.
- IV. The State, Government, and Public Institutions.
- V. The School and Education.
- VI. Industry and Work.
- VII. Methods of Organization and Administration.
- VIII. Field Work.
- IX. Summer Institutes of Public Welfare.

In each of these divisions courses listed are correlated with other courses, both in the Department of Sociology and the School of Public Welfare, and in the Departments of Economics, Government, Psychology and the Schools of Education and Commerce. The courses tending more nearly to specialization in industrial management and industrial welfare will be strengthened as the demand increases to include a larger number from which to choose. In making plans for enrolling or electing courses the student should make special inquiry to ascertain whether all courses listed are given during any specific year. The exact statement of term courses is given where possible, but the special needs of students, together with other considerations, make it advisable to allow some flexibility in arranging final schedules. Courses numbered above 100 are primarily for graduates.

I. GENERAL SOCIAL THEORY

The importance of adequate preparation and substantial ground-work in the principles of sociology, both for the educated citizen and the specialist in community leadership, is being recognized more and more each year. Illustrative of this is the statement of the president of the American Economic Association that democracy is a matter of social organization worked out through our republican institutions; or that of the president of Yale University when he says that the intellectual tension of the present time is on social problems, as it has been in the past on theological and scientific problems; or the conclusion of educators that the curriculum of present-day education must be built around the social sciences; or the closer agreement among leaders in the fields of

economics, political science and history that they must look to the sociologists for at least some of the definitions of their respective fields of endeavor.

In the field of practical work the evidence is no less impressive. The keynote of the last National Conference for Social Work was found in the newer emphasis upon solid foundations in the analysis of social causes and forces. For workers who are to advise families and communities about fundamental issues and destinies it is very necessary to know something of the origins, fundamentals and experiences of the past, as well as the structures and functions of the institutions with which they work. The social worker, no less than the physician should have adequate preparation in and substantial knowledge of the sciences underlying his profession, for his ministry is not less, but more important, than those which deal only with the physical sufferings of mankind. Likewise newer aspects of local government and citizenship emphasize the need for sound principles and practical applications in all the modes of community leadership. In the same way, problems of international relations, of race questions, of capital and labor, of the relations between men and women in life and labor, and other fundamental problems of the day, must be worked out through practical programs based on scientific facts. Only in this way can error be avoided and progress be made.

SOCIOLOGY 1. THE ELEMENTS OF SOCIOLOGY.

PROFESSOR MEYER.

Credit, 1 course.

Five hours a week.

Fall Quarter.

A course in the elements of social theory and its application to modern social problems and relation to the other social sciences. The study of population, institutions, social movements, human interests, social organization and social progress.

SOCIOLOGY 2. PRINCIPLES OF SOCIOLOGY.

PROFESSOR ODUM.

Credit, 1 course.

Junior and Senior Elective.

Five hours a week.

Fall Quarter.

A study of the ranges of human experience and relationship through the analysis of social population, social forces, social processes and social products. Effort will be made to study carefully social principles and their practical applications, and to learn not only social structure and social function, in general, but the possibilities and

prospects of guiding the activities of social groups and social forces. Institutional modes of conduct will occupy a large place in the final considerations and conclusions.

SOCIOLOGY 4. EDUCATIONAL SOCIOLOGY.

PROFESSOR ODUM. Credit, 1 course.
 Junior and Senior Elective. *Five hours a week.*
Spring Quarter.

Standards of measurement of progress. Survey of sociological principles involved in their applications in education, politics, government, social work. The effective use of sociology in directing and controlling group progress, social institutions, democracy, and in the development of the total social personality of the individual. The co-ordination of institutional modes of activity and the enrichment, through co-operation, of social organization.

SOCIOLOGY 5. NEGRO PROBLEMS.

PROFESSOR ODUM. Credit, $\frac{1}{2}$ course.
Three hours a week.
Fall Quarter.

A study of the race problems of the South, with consideration of the history, economic and social status, and future of the negro. Standards of measurement for race progress; race relationships; the specific problems of the here and now of southern race relations. Seminar course.

SOCIOLOGY 6. PROBLEMS OF IMMIGRATION.

PROFESSOR STEINER. Credit, $\frac{1}{2}$ course.
Three hours a week.
Winter Quarter.

The essential problems of immigration in this country—history and analysis of immigration—restriction—adaptation—Americanization. Special problems of immigration in relation to industrial and social unrest and development.

SOCIOLOGY 12. CRIME AND ITS SOCIAL TREATMENT.

PROFESSOR STEINER. Credit, $\frac{1}{2}$ course.
Three hours a week.
Winter Quarter.

Nature and causes of crime; evolution of modern methods of criminal procedure; administration of penal and reformatory institutions; programs for the social treatment of the criminal; the problems of juvenile delinquency.

SOCIOLOGY 13. SOCIAL PATHOLOGY.

PROFESSOR STEINER.

Credit, $\frac{1}{2}$ course.*Three hours a week.**Spring Quarter.*

A study of the abnormal and pathological aspects of social life: problems of dependency and degeneracy, and methods of care and treatment of dependent and defective classes.

SOCIOLOGY 24. THE PHILOSOPHY OF PLAY.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.*Three hours a week.**Winter Quarter.*

A study of the play instincts—the relation of play to physical growth, to mental, social, and moral development—theories of play—social significance in modern times. To be taken with Sociology 20, 21, and 22.

SOCIOLOGY 121. THE PRINCIPLES OF SOCIOLOGY.

PROFESSOR ODUM.

Credit, 1 course.

*Five hours a week.**Fall Quarter.*

A graduate seminar in the study of advanced social theory and research into some special social problem.

SOCIOLOGY 122. EDUCATIONAL SOCIOLOGY.

PROFESSOR ODUM.

Credit, 1 course.

*Five hours a week.**Winter and Summer Quarters.*

An advanced course in the study of scientific programs of social progress. Objective measurement of social influences and social groups. Research into some specific problem relating to one of the larger institutions.

SOCIOLOGY 123. HISTORICAL SOCIOLOGY.

PROFESSOR ODUM.

Credit, 1 course.

*Five hours a week.**Spring Quarter.*

A study of the leading social theorists and their contribution to human thought and welfare. Research into the theories of some selected writer.

SOCIOLOGY 124. POVERTY AND RELIEF.

PROFESSOR STEINER.

Credit, 1 course.

*Five hours a week.**Fall Quarter.*

A research seminar on the social treatment of the dependent in Society. One special topic selected for research.

SOCIOLOGY 125. NATIONAL AGENCIES FOR PUBLIC SERVICE.

PROFESSOR STEINER.

Credit, 1 course.

*Five hours a week.**Winter Quarter.*

A graduate seminar in the study of state and national agencies, both public and private, for the administration of relief.

SOCIOLOGY 126. COMMUNITY ORGANIZATION.

PROFESSOR STEINER.

Credit, 1 course.

*Five hours a week.**Spring Quarter.*

An advanced course following Sociology 8. Intensive study of special movements and new theory and practice in community organization and leadership.

RURAL SOCIOLOGY 1-2-3. FORMAL COURSE IN RURAL ECONOMICS.

PROFESSOR HOBBS.

Credit, 3 courses.

Junior and Senior elective.

Five hours a week.

Prerequisite or Corequisite:

Fall, Winter and Spring Quarters.

Economics 1-2.

A background for defining and interpreting the economic problems of country life in North Carolina: Carver's *Principles of Rural Economics*. References: Nourse's *Readings in Agricultural Economics*, Carver's *Selected Readings in Rural Economics*.

RURAL SOCIOLOGY 5-6-7. CONSTRUCTIVE STUDIES IN RURAL SOCIOLOGY.

PROFESSOR BRANSON.

Credit, 3 courses.

Junior and Senior elective.

Five hours a week.

Prerequisite or Corequisite:

Fall, Winter and Spring Quarters.

General Sociology 2.

Sims *The Rural Community*. References: Galpin's *Rural Life*; Vogt's *Introduction to Rural Sociology*; Fiske's *Challenge of the Coun-*

try; Wilson's *Evolution of the Country Community, Sociology of Rural Life*, Proceedings of the American Sociological Society, Vol. IX, 1916; Phelan's *Readings in Rural Sociology*.

RURAL SOCIOLOGY 9-10-11. LABORATORY COURSE IN RURAL ECONOMICS AND SOCIOLOGY.

PROFESSOR BRANSON. Credit, 3 courses.
 Junior and Senior elective. *Five hours a week.*
 Corequisite: 1-2-3 and 5-6-7. *Fall, Winter and Spring Quarters.*
 Home-county and home-state studies, research work and surveys.

RURAL SOCIOLOGY 13-14-15. RURAL ECONOMICS.

PROFESSOR BRANSON. Credit, 3 courses.
Five hours a week.
Fall, Winter and Spring Quarters.

Research, seminars, and field investigation in (1) land economics resources, values, ownership and tenancy, laws and policies; (2) farm organization and management—farm systems, farm finance, distribution of farm products and the farm income, co-operative farm enterprise; (3) country wealth and country institutions, country home comforts and conveniences, etc.; (4) state and county studies, economic, social and civic; county bulletins, etc. Required preliminary preparation: approved courses in general and agricultural economics. Lacking such preparation, collateral courses in these subjects must be taken in residence here.

RURAL SOCIOLOGY 17-18-19. RURAL SOCIAL PROBLEMS.

PROFESSORS BRANSON AND HOBBS. Credit, 3 courses.
Five hours a week.
Fall, Winter and Spring Quarters.

1. Research, seminars, and field investigation of (1) rural social institutions and agencies, (2) transportation and communication facilities in rural areas, (3) country-mindedness and its sequences, (4) town and country interdependencies, (5) social disability in country areas, our public welfare laws and agencies, (6) social aspects of tenancy and illiteracy, (7) state and county studies, economic, social and civic; county bulletins, etc.

2. Rural Social Surveys; research, technic and field work. 3. Statistics; interpretation and use. 4. Rural Social Engineering: (1) county community studies; (2) community organization, economic and social; (3) county government; (4) country leadership, requisites and technic. Required preliminary preparation; approved courses in gen-

eral and rural sociology, lacking which, collateral courses in these subjects must be taken in residence here.

ECONOMICS 16. THEORIES OF ECONOMIC REFORM.

PROFESSOR CARROLL.

Credit, $\frac{1}{2}$ course.

Prerequisite, Economics 1-2.

Three hours a week.

Fall Quarter.

An analysis of the leading proposals for reform in the present economic system, including Socialism, Bolshevism, Labor Co-partnership, and Industrial Democracy.

ECONOMICS 1-2. GENERAL ECONOMICS.

PROFESSORS CARROLL and WOOSLEY. Credit, 2 courses.

Five hours a week.

Fall and Winter Quarter.

This course is planned to give a general understanding of the fundamental principles underlying our industrial life. An analysis is made of consumption, production, and distribution; of the elements which determine value and price, with a brief introduction to money, banking and credit, monopoly, business combinations, transportation, labor problems, and socialism. Sophomore and Junior elective.

PSYCHOLOGY 30. SOCIAL PSYCHOLOGY.

PROFESSOR DASHIELL.

Credit, 1 course.

Prerequisite Psychology 1.

Five hours a week.

Winter Quarter.

A brief survey of the subject from two different points of view; analysis of the social factors in individual mentality, as in the development of the Self, and analysis of the psychological factors involved in group phenomena. Attention also to be given to individual differences, race psychology, etc. Readings and lectures.

PSYCHOLOGY 45. ABNORMAL PSYCHOLOGY.

PROFESSOR CRANE.

Credit, 1 course.

Prerequisite, Psychology 1.

Five hours a week.

Spring Quarter.

An outline study of main types of mental abnormality. To include: Mental deficiency, typical neuroses, typical insanities, minor abnormalities in daily life, psychoanalytic method, theories of the subconscious, the "occult," etc. Special needs of medical students to be kept in mind. Lectures, readings and discussions.

For other courses in General Theory see the announcements of the Departments of Economics, History and Government, Psychology, and the Schools of Education and Commerce.

II. THE HOME AND FAMILY

The family has been and is the fundamental unit of society. A thorough appreciation of its nature, structure and functions is necessary both for an understanding of social forces and for the readjustment of individuals and families in the community.

The subjects in this group will include a brief outline of anthropology, and the historical development and evolution of the family from earliest times to the present day. Differences in the structure and activities of families arising out of the varying conditions of town and country life and agricultural and industrial pursuits will be studied, with special emphasis on the changing position of women and children. Child Welfare in all its ramifications will form an important part of this section, and will include a discussion of the child of today and tomorrow, the exploitation of childhood, child health, the exceptional, the delinquent, and the disadvantaged child.

An important part of every social worker's task is the discovery and treatment of the mal-adjusted family and individual, and this section will therefore attempt to cover all those subjects which are especially related to that undertaking. The contributions of mental hygiene and psychology, of the movements for public and personal health, of home economics in the widest sense of the word will be carefully considered. Types of dependency, and living standards will also be covered, and the whole will lead into a full study of the technique of present-day case work with the unadjusted family, especially in its relation to the peculiar problems of the rural family in the South.

SOCIOLOGY 11. THE FAMILY.

PROFESSOR STEINER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Fall Quarter.

Early forms of the family in primitive society; its historical development during Greek, Roman and Mediæval periods. The modern family and its problems.

SOCIOLOGY 14. FAMILY CASE WORK.

PROFESSOR STEINER and

Credit, $\frac{1}{2}$ course.

MISS BRYANT.

Three hours a week.

Fall and Winter Quarters.

Discussion of the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach—methods of investigation, interviewing, social evidence, sources, diagnosis, relief.

SOCIOLOGY 15. FAMILY CASE WORK.

PROFESSOR STEINER and
MISS BRYANT.

Credit, $\frac{1}{2}$ course.
Three hours a week.
Winter Quarter.

A continuation of Sociology 14, with more intensive study of case records.

SOCIOLOGY 27. STANDARDS OF CHILD WELFARE.

PROFESSOR MEYER and
MISS BRYANT.

Credit, $\frac{1}{2}$ course.
Three hours a week.
Winter Quarter.

The minimum standards of child welfare. Analysis of the problems of today and of current conditions. The study of stated community and legislative remedies; the study of special forms of child welfare—baby-saving and infant welfare movements; child institutes; dependent and delinquent childhood.

SOCIOLOGY 28. JUVENILE DELINQUENCY.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.
Three hours a week.
Spring Quarter.

A study of the problems of juvenile delinquency together with modern methods of treatment. The Juvenile Court, methods of probation, the visiting teacher.

SOCIOLOGY 29. PROGRAMS FOR BOYS' WORK.

PROFESSOR MEYER.

No credit.
One hour throughout the year.

A lecture and demonstration courses for Y. M. C. A., Boy Scouts and others preparing to do Boys' Work. One evening a week at the Y. M. C. A. building.

SOCIOLOGY 22. FIELD WORK IN FAMILY WELFARE.

MISS BRYANT.

Credit, with Sociology 14-15.

For those who major in family case work fourteen hours a week of field work is required under the supervision of the instructor.

III. THE COMMUNITY

No general agreement now exists as to what should be included under the term "community work." In accordance with customary usage it may mean the neighborhood activities of social settlements, organized efforts in the field of community recrea-

tion, the work of agencies that deal with groups within the community, activities of civic organizations in the broad field of public welfare, or the organization of all the social agencies within a community in order to prevent duplication and develop a well balanced program of work for the entire community.

Amid this various usage there can be distinguished a general tendency to regard community work as a specialized phase of social work that has to do chiefly with the prevention rather than the cure of social ills. The broadening of the unit of work from the individual and the family to the community has been accompanied by a fuller appreciation of the varied factors involved in all wide reaching efforts to improve the common welfare. From the very nature of the case this development of community work has been logical and inevitable and represents a step forward in the attempt to bring about more wholesome conditions of life.

The situation in the south and in other sections of the country where the majority of the population live in small towns and rural communities seems to demand a more general acceptance of the community as the central unit of work around which should be gathered the different types of social welfare activities. The necessity for this is found in the fact that a small population cannot support highly specialized forms of welfare work although there may exist a need for various kinds of services. As far as can now be determined, the future development of social welfare work outside of large cities must be through community organizations whose program of work, however varied its activities, gains its support because it is seen in its relation to the welfare of the whole community.

In recognition of this growing emphasis on the community as a unity of work, the School of Public Welfare of the University of North Carolina is organizing its professional training courses with specific reference to the needs of community workers in small cities, towns, and the open country. To what extent the accomplishment of this purpose will necessitate a departure from the traditional curriculum of schools of social work cannot be adequately determined until further experience is secured. Certain changes, however, are already obvious and are, as rapidly as possible, being incorporated into the curriculum of the School.

In the first place all the courses of instruction are permeated with the community point of view. This means, for example, that in courses dealing with work for individuals, families, or small groups, students have kept before them the bearing of this work

upon community life and development. The rehabilitation of a family or the care of a neglected child is not regarded as an end in itself but gains its full meaning because it is a part of the general effort to bring about a more wholesome community. When the students are sent out in connection with their field work to give constructive service to a disadvantaged family, they make use, it is true, of family case work technique but regard themselves, nevertheless, as engaged in community work. As far as possible the arbitrary boundaries that separate different types of social work are set aside in order that students may see their problem as a whole and acquire the ability to work whole heartedly for a well balanced community program. In doing this no violence is done to standards of training in the techniques required by different activities, for throughout the entire course of study emphasis is continually given to the fact that community work is simply the sum total of all the organized efforts to deal effectively with the various community problems.

In the second place the curriculum has been broadened sufficiently to include a closer correlation between community and government. The community worker must be familiar with more than the usual technique of social work. His duties cannot be carried on effectively without a sympathetic knowledge of the activities of the local government and a deep interest in such community problems as good roads, taxation, city planning, sanitation, and public utilities. In the larger city such problems can very well be left to the attention of the Chamber of Commerce or other civic organization, but in the small city or town the community worker must give evidence of his interest in these commonly recognized community needs if his leadership is to be accepted along the more intangible lines of social welfare work. For this reason it is insisted that students in training for community work should pay adequate attention to the study of community problems from the point of view of applied political science.

In the third place courses dealing specifically with the problem of community organization and development are regarded as fundamental and are required of all students who desire the certificate of the school.

SOCIOLOGY 8. COMMUNITY ORGANIZATION.

PROFESSOR STEINER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Fall or Winter Quarter.

The community as a unit of work—problems of modern community life—principles underlying community organization—experiments in

methods of community organization—development and coordination of community activities illustrated by case records—problems of community leadership.

SOCIOLOGY 9. COMMUNITY ORGANIZATION.

PROFESSOR STEINER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Winter or Spring Quarters.

A continuation of Sociology 8 with special attention given to current examples and methods of community organization in this and other countries. The Community Council.

SOCIOLOGY 126. COMMUNITY ORGANIZATION.

PROFESSOR STEINER.

Credit, 1 course.

Five hours a week.

Spring Quarter.

A graduate seminar. See Social Theory.

SOCIOLOGY 24. PLAY AND RECREATION.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Fall Quarter.

The philosophy of play—community recreation—The Community at Play—The Story Hour—Other forms of community use of leisure time.

SOCIOLOGY 10. MUNICIPAL ADMINISTRATION AND SANITATION.

PROFESSOR SAVILLE.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Fall Quarter.

This course deals with some selected problems of municipal administration, with particular reference to their effect upon the public welfare. The matters considered cover a wide range of civic problems and the treatment must necessarily be limited to fundamental principles. The course is designed to meet the growing need felt by public officials in North Carolina to be informed as to the best methods to be applied in planning for the physical side of civic and community expansion. The various problems arising in the transition from rural to urban conditions will be particularly considered. The intention is not to turn out experts in any of the subjects considered. It is desired primarily to educate public officials in the complex matters pertaining to modern city administration; to enable them to plan wisely and intelligently for the growth of their community; to

know what kind of information they need and where to find it; and to provide for the intelligent expenditure of public funds for maintenance and expansion.

SOCIOLOGY 7. PROBLEMS OF THE SMALL TOWN AND MILL VILLAGE.

PROFESSOR ODUM.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Spring Quarter.

The romance of the small town—its place in the American commonwealth—relationship to this state—town planning—the mill village—its social and industrial problems—special studies of selected towns.

SOCIOLOGY 20. THE PRINCIPLES OF FIELD WORK.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Fall Quarter.

The study and demonstration of field work as a standard laboratory course in social science. Fourteen hours a week required of all who major in community work.

SOCIOLOGY 21. FIELD WORK AND COMMUNITY SURVEYS.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Winter Quarter.

Planning for community recreation. Special days—Special programs for communities—Map-drawing and surveys—Community Fairs.

SOCIOLOGY 30. PUBLIC HEALTH.

DR. ABERNETHY and members of *Credit with other courses.*

the Faculty of The School of
Medicine.

This course will be given largely in connection with other courses, fitting in with a study of state, community, and family at points where the functions of those units make, or ought to make, for public health. A supplementary series of lectures will cover the newer knowledge of nutrition, the relation of diet to health and disease, the deficiency diseases, the preventable diseases, food spoilage and intoxication, hygiene and sanitation, exercise and recreation, and health prophylaxis.

For other courses relating to Community work see Professor Branson's course in Rural Sociology; Professor Koch's Dramatic

Literature, English 31-32-33; Professor Coker's Beautification of School Grounds; Professor Weaver's Community Music; and Professor Daggett's Country Life Conveniences.

IV. THE SCHOOL AND EDUCATION

In the development of all community ideals and the promotion of community progress the school must always play an important part. No community leader or social worker can hope to make much permanent progress if his work does not accord with the principles and programs of the public school system. Every student will therefore be expected to know something of the fundamentals underlying a community program of education and whenever possible to elect one or more courses in the School of Education. This is especially true of the Superintendent of Public Welfare and the Visiting Teacher, both of whose work leads to the development of a richer opportunity for children of school age. The County Superintendent of Public Welfare will find greater pleasure and success in his compulsory school work in proportion as he understands and is in sympathy, not only with his families, but with school ideals and officials. The Visiting Teacher will soon come to make a new contribution to the ideals and attainments of social work, if present indications are realized. It is, therefore, with special pride, that the social worker and teacher align themselves together in developing the youth of the community by means of an ever broadening opportunity.

PSYCHOLOGY 20. EDUCATIONAL PSYCHOLOGY.

PROFESSOR.....	Credit, 1 course.
Prerequisite, Psychology 1 or equivalent.	Five hours a week. Fall Quarter.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement. Texts and lectures.

PSYCHOLOGY 26. GENETIC PSYCHOLOGY.

PROFESSOR CRANE.	Credit, 1 course.
Prerequisite, Psychology 1 or equivalent.	Five hours a week. Fall Quarter.

Development of mind in the child. Original motor and mental tendencies and their organization through development and training. Special attention to the development of instincts into conscious interests,

and to the maturing of intellectual powers. Methods of measuring intelligence will be studied. Texts, lectures, and experiments or observations.

EDUCATION 62. EDUCATIONAL MEASUREMENTS.

PROFESSOR WILLIAMS.

Credit, 1 course.

Five hours a week.

Spring Quarter.

The material of the course is the various tests and scales used in the measurement of classroom products as well as the intelligence tests used in conjunction with the subject matter tests in the organization, management and grading of children in school. The methods of giving, scoring, tabulating and interpreting these tests make up the material for class discussion, report and experimentation.

EDUCATION 6. THE RURAL SCHOOL CURRICULUM.

PROFESSOR KNIGHT.

Credit, 1 course.

Five hours a week.

Spring Quarter.

A brief study of the accepted principles of curriculum-making and of their applicability to the rural school. Attention is given to the tests used in conjunction with the subject matter tests in the rural school; text-books; the relative claims of the traditional subjects and of the modern and special subjects; the administration of the course of study in the small and in the consolidated school; daily programs and schedules. Lectures, readings, special studies and reports.

EDUCATION 30. RURAL EDUCATION.

PROFESSOR KNIGHT.

Credit, 1 course.

Five hours a week.

Fall or Winter Quarters.

A course intended for those students who wish an introduction to the general field of rural education. Among the topics treated are: Present conditions in rural education in the United States, with especial emphasis on conditions in the South; recent development in and the present status of rural, educational organization and administration; the increasing demand for professional direction and supervision; the rural school curriculum; agencies for training teachers for the rural school; rural educational extension work; the wider community use of the rural school. Text-book, lectures, readings and reports.

EDUCATION 31. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION.

PROFESSOR KNIGHT.

Credit, 1 course.

Five hours a week.

Fall or Winter Quarters.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present condition in the South. The country as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Text-books, lectures, special investigations and reports.

EDUCATION 32. THE RURAL HIGH SCHOOL.

PROFESSOR KNIGHT.

Credit, 1 course.

Five hours a week.

Spring Quarter.

A study of the outstanding questions in the organization, administration, and supervision of the rural high school in the South. Types of rural high schools, the function of local and of State control, the course of study of the rural high school, federal aid and the influence of the Smith-Hughes Act on rural high school education in the South, and teacher-training courses in the high school, are some of the subjects that will be considered. Lectures, readings, reports.

EDUCATION 63. ADMINISTRATIVE PROBLEMS.

PROFESSOR WILLIAMS.

Credit, 1 course.

Two hours a week.

Fall, Winter and Spring Quarters.

In this course the more specific problems having to do with public school administration will be taken up and studied in considerable detail. The amount of time devoted to any one problem will depend largely upon the importance of the bearing of that problem on our local situation. Since the problems to be considered will vary from year to year, the course may be taken more than once by the same student.

EDUCATION 55. SOCIAL POLICY AND EDUCATION.

PROFESSOR WALKER.

Credit, 1 course.

Five hours a week.

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. Open to seniors and graduate students only. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy.

EDUCATION 56. SECONDARY SCHOOL TESTS AND SCALES (INCLUDING STATISTICAL METHOD).

PROFESSOR WALKER.

Credit, 1 course.

*Five hours a week.**Winter Quarter.*

This course plans to give teachers and principals technical skill in the use of statistical method so that they may be able to carry out studies in their own schools. A consideration of group and individual intelligence tests and the evaluation of available tests and scales for measuring achievement in secondary school subjects will complete the work of the course. Lectures, assigned readings, discussion, and laboratory periods. Open to seniors and graduate students only.

For other courses in Education see the announcement of the School of Education

V. THE STATE, GOVERNMENT, AND PUBLIC INSTITUTIONS

Social workers and community leaders are of necessity thrown into constant contact with government and public institutions. Many public servants are themselves, in fact, social workers. It is therefore, necessary that any course of professional training for social work should include a study of the functions of government in the field of constructive social legislation, in the growing participation by the State in the responsibility for the weaker and less fortunate members of society, and in administrative technique to make democratic government a servant of social progress. The student should become acquainted with the various departments of state and county government, with distribution of powers and functions between the township, county, state and nation, and especially with the problems of municipal and county administration. Institutions maintained by the state, county, or city for all purposes will be studied and consideration be given to modern standards of institutional care. The School of Public

Welfare has published three bulletins emphasizing the social aspects of community government: "Constructive Ventures in Government", "Community and Government" and "Attainable Standards in Municipal Programs." The courses in Government are given by the Department of History and Government in the University.

SOCIOLOGY 44. THE ORGANIZATION AND ADMINISTRATION OF PUBLIC WELFARE.

PROFESSOR ODUM.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Spring Quarter.

A study of the methods and organization of Public Welfare in the United States—State, city, county, and national programs of public welfare—a standard state and county plan.

GOVERNMENT 1-2. COMPARATIVE GOVERNMENT.

PROFESSOR HAMILTON.

Credit, 2 courses.

Sophomore, Junior and Senior
elective.

Five hours a week.

Fall and Winter Quarters.

In this course an intensive study will be made of the governmental and social institutions of the leading states of the modern world. The first quarter will be devoted to the treatment of the governments of Great Britain, the British Empire, and the United States. In the second quarter the chief emphasis will be placed upon those of the important countries of Continental Europe. Text-books, lectures, discussions, and readings.

GOVERNMENT 3. GOVERNMENT AND BUSINESS.

PROFESSOR HAMILTON.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Spring Quarter.

A brief course dealing with the relations of modern governments to agriculture, industry and commerce. After tracing the historical development of these relations for the past century, the remainder of the course will be devoted to an investigation of the purposes and principles underlying present-day conditions. *Open only to students in the School of Commerce and those receiving a permit from the instructor.*

GOVERNMENT 5. THE ELEMENTS OF POLITICAL SCIENCE.

PROFESSOR PIERSON.

Credit, 2 courses.

*Five hours a week.**Winter Quarter.*

A general course in which a study is made of the principles of political science and of the important theories respecting the nature, origin, forms, and ends of the state and of government. An examination of the literature of the subject will be made, supplemented by students' reports on selected political theorists. Lectures, text-books, and reading.

GOVERNMENT 9-10. MODERN MUNICIPAL GOVERNMENT.

PROFESSOR.....

Credit, 1 course.

*Five hours a week.**Fall and Winter Quarters.*

A study of modern tendencies and methods of municipal government in all its phases.

GOVERNMENT 11. AMERICAN STATE GOVERNMENT.

PROFESSOR CONNOR.

Credit, 1 course.

*Five hours a week.**Fall Quarter.*

A course dealing with the origins, development, and methods of the state governments. In connection with the course will be a special study of the government of North Carolina.

GOVERNMENT 15-16. CONTEMPORARY PROBLEMS OF CITIZENSHIP.

PROFESSORS HAMILTON, KNIGHT and

Credit, 1 course.

PIERSON.

*Three hours a week.**Winter and Spring Quarters.*

A study of the problems of citizenship in their economic, social, political and intellectual aspects. The methods of the course will be a cooperative analysis and discussion of such problems participated in by students and instructors.

See also other courses in Government and the announcements of the Department of History and Government.

VI. INDUSTRY AND WORK

No one of the institutional modes of community life demand more careful study and wise planning than that of the prevailing industries and vocations. There are many who feel that the re-adjustment between capital and labor with an adequate consideration for the human factors in industry, will constitute the chief social problems of the times. However this may be, it is certain that many of the social problems of the individual and the community center around the worker and working conditions. The opportunity for the development of a newer sort of industrial community in North Carolina through the distribution of industry in many small villages is one that challenges the student of social conditions to his highest endeavor. The entire problem of industrial welfare and industrial democracy, alongside the other aspects of democracy, constitutes one of the most attractive fields for the student of modern conditions. Special conferences are arranged in industrial centers and special programs made for mill village communities so that the student may become acquainted with the important factors involved. The courses listed are largely from The School of Commerce and The Department of Economics, from which electives may be chosen.

ECONOMICS 2. INDUSTRIAL MANAGEMENT.

PROFESSOR MATHERLY.

Credit, 1 course.

Prerequisite, Economics 1-2.

*Five hours a week.**Winter Quarter.*

This course covers the problems involved in the construction, equipment and internal administration of an industrial enterprise. The location of plant; adaptation of building to processes; routing of work; types of specialization and methods of co-ordinating workers and departments; the delegation of authority and relation of responsibility to authority; the development and maintenance of standards; methods of purchasing, storing and checking up materials; the determination and recording of costs; the handling of labor.

ECONOMICS 7. PUBLIC UTILITIES.

PROFESSOR MATHERLY.

Credit, $\frac{1}{2}$ course.

Prerequisite, Economics 1-2, Business Organization 1.

*Three hours a week.**Winter Quarter.*

The kinds of public utilities with an examination of the economic functions of telephone and telegraph companies, gas, water and electric light plants, and the various electric railways. A critical study of the bases of rate-making and public utility valuations. Special

attention will be directed to the public ownership of public utilities. Alternates with Investments.

ECONOMICS 8. EMPLOYMENT MANAGEMENT.

PROFESSOR MATHERLY. Credit, $\frac{1}{2}$ course.
Prerequisite, Economics 1-2. *Three hours a week.*
Spring Quarter.

A critical study of the methods of hiring and handling employees in the various lines of industry. The supply, selection, training, promotion, transfer and discharge of employees; the computation and significance of labor turnover; housing, educational and recreational facilities; the functions of an employment department with reference to efficiency and the maintenance of good will between employees and employers.

ECONOMICS 10. LABOR PROBLEMS.

PROFESSOR CARROLL. Credit, $\frac{1}{2}$ course.
Prerequisite, Economics 1-2. *Three hours a week.*
Spring Quarter.

A study of labor as a factor in the industrial process; of the wage system and employment problems; of immigration and poverty; of labor organizations, strikes, lockouts, arbitration, factory legislation, and industrial education.

ECONOMICS 13-14. PUBLIC FINANCE.

PROFESSOR CARROLL. Credit, 2 courses.
Prerequisite, Economics 1-2. *Five hours a week.*
Winter and Spring Quarters.

A general study of the principles which are involved in the revenues and expenditures of the State, and in the relation of the State to the industries of its citizens; a special study of taxation—local, State and National.

PSYCHOLOGY 35. COMMERCIAL PSYCHOLOGY.

PROFESSOR DASHIELL. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Psychology 1 required and Psy- *Spring Quarter.*
chology 30 (Social) advised.

A survey of psychological aspects of industry and business, and of applications being made from the science of psychology to the latter. To include such topics as class consciousness, vocational guidance, personnel management, scientific management, job analysis, adver-

tising and salesmanship, industrial hygiene. The attitude throughout to be scientific and critical. Special needs of students of School of Commerce and Finance to be kept in mind. Readings and discussions.

GEOLOGY 5-6. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.

PROFESSORS COBB and PROUTY and Credit, 2 courses.

MR. BABB.

Five hours a week.

Fall and Winter Quarters.

Laboratory fee, \$2.50 a quarter.

Lectures and laboratory work. The first part of the course deals briefly with weather and climate, origin and nature of soils and the chief natural divisions of the world. This is followed by a study of the geography, the commerce and the industry of the more important countries, with especial emphasis on the countries with which we now have or are likely to have extensive commercial relations.

ECONOMICS 15. INDUSTRIAL HISTORY.

PROFESSOR WOOSLEY.

Credit, 1 course.

Sophomore and Junior elective.

Five hours a week.

Fall or Spring Quarter.

A survey of the steps by which modern industry has evolved from crude beginnings into the complicated capitalistic economy of today. Special emphasis on the development of the wage system, the Industrial Revolution, the expansion of markets, the ebb and flow of industrial activity, the relation of industrial development to political policy, as they have manifested themselves in England and the United States.

ECONOMICS 16. THEORIES OF ECONOMIC REFORM.

PROFESSOR CARROLL.

Credit, $\frac{1}{2}$ course.

Prerequisite, Economics 1-2.

Three hours a week.

Fall Quarter.

An analysis of the leading proposals for reform in the present economic system, including Socialism, Bolshevism, Labor Co-partnership, and Industrial Democracy.

For other courses relating to industry see the announcement of the School of Commerce; Professor Branson's North Carolina Club; and the economic and social surveys of counties.

VII. METHODS OF ORGANIZATION AND ADMINISTRATION

In order to equip students for positions of an executive character the curriculum will include a section dealing in some detail with the administrative side of social work. Under this head will be considered community leadership, committee organization, parliamentary practice as applied to the conduct of group activities, and the duties of officers, with special reference to the functions of a secretary.

Statistical methods, the collection and interpretation of quantitative social data, the use and meaning of records, cost accounting systems, and the general management of a business office will be included. The conduct of financial campaigns, and other methods of money raising will also be considered, with special emphasis on community self support.

Another important topic will be the analysis of the various forms of publicity as a means of informing the public of the needs and achievements of social work.

The courses offered, determined by the needs of individual students and special groups, will include instruction and demonstration on the use of quantitative data in social work; record keeping and the use of recorded information; cost accounting, budget making; business methods as applied to social service administration; office management; filing; financial campaigns and financial federation; the demonstration of a social agency.

SOCIOLOGY 3. STATISTICS AND STATISTICAL METHODS.

PROFESSOR ODUM.

Credit, 1 course.

Junior and Senior elective.

Five hours a week.

Winter Quarter.

A brief survey of the field of theoretical statistics, with a thorough mastery of the elements of numbering, averages, modes, medians, variations, and scientific principles involved. Special emphasis will be placed upon practical methods of utilizing statistics, the recognition of facts, gathering data, compiling, plotting, conclusions, and the special application of statistics to social phenomena.

SOCIOLOGY 44. THE ORGANIZATION AND ADMINISTRATION OF PUBLIC WELFARE.

PROFESSOR ODUM.

Credit, $\frac{1}{2}$ course.

Three hours a week.

Spring Quarter.

A study of the methods and organization of Public Welfare in the United States—state, county, city, and national programs of public welfare—standard organization plans.

SOCIOLOGY 45. ADMINISTRATION AND MANAGEMENT.

PROFESSOR MEYER.

Credit, $\frac{1}{2}$ course.*Three hours a week.**Spring Quarter.*

Business methods as applied to social service administration. Office management, filing, etc. Publicity financial campaigns and federated finance. The organization of communities and the elements of parliamentary practice.

VIII. FIELD WORK

Field work is required of all students enrolled in the professional courses offered by the School of Public Welfare. In its plans for field work training, the School is guided by the principle that the practice work of the students should approximate as closely as possible the working conditions that will be confronted when the students enter upon their professional career. This means as far as the field work training of southern students is concerned that opportunity should be given to acquire familiarity with the administration of well equipped social agencies in a small city and to participate in the promotion and development of social work activities in small towns and rural communities inadequately provided with social work leadership.

In its practice work with city agencies, the School of Public Welfare follows the customary plan of assigning students to certain organizations for a definite period of training. Durham, a typical manufacturing center 12 miles distant from the University and easily accessible by frequent jitney service over a concrete road, has an active Red Cross chapter and a county department of public welfare where students receive training in office administration, family case work, Juvenile court procedure and probation work. Supplementing this field work training in Durham which is carried on concurrently with class room duties, the students taking a one year course are assigned, either during a portion of the spring quarter or during the summer following their year of study, to well equipped social agencies in certain cities in the State where in the capacity of assistants they secure intensive training in office procedure and social work activities. In the case of two year students, greater emphasis is given to this plan of intensive field work training with various organizations in the State. The entire State Department of Public Welfare, through the unusually effective cooperation of the State Commissioner and State Board, for whom the Director of the School of Public Welfare is Consulting Expert, offers an excellent system for effective field work of the most practical sort.

The field work training of the students in general social work in small towns and rural communities is carried on almost entirely under the personal direction of the supervisor of field work and the supervisor of case work, both full time members of the staff of the School. This part of the field work training is centered chiefly in Orange county in which the University is located, and in the adjoining county of Durham. In Orange county where there is at present no full time county superintendent of public welfare, arrangements have been made whereby the School of Public Welfare gives assistance in dealing with problems of relief, child placing, and juvenile delinquency. The supervisor of community work has also full opportunity to carry on demonstrations of different types of community work in small towns and mill villages. This work consists of such activities as the promotion of community fairs and recreation, organization and development of community clubs, Boy Scout troops, Campfire Girls and other agencies, supervision of play activities in schools and mill villages including direction of field days, leadership in working out community programs for special occasions, and community studies. Of special value is the cooperation of the country public school systems of the two counties.

In order that the students may develop initiative and feel real responsibility for this community work, the plan is usually followed of assigning one or two to each community, where under direction of the supervisor of community work a community program is worked out and its different stages carried forward as far as possible by the students themselves. Thus far in the experience of the School, this work of the students in the different communities is highly appreciated and more demands are made for their assistance than can be met by the present number of students.

Rural case work problems are constantly coming to the attention of community workers and for this reason they are given a prominent place in the field work training. As already mentioned the School of Public Welfare assists the county department of public welfare in investigation of families coming to its attention, which offers excellent opportunity for case work in rural portions of the county. In addition the supervisor of case work is acting as Home Service secretary of the local Red Cross chapter and thus has brought to her notice many claims for compensation and other problems of ex-service men. This Home Service work together with the assistance given the department of public welfare has already given opportunity to help with such problems as feeble-mindedness, immorality, low standards of living, desertion, neglect

of children, illiteracy, widowhood, and domestic difficulties. With the present inadequate supply of social welfare agencies the students can not hope of course to solve satisfactorily all these difficult problems, but experience is demonstrating that tactful personal service is of unexpected value in reconstructing families in isolated communities. The work already accomplished has made it clear that scientific case methods can be successfully applied to family welfare work under small town and rural conditions. The rural case worker finds it possible to establish close personal relations with his families and is looked upon by them as a friend. With the exception of the difficulty of travel, interviews with relatives and other individuals can be carried on as satisfactorily as in a city, and frequently there is a surprising readiness on the part of friends and relatives to cooperate in the solution of family problems brought to their attention. Each student is given but a small number of cases, seldom more than three or five, in order that intensive work can be done. Case treatment usually proceeds more slowly in the country than in the city which gives the student opportunity to study the case carefully and work out in detail adequate plans for rehabilitation. The limited number of cases handled makes it possible for the students to have very close supervision. The supervisor of case work maintains her own office where students are taught filing and other office routine. The students write their own records, take care of the necessary correspondence, make contacts with other agencies, and organize relief when needed. A special effort is made to give the students the kind of experience in handling rural case problems which will be helpful to them if placed in charge of a social work agency in a small town.

Each student is required to spend a minimum of 14 hours a week in field work. The field work schedule is so arranged that the students do not carry case work and community work at the same time. One year students usually take case work and community work alternately during the autumn and winter quarters and then in the spring quarter choose the type of field work in which they wish to specialize. The supervisor of field work conducts a three hour a week class throughout the year for the discussion of field work methods and problems, for which the usual university credit is given. The certificate of the School is issued only upon completion of all field work requirements.

Field trips to outlying communities inaccessible by rail or jitney are made by the students in cars owned by the School and the expense incurred is met by the payment of a laboratory fee which

usually amounts to ten dollars a quarter. Under the direction of the supervisors of field work cars for field trips are assigned to students after they have demonstrated their ability to handle a car carefully and safely. Students are expected as a part of their training course to develop proficiency in the use and simple upkeep of a car. In all plans for field-work training, special emphasis is placed upon the importance of rendering substantial and constructive service to communities in which students work.

IX. THE SUMMER SESSION AND SPECIAL INSTITUTES OF PUBLIC WELFARE

During the Summer session two types of courses are given through the School of Public Welfare. The first is a series of courses in community organization, recreation, family case work, social pathology, social problems, and other courses suited to the special needs of social workers and teachers desiring further training in community work. These courses begin and end with the regular Summer Session of the University and are announced in the regular Summer School Bulletin.

The second type of Summer work is the Special Institute for Public Welfare. The 1922 special institutes of Public Welfare will be the third to be held under the joint direction of the University and the State Department of Public Welfare. The purpose of the institutes is fourfold: to bring together in helpful conferences officials and workers; to discuss common problems and programs of public welfare; to raise standards of work and to stabilize public welfare in North Carolina; and to give momentum to the North Carolina Plan through cooperation with the State Department and county systems. A fifth or special purpose is found in the special days devoted to the North Carolina Public helping institutions. In enthusiasm, intense interest, and thoughtful discussions and contributions, the institutes have maintained a high standard throughout, due largely to the continuous application and attendance of those present. It is believed that the contributions of this group will be of interest to all others in the field of public welfare in North Carolina.

In addition to Mrs. Clarence A. Johnson, Commissioner of Public Welfare, there will be present to help also Hon. G. Croft Williams, Secretary of the South Carolina State Department of Public Welfare and Hon. Burr Blackburn, Secretary of the Georgia State Department of Public Welfare, together with a number of the ablest leaders in the Nation, among whom are: Mr. Hast-

ings H. Hart, Head of the Child Helping Department of the Russel Sage Foundation and President of the American Prison Congress; Miss Grace Abbott, Head of the Children's Bureau at Washington; Mrs. Martha Falconer, Director, Department of Protective Social Measures, American Social Hygiene Association; Dr. Helen Porter, Director of the Children's Bureau, Pennsylvania State Department of Public Welfare, and others.

The second special feature of the Summer Institutes will provide a regular six weeks course for Red Cross Secretaries who will be eligible to elect the general courses in social work, but will also have a special supervisor provided from the Southern Division or from National Headquarters. Last Summer eighteen Secretaries were present from the states of North Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi and Louisiana, and the results were very satisfactory. There were present also a number of other community leaders.

The 1922 summer session of the University begins on June 20 and extends through August 3. Reservations should be made before May 1 if accommodations are to be secured. Although two new dormitories will be ready, past experience indicates that there will still be an insufficient number of rooms to accommodate the large number of students in the different departments of the University Summer School.