

(Thirteen years ago last June I was graduated from this University. From that day until now I have been not only a loyal supporter of my Alma Mater, but of public education. It seems to me that we people in North Carolina have not fully realized the place for public education in our civic life. We do not see the state's ~~duty~~ ^{duty} toward education. The state is fast realizing its duty, there is an awakening along this line not surpassed by any state in our union. But we have not yet fully realized what public education means for us as a people.

I wish to talk to-day for a few minutes upon The Place for Public Education in Our Civic Life.

To one interested in the growth of our nation, its constitutional history and its economic history; to one who is willing to give the time and thought necessary to go to the bottom of things, to one who really reads and interprets the meanings of things there is nothing more significant in our institutional growth than the development of our public school systems. *See p. 1*

Every nation has the form of government best suited to the needs of the people, for the form of government is the out-growth of the consensus of public thought. The voice of the people in every nation is the Government. An absolute monarchy can exist only when the people ruled, believe the power of the ruler should be absolute. A limited monarchy

can exist for only those people who believe in that form of Government. A republican form of government can exist for only those people who believe in a Representative form of Government. The voice of the people is heard in the different forms of government in just the proportion the people want their voice heard. It is a noticeable fact in the history of human civilization that the people have political liberty in proportion to the public intelligence. Educate the masses and you eliminate the classes in government. Governments become more and more democratic as the people become more and more enlightened. Education is the tyrant's greatest enemy and the ~~po~~people's warmest friend. . In a nation like ours where the government rests upon the heads of its intelligent citizenship, in a civilization like the one in which we live, not only the form of the government, but the civilization itself depends in no small measure upon public education. The nation, or the state in the nation, or the county in the state, will prosper in the proportion that public education is fostered.. We may believe this or not, but it is just as inevitable as fate. *and as true as any proverb*

What then is the place for public education in our civic life? In what do we find justification for the expenditure of public funds for public education, either for the maintenance of a system of public schools or for the support of a State Institution? Whatever the nature of the school, so far as the State is concerned, ~~if public~~

funds are appropriated its justification is ^{to be} found upon but one basis. This does not mean all state institutions of learning must be of the same type, or do the same grade of work, but there must run thru them all one general purpose.

It has been said that "Whatever the state visions as good in its own advance, it rightly expects the schools to impart"; and the public schools "first concern must be to equip each to co-operate with his fellows and then, and not until then, shall it turn to the more individualistic task of fitting each one for the highest economic efficiency." In other words, to quote Dr. M. C. Baumbaugh, the state's justification is to be found not on "the earning power for the individual, but the service power for the state." If, however, the individual's service power for the state is properly developed then his earning power as an individual adds greatly to his capacity for service to the State; for his service power will include his economic worth.

As we read the history of civilization we are impressed with the fact that the growth, development and decay of nations is after all only the birth, establishment and working out of great ideas. A little over a century ago a new nation sprang up upon the eastern slope of the the North American Continent. It is to-day perhaps the greatest nation upon the earth. Around what norm does the American nation centre? The Greeks gave us the Beautiful; Rome Law; Jews,

Religion; England, Individual Freedom and America, Political Freedom. The home of the Roman idea was the Forum; of the Jewish idea, the Temple and of the American idea The Public School. The task before us as a nation of taking hundreds of thousands of immigrants annually from practically every other nation upon the globe and americanizing them is a most stupendous one. It is thru the public school systems of the individual states and ~~the~~ larger cities that this is to be accomplished.

We in North Carolina are so well grounded in our national idea, and are troubled so little with the immigration problem that we have not seen the necessity of public education, like our less favored sister states. I say "less favored" with all the emphasis I can. It is a blessing to any man to have been born and reared in North Carolina. The spirit of the people of North Carolina is perhaps more truly American than the spirit of the people of any other state in the Union.

What is the function of our public schools? ~~Are~~ they to be fostered simply to keep alive patriotism and teach Government, or are they to touch the heart and life of our people? Is education with us to be as it has been in the past for leadership alone, or is it to reach itself down to the very foundation of our life, lay hold of the masses of mankind and bring us to a more vivid realization of our

obligations and opportunities and thus raise the standard of living and advance our civilization? As I see it, the public schools, and I include all state supported education institutions in the expression "The Public Schools," must not only train for leadership, but they must touch in a vital way the every day affairs of our people. We must have leaders in church and state, but we must have also, an intelligent citizenship and of the two we most need an intelligent citizenship; for from the rank and file we will develop intelligent leaders, provided that rank and file is intelligent. It is the substantial Yeomanry of England who have preserved that great nation in many a crisis. And, the safety, to say nothing of the prosperity of our state, depends upon the intelligence of its citizens. *our Yeomanry*

Section 2 (Our system of public education from this University down to that Kindergarten in Washington, I believe the first public Kindergarten in our State, while is not perfect, is based upon humane principles. We are divided into two general lines, (a) - state schools to train for leadership, and (b) - the public schools to furnish us with an intelligent citizenship.) In the former class ^{are} ~~all~~ schools to prepare leaders in practically every economic field ~~open~~ ^{open} to our people. The state owes it to itself to equip these institutions so they may do in an efficient way the work for which they have been established. And then it owes it to itself to see that these

educational plants turn back to the state the type of person for which they have been builded. I stand here to-day as the head of the youngest of these State schools, and I say to you that if we do not give back to the state well trained teachers we have no claim upon North Carolina for state aid. If we do, then our commonwealth can not afford to let this plant suffer from a lack of financial aid. The same is true with every one of our state educational institutions. North Carolina has neglected too long to make adequate provision for our University. Let me say to you Dr. Venable, something I have wanted to say in public for thirteen years; The University of North Carolina should have the loyal support of every true North Carolinian, and our State Legislature should make adequate provision for equipping and maintaining this University.

End.