

Notes. All I had to say is not in these notes.

Outline a plan for us for this year's faculty meetings.

Ultimately this school in its two years of professional work will not give any so called content matter for pure knowledge's sake. I think I see the open field for the future Normal School. There is no one in that field to-day. It is an open untouched place in the world of pedagogy so far as I am informed.

AN OUTLINE OF WHAT I EXPECT THIS SCHOOL TO BE AT  
SOME TIME IN THE FUTURE

As a foundation there is to be a splendid system of state high schools; from these graduates will come to the Training School. These graduates will not necessarily have identical training, but they will come with an average ability, for upon their mental ability they will be graduated from the high school. In the Training School they will get only professional training. In this professional training, however, they will get more knowledge than they now acquire when every energy is directed to the acquisition of pure knowledge, e. g., while they are being taught how to teach English they will acquire more technical Grammar than they now acquire while in the study of Grammar; while engaged in the study of Pedagogy they will gain a knowledge of History, Geography, et., that they never get now for it will be a really vital, related knowledge. In getting teaching technique they will acquire knowledge that will have a vitality such as no institution of pure learning is now giving. I do not know if my idea is clear to you, but I see it clearly and I believe we are eventually coming to it. This idea will <sup>with</sup> carry/it a correlation such as we have never had; it will necessitate definite outlines of the work of each department such as I have never been able to get made, and it will necessitate



lesson plans and visits to each other, two things we have not yet been able to work ourselves up to. Above all it will necessitate a proper estimate of the value of your subject in the course of study. I am tempted to say it will necessitate a realization of the fact that yours is not the most important subject in the course of study.

#### OUR FACULTY MEETINGS

With all of this in mind and with a vivid realization of the fact that only the A. B. C. of professional training has ever anywhere been given in any subject I am going to bring into question for discussion in our faculty meetings every subject now in our course of study.

We will take them subject by subject. We will follow the order they appear on the general schedule, i. e., English, Mathematics, Science, History, Pedagogy and Primary Methods, Latin, Drawing, Public School Music, and Instrumental Music.

In each case we shall assume that the subject under discussion should not have a place in our course of study. It is for the department to prove it should have a place, that as much time, more or less, as is now given should be given. And that the amount of content matter, more or less, now given should be given, and that the amount of professional training, more or less, now given should be given. We want your reasons for every statement made. If you can not make it convincing that your department should do what it is now doing and have all the time it now gets, the chances are that the school, as it is now organized, is giving too much of its emphasis to your work.

But in all of this there is to be no departmental jealousy or rivalry. Let the welfare of the school children of North Carolina



be uppermost in your minds and let there be a realization of the fact that I am asking for this discussion that we may vitalize our aim and clarify our problem.

We are building up a new school and our work is a trust that to me is the same as a Divine Mission. The work is too sacred for any petty departmental jealousies. It is necessary, however, to pick it all to pieces to see if we have the best possible, to see if we can improve upon what we are now doing, to keep the spirit of the school, to vitalize the work.

He who would have plowing done must himself first learn to plow.

October 7, 1913

Robt. H. Wright

DUANE BOND