

Handed to Mr. Daniels for N.C.
Jan. 17, 1913. R.H.W.

President Robt. H. Wright of the East Carolina Teachers Training School, was in Raleigh at the Inaugural Wednesday. Your correspondent knowing something of the work being done in the Training School for the teachers of the public schools, asked Pres. Wright to tell something of the scope of the work and something of the purposes of the school. To this he said, "Read our biennial report to the General Assembly. We have attempted to tell in a simple way what the school at Greenville stands for, and something of what has been done there in the past three and one-third years, in this report. I am the poorest man in North Carolina to "blow" a business that I am personally connected with. Our work stands as our record, and there is nothing there that we, - well, to say the least, nothing that we are ashamed of."

You say in your advertisement, A state school for the sole purpose of training young men and women for the profession of teaching. How many students have you in your Business Course? He laughed, then said, there is ~~only~~ one school in North Carolina that lives up to its advertisements. We have no commercial course. We offer nothing in the Training School but those subjects we deem necessary to make efficient teachers for the schools of our state. He added with some emphasis, the Training School is doing nothing but the one thing for which it was established, and shall never deviate from this purpose as long as I have a voice in directing its ~~besting~~ *affairs*.

What tuition do you charge?

There is no charge for tuition for those who agree to teach for two years. This provision is in the Law. We have this school year two hundred and thirty-two students. Out of this enrollment only eight pay tuition, and one of these taught before she came to us. We have dormitory capacity for one hundred and ninety students, but we have taken our sitting rooms and parlors and turned them into bed rooms to

supply the demand. In this way we take two hundred and two in the dormitories. The others board in town.

Have you had more to apply than you can accommodate?

Since March 6, 1911, ^{I began to} ~~since~~ ~~from~~ that date, I have refused admission to six hundred and six for lack of room. Since the Summer Term closed last summer I have refused seventy-five for lack of room. It is hard to refuse these people admission to our school. -- To give a concrete case? On Tuesday, January 6th, a father brought his daughter to school expecting to enter her. He had not written me and I did not have any room for her. There was no possible chance for me to provide a place for her. She had heard that one of our students who was with us in the fall could not return and she expected to get that place, but there were over a dozen waiting for the same place, and so there was nothing left for me to do but tell her so, and she had to go home. That is hard. When one realizes that there are some where in our State forty children who will not be so well taught, because this young women can not get proper training for her work, ~~at~~ ~~the~~ ~~state~~ ~~of~~ ~~the~~ ~~state~~. When a man sees the situation and realizes that it is the innocent and ~~help~~ ^{help} less one of our State that ~~are~~ ~~ultimately~~ to suffer because prospective teachers can not get the training, if he has any heart in him, these things pull heavily at his heart strings. Upon the education of the masses depend the safety and prosperity of our State, and you can not educate the masses without a corps of well trained teachers. A longer school term is an absolute necessity, but a longer school term without an efficient teaching force is a waste of public funds. I do not say this because I am in this work, but I am in this work because I believe this is our State's greatest need. Well trained teachers will do more to solve our State's political and economic problems than any other

one thing.

The great problem in education to-day, they tell us, is the country school. Are you doing anything to help that problem?

We are offering two One Year Courses to train teachers for the rural schools, and at least eighty-five percent of our graduates are teaching country children. I recall off hand, one of our graduates who has repeatedly refused to accept a position in graded schools, even though she would have received ^a better salary, and have taught a longer school term. She says she wants to help the country children of her native county, and she is helping them too. She has the spirit that will be of service to the country child. There are several others like her in our list of thirty-five graduates. Since sixty-three percent of our people live on farms not less than sixty-three percent of our students should teach the children of farmers. At present our percent is far above sixty-three percent and I hope it will always be above sixty-three percent.

What are you asking of the present Legislature?

Knowing the conditions of the state's finances we are asking for one hundred and fifty thousand dollars less than we should have. We are asking for one hundred thousand dollars for buildings and equipment, and fifty-five thousand for maintenance. I do not believe North Carolina can afford not to make at least this appropriation. If we are doing the work we are trying to do (and if we are not we should be turned off and some one put in our place that will do it), then the state can not afford to let this work suffer any more than it will suffer after the one hundred thousand dollars has been appropriated for the school at Greenville. It is my idea to run this school on as economical a basis for the State as I would run it for unprivate corporation, and it is my

idea to ask for an appropriation on as economical an estimate as I would make for a private corporation.

How much did the last Legislature appropriate to your school for buildings and equipment?

Not one cent. This is the only school, red, white or black, that did not get something for permanent improvements from the last General Assembly. To some of the others the appropriation was small, *but* they got something. This should be our year and I confidently expect the present General Assembly to give us every cent we have asked for. They can not afford not to give it for they owe this much to the helpless little ones, the future men and women who are to advance or retard the progress of the Old North State we all love. North Carolina's future is in ^{her} children, and the future of these children, in a large measure, is in the hands of our school teachers. Thus, ~~the~~ children are to-day in a sense the wards of this General Assembly. Men with some vision see that money invested in our state's children is the best money a State can spend.