

Chapel -- March 12 , 1926

R.H.W.

I want to tell you by reading a little piece of poetry that I like to read once a year, I am reading it to you this morning to tell you how to pass your examinations:

Quote "It Can't be Done"

That is just another nice way of saying that a person can accomplish any reasonable task that he may undertake if he will not know the word failure. There are so many people in this world who simply fail before they begin. They are like the pendulum of the clock who figured out how many times it would have to swing to mark off the seconds in 24 hours and he said, "It can't be done". Then somebody put a little ambition in the clock and he found that every swing had just enough time to mark off that time and at the end of 24 hours, he had marked them all off. It had tackled the thing that could not be done and had done it. If you look at the thing in toto, it seems to be so enormous, it masses itself before us and we are whipped before we begin. If we will just do the thing next and keep on doing the next thing -- if you have studied, as I believe most of you have studied, during the quarter, next week you won't have so very much trouble. If you will just tackle the thing with a grin and say that you are going to try, you will find that it won't be very much trouble for you to do the thing that can't be done. Before you know it, you will do it. I want you to pass your examinations. I want you to pass, not only these examinations, but I want you to prepare yourself to stand the examinations that you will have to stand all your life. They are going to come to you day after day and you will pass them if you never give up -- stick absolutely stick to the job. But if you give up before you start you are whipped to begin with and the chances are that you will not be a success.

There is one type of examination that it is always impossible for a

student to pass. That is the examination that asks you questions that you do not know anything about. It's too late to prepare for it after you get on the examination and if you have waited to take your chances, you will probably tackle the thing and not do it. There is another type of examination that is always easy, and that is the examination that asks you questions about things you know. That is the only difference between a so-called hard examination and an easy examination. If you know it it is easy. If you do not know it, you can't pass it. Your examinations are always about things that you know, or should know. If you have mastered the work, there isn't a teacher in this college who is going to give you a hard examination. If you haven't mastered the work, there isn't a teacher in this college who is going to give you an easy examination. So in its final analysis, it falls back on you. If you have mastered the work, I want to assure you that you will have an easy set of examinations next week. If you haven't mastered the work, I want to assure you just as firmly that you will probably have a very difficult set of examinations next week.

When I was in college there was a student there who did not study until examination time and then he got a lot of books and he sat up nearly all night preparing for examination. On one occasion he was preparing for a mathematics examination. He took every other page of the book and went through it, and he learned every thing on every other page of the book. That is one of these 50 - 50 things. That obsteporous teacher took his book and took the examination out of every other page in the book, but he got the wrong page. This boy failed and he had all manner of evil to say about that teacher and I think he had some just cause, because the teacher happened to do the same kind of thing that the boy did, but he did it the wrong way, just got on the other page. If he had got on the right page, the boy would have answered all of the questions. If you are trying to get by like that boy did, I hope you will get by like he did. -----  
But if you have mastered your work, you are not going to have any trouble next

week. You are really going to enjoy next week. I am sorry to hear that murmur of disapproval, but I hope you will enjoy it.

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I want to give you something else this morning entirely different from that. I don't know whether you young women, any of you, have signed the little sheet that is sent to you from the state department of education or not. You can get it by asking for it and it will come to you regularly. In this issue of it that came to my desk yesterday, dated March 1, it gives you tabulations of the values school houses and school house property/in North Carolina from 1905 to 1925, and that is just a table of figures. Sometimes figures put up in this form look so formidable that we never dig into them to see what they mean. It is rather significant, however, to note that the school houses and property in North Carolina in 1905 was estimated at \$3,082,918 and in 1925 it was \$70,705,835, a considerable increase, over sixty seven and one half millions of dollars. The average annual increase for this period of 20 years is a little bit more than the value of the property in 1905. The average annual increase is \$3,376, 145. It is rather interesting to study this table and see what the people of North Carolina are doing to improve school conditions so far as buying property and building school houses is concerned. For twenty years they have averaged more than three and one eighth millions of dollars a year. For the last ten years, the average annual increase is \$6,027,171. For twenty years it is \$3,076,000 and for ten years it is nearly twice as much, not quite. And for the last five years the average annual increase is \$9,329,599. Now that is rather significant. The increase in school house building during the last year is just a little bit more than ten millions. Now notice what that means. The annual increase for twenty years is three and a quarter millions; for the last ten years six millions, and for the last five years nine and a quarter millions and for the last year it is over ten millions.

When we get these figures and read back of them, we see that the people of the state are very, very much interested in the proper education of their children, They are willing to pay ten millions annually for school houses and school grounds, school property, etc, That means that your father and his neighbors are willing to make that sacrifice, pretty nearly four dollars per capita for every person in the state annually sacrificed to give you good school houses and school grounds. That is a very significant fact. It means, young women, that you are training yourselves to go out into a state and teach the children where the people where the people want their children properly taught and they want it to the extent that they are putting millions annually in the preparation of a place for you to teach.