

Chapel, Marh 11, 1927
President Wright

I do not know whether any of you students read the State School Facts or not. If you do not, I hope you will write to the State Department of Education, at least when you begin to teach, and get them to put you on the mailing list and get this state publication, (it doesn't cost you anything) and read it from time to time when it comes. It gives some most interesting facts about public education in North Carolina. The March 1 issue has something of so much importance that I want to talk to you about that this morning. This issue deals with the summer schools, and there is a table that gives you the summer school attendance in North Carolina for the approved summer schools; that is, summer schools in institutions of this character, the colleges, etc., and also in the county summer schools from 1920 to 1926 inclusive. There was a time, not many years ago, when the teacher who wished to improve herself as a teacher, in order that she might keep up, we might say, was required to attend a county institute that developed into a county summer school, or she could go, if she could find a place, to a regular summer school held in some college. In 1925 they discontinued the county summer school, and now you will find why beginning with 1920 and taking it year after year, - 1920, 21, 22, etc. there has been such a decrease in the attendance upon ^{county} summer schools. I am going to read you the attendance on county summer schools for white teachers. The county summer school has not been discontinued for colored teachers, but for white teachers it was discontinued after 1925. The county summer schools in 1920 had 2,609; in 1921, 3,900; in 1922, 3,188; in 1923, 2,498; in 1924, 1,173; in 1925, only 910. So they were discontinued. Those who attended the approved summer schools in institutions of higher learning, beginning with 1920 and running to 1926 are as follows (white only): in 1920, 2,445; in 1921, 3,053; in 1922, 4,762; in 1923, 5,329; in 1924, 6,342; in 1925, 8,511; and last year 9,875. The total attendance on summer schools, county and state for white teachers and colored teachers beginning with 1920 and running through

1926 is as follows: in 1920, 7,434; in 1921, 10,826; in 1922, 11,743; in 1923, 12,059; in 1924, 11,398; in 1925, 13,665; and in 1926 14,004.

There is a comment in this issue of the State School Facts that I am going to take the time to read to you this morning. It is only a paragraph. If you attend summer school anywhere except at this place, you will find the summer quarter as it is sometimes called, or the summer term divided into two terms of six weeks each, a summer school unit, and there is a course of study worked out and printed in this issue of School Facts on that basis.

"Accepting a six-week term as a summer school unit, during the summers 1920-26 there were 40,317 such units. Interpreted this would mean that 40,317 white teachers received training equivalent to a six weeks term. This equals 6,719 college years or would be equivalent to a four year college course for 1,554 individuals. Similarly, in attendance at the approved colored summer schools in North Carolina (Table V), the time would be equivalent to a four year college course for 477 persons. If attendance at summer schools outside of North Carolina (See Table II) be added, the importance of summer school attendance would be even more manifest."

It is rather interesting to note that there were 9,875 white teachers attending summer schools in the state last year, and there were at least 1,000 attending summer schools outside of the state. You might be interested to know something about where these people went to school. I think I have that here somewhere, and it is a little bit interesting:

"Columbia University,
Furman University
Hampton Institute
George Peabody College for Teachers
Tuskegee Normal and Industrial Institute
University of California
University of Chicago
University of Tennessee
University of Virginia"

Last year there were 894, and there is a statement made somewhere that there were at least 1,000, that they have facts enough in the State Department to show that there were at least 1,000; that means that over half of the white teachers, or the equivalent of that many (they may not have all been teachers, they were not all teachers), but over half of the white teachers were attending summer schools, and I think we are safe in saying 33-1/3 per cent of the white teachers

did attend summer school somewhere last year. What does that mean to you? It means a number of things to me. I will mention just a few of them. One thing, and the first and foremost thing that it means to me is that the teachers of North Carolina realize the importance of their work to the extent that they are willing to make the sacrifice of time and money to spend at least six weeks, and many of them spend the entire term, in attendance upon school, sacrificing their vacation time that they may better do their work. I think that is the real motive that is back of a large per cent who attend the summer schools, a desire to better qualify oneself for the task of teaching the youth of the state. There is also another motive back of it with some of these people. Our State system of certification is founded first on the basis of preparation and experience. The greater your preparation up to graduation from a four year college, the greater your preparation the higher your certificate, the higher your certificate, the larger your salary, and a number of teachers in North Carolina who have not reached the A grade certificate are attending Summer schools in order that they may raise their certificates to the next higher, and that is a most commendable thing to do. It not only makes them better teachers, but it also carries with it more pay. Then there is another small element because the certification scheme requires a certain amount of preparation for a renewal of your certificate, and there are some who attend summer school for no other reason than just simply to renew the certificate. I think the attitude of the teachers of this state toward better preparation for their work is one of the most commendable things that can possibly be said about the profession. The teachers of North Carolina realize the importance of being well trained for their job. O, they don't all realize that. There are a few people everywhere in the world who are just marking time, but they are not teachers in our profession, they are just waiting for something to happen. They are like old Mr. McCoy, they are just waiting - "sometimes in prison and sometimes out, but just waiting for something to happen", and sometimes it does happen, and it is fortunate for the schools perhaps, and it may be unfortunate for some one else, --

perhaps. There was a time in the history of public education when people went into school work as a stepping stone to something else, and some of them stepped and some didn't, and those who didn't stayed in the profession. That time has gone and I am glad of it. Today the profession is being filled with people who are teaching because they love children. There are quite a number of Fannie McClellands in the profession. Maybe you young women didn't know it, but Miss McClelland didn't have to teach school to live. She taught because she loved to teach, and because she loved to be of service in that way. She was a truly great teacher, there is no question about that. She was in the profession because her heart and soul were there, and she realized that she probably could be of the greatest service to her generation by teaching the youth of our country, and there are still even in this age, when the dollar seems to be the biggest thing in this world, there are still people who live in North Carolina who put spirit value and human life above the American dollar. It is that type of person who is going to save the republic, who is going to save the civilization of today. It is that person in the school room or in the church whose heart and soul are in the development of mankind in the right direction that is going to save this world. It is a great thing to be a teacher with the right spirit with a real love of children and the people, it is a great opportunity, it is a great thing to do. Your work is worth while.