

May 16, 1929

I want to talk to you girls this morning and maybe one other time on what kind of a person do I want to teach my daughter or to put it in terms that will concern you what kind of a teacher do you want to teach your little sister or your little brother. I think it would be well for each one of us to ask herself that question. What kind of person is it that you want to teach someone who is very close to you. Then after you have made up your mind just what kind of a person you want to do that then ask yourself the question am I developing in my own life that character and that personality. Am I doing those things that are going to make of me the kind of person that I would like to have teach someone who is very close to me and if you are not, would it not be a good thing to try to become that type of human being and I have a few questions here that I want to ask or rather to put it in a little different way, I have a few propositions I want to put before you.

Can a person be an efficient teacher of little children or of great big children, grown girls and boys so far as that is concerned, can you be that type of teacher if you do not first love the folks you are going to teach. If you are going to teach little children, you must love little children. You know, I believe that is the reason women make better teachers of little children than men do. I believe that women, as a rule, love little children more than men do. I believe God in his all wise person has made it that way because women are the mothers of the children of the world and the mother does love her children more than the father does. I wish the fathers loved children like the mothers but they do not. If you do not have that kind of love, that suffereth long, that endureth almost all things then you cannot make the kind of a teacher that you want to teach your little sister. Isn't love in that broadest and best sense probably the first requisite. Of course, you must know your subject matter but knowledge alone does not make a teacher.

Then the second proposition that I have jotted down is that she must not only love children but she must love to teach. I mean have that burning desire within one's heart to help implent worthwhile knowledge in the little folks. There are people who go to college to train to teach school who have not a fondness for teaching. Such people never make more than just mediocre teachers. Usually they make dismal failures. You must love children and must love teaching. You must have the spirit of the teacher and next you must know, of course, the subject matter that you are going to teach and then you must know how to teach. There is where the break has come between the teachers college and the academic college. The world is still full of people like dear old Governor Jarvis who was the Chairman of our Board. I was talking to him at the beginning of the college and trying to make him see this and I had used the moot court in the law school against observation and participation in a teachers college and evidently got the idea into his head and he straightened back into his chair and thought for a little while and then turned to me and said, "Mr. Wright, you have given me another vision. I had always thought that anybody who knew it could teach it." And from that explanation of Governor Jarvis we get an expression that is still dominant in a lot of college professors. In fact, less than twenty four months ago I heard a college president in North Carolina make the statement that anybody who knew it could teach it. You must love the child, love to teach and then you must know how to get the subject matter over into the mind of the child and that is the work of the teachers college.

I will continue this discussion Saturday with you.

Robert H. Wright, President