

Our system of public education from the State University down to the Kindergarten, while not perfect, is based upon some principles. We realize that "The difficulties of democracy are the opportunities of education" (N. M. Butler) and that each generation is not only the inheritor of a glorious past but also a trustee for posterity. And that "To preserve, protect, and transmit its inheritance unimpaired, is its highest duty. To accomplish this is not the task of the few, but the duty of all." (N. M. Butler). Again we realize that "That democracy alone will be triumphant which has both intelligence and character. To develop them among the whole people is the task of education in democracy." N. M. B. That there is no smack of ~~of~~ charity about the public educational system of Amer-



2a Contin.

ica. It is for all, it is the universal  
= al and inalienable right of every  
man and woman, every son and  
daughter of the Union. It is the corner-  
stone of our plan, the essential  
factor of our Governmental purpose  
--- The public schools are to  
train boys and girls, — not to  
support the "thriftless" or the "unfor-  
tunate" Draper.

We realize that "whatever adds to  
the real enlightenment of the multi-  
tude, adds to the happiness, the  
strength, and the security of a  
republic which rests upon the  
common intelligence and equality  
of rights for all" Draper. This does  
not mean Socialism if by Socialism  
you mean a kind of paternalism.  
It does mean equality of rights  
under the law, but not equality  
of ~~rights~~ results in spite of moral  
and legal rights

We realize that the educational  
purpose of our State would  
make the work of the schools  
aid the industries, that it would



I. B. Cantin

Give as much prominence and as much honor to manual skill as to intellectual occupations, and yet its educational purpose reaches forward to the very mountain tops of human learning.

"It is time for all to realize that that purpose points not only to a free elementary school in reach of every home but also to a free high school and a free University, college or training school for every young man or woman who can avail himself of these opportunities.

Realizing these things our State System is divided into two general types of schools; ~~the~~

A. State Schools to train for leadership

B. Public schools that will lay for us at least the groundwork for an intelligent citizenship.

In the former class are schools to prepare leaders in practically every field open to our people for use



2, C Cambin

useful occupation. The State owes it to itself to equip these institutions so they may do in an efficient way the work for which they have been established. And then it owes it to itself to see that these educational plants turn back to the State the type of person for which they have been builded. I stand here this evening as the head of the youngest of these State schools and I say to you, that if we do not give back to the State well trained teachers we have no claim upon North Carolina for State aid. If we do the Old North State cannot afford to let the school at Greenville suffer for a lack of financial aid. The same is true of every other one of our State educational institutions.

Turning now to the other division of our educational system, our public schools, the schools for the great masses



of our people, up to the schools for  
over 95% of our people. The task  
that confronts us here almost  
staggering one. But after all it is  
the most important side of our  
system; for it is here that the  
system reaches itself down to the  
home of every citizen in our  
state, here it is that the system  
comes into vital touch with  
the people who constitute the  
Y-morrow of our state. Here  
it is after all that the people  
will get their education. These  
are the schools that are the  
real educational expression  
of our democracy. These  
state schools that train  
for leadership are in part the  
outgrowth of European civiliza-  
tion but the public schools  
are the pure expression of  
American democracy. They  
did not begin until long  
after our government had



been established. There were a few free schools in a few localities but they were not the expression of the American idea. It is only quite recent that the real American public school has come forward. It is destined to grow and develop until every child everywhere in this great land of ours has the educational opportunity that belongs to him as an inheritance of our Government.

The public schools in all states are organized along two distinct lines.

A Chartered Schools in towns known as the Graded Schools

These are in a measure independent of our State Superintendent and are under purely local Government. Since they do not come within your



jurisdiction I shall not discuss  
 here.

The public schools, ~~these~~ <sup>These</sup>  
 come directly under your  
 jurisdiction and those you under  
 the State Superintendent. Of all  
 the schools in our State  
 these, it seems to me, need,  
 relatively speaking, more  
 attention than they are getting,  
 more attention than any  
 form of organization with  
 the poor pay given to the  
 County Supt. will allow.

Roark in his Economy  
 in Education says truly  
 "The County Superintendent  
 is the most important school  
 officer in the whole rural  
 school system. Through his  
 active service the uplift of  
 the schools must come, or  
 through his inefficiency or



neglect occurs their degeneration  
~~and~~ and decay." There is practically  
 unanimous agreement among  
 students of education to-day that  
 the rural schools need close,  
~~supervisors~~ intelligent  
 supervision throughout a  
 County, or some smaller  
 unit of school organization.

To give such supervision men  
 and women must be chosen as  
 superintendents who, by scholarship,  
 professional training, and suc-  
 cessful experience, are properly  
 qualified for the work." And I  
 will add the County must  
 pay such men enough to  
 justify them <sup>in giving</sup> ~~to give~~ their time  
 and thought to the work. A  
 man who is forced to give  
 some of his time to providing  
 for the necessaries of life in  
 some other way than thro  
 the work of County Dept. cannot



possibly make the best Capt.  
 And after all the laborer is  
 worthy of his hire otherwise  
 the thing in which he is  
 engaged is not worthy of the  
 man.

The problem of these schools  
 is your problem — it is also  
 our problem; for it is the  
 purpose of our school to  
 turn back to the state  
 more efficient teachers for  
 this grade of school. Let me  
 say to you however that with  
 existing laws and conditions  
 the product of the Training School  
 will not go into the country  
 school. What is the condition?  
 The graded school is located  
 in towns, has longer terms  
 pays better salaries and does  
 not require examination. The  
 public school is in a sparsely  
 settled community, has a  
 shorter term, pays a poorer  
 salary and requires an exam —



ination. In the former, the work is better organized, is lighter, in a more attractive environment pays more and does not call for an examination. Would you not seek employment there in preference to a Country school? I take up this problem first because you cannot improve your schools unless you can draw into them better teachers. What is the remedy? Let the graduates of those schools and colleges who give training for this work — not those who say in their catalogs they are doing it but those who satisfy the state department of education that they are actually doing that grade of work that does equip teachers for these schools — let such graduates be given a three years te Certificate to Teach in any of the public schools



of our State, subject to the approval of the County Supt.

If this can't be made into a law let this body of County Supts. agree that such Graduates may teach in your Counties for three years without standing or examination.

But even this will not give you good teachers without longer terms and better pay

But it is show the good teachers that you will get longer terms and better pay.

Introduce the kinds of instruction the people need Give more household Economy and agriculture to the people will see and know that the school is a blessing to the Community



Establish County high  
Schools that will teach the  
Classics and prepare young  
men and women for College  
and let these schools also teach  
farming in every phase  
so the young men who cannot  
go to College can make more  
efficient farmers. Let these  
high schools also teach the  
domestic sciences for young  
women. Let farm life in these  
schools be given the training  
in these schools that we  
have neglected too long.

Let the people see they are  
getting something in return  
for their money and schools  
will prosper as they have  
never prospered before.

Our State will grow in  
riches and every hillside will  
blossom as the soil and our  
people become richer and happier.