

The system of Education in North Carolina until recently has been very much disjointed and absolutely incoherent. It is still exceedingly complex and is woefully deficient in unity and coherency. We have a number of units and these units when put together do not make one symmetrical whole. We have a State system which is divided into the County system, and this is composed of the Township unit, the District unit, and the City or Chartered school unit. These districts and city units vary from the one teacher school to that of twenty five or more teachers, from a three or four months' term to nine or ten. Different courses of study and different books are used in these different departments. This want of uniformity in the system has brought about varied conditions and needs in the different districts. Requirements as to preparation for the teacher vary widely. The salary differs very materially in such school or district. Again attendance or non-attendance is purely voluntary. This in a large measure puts even the opportunity and prospect of success partially in the hands of the patrons of the schools - a class of people generally not the most thoroughly interested in education. The State being largely agricultural forces the schools to be taught at a time least favorable for work in the rural districts. In addition to all of these disadvantages the system is founded in and directed by politics and therefore the entire policy of the administration of the schools is subject to change every four years. I have known this to occur at least three times since I have been in the work of public education. When we consider these things there is no wonder that our President says that "We have a problem, that here is a state system of public education not yet fully worked out, that in it is a new state school, that it is an enormous undertaking placed upon us by our State and we owe it as a

civic duty to do the best that is in us."

Since ours is a new work as stated 1st under the summary made by the President, it brings us face to face with this important truth.

2- We need to see clearly our problem. That we may properly get a true conception of the problem, I believe three things are necessary.

1st- We must have a knowledge or acquaintance which results in a heartfelt consciousness of the conditions and needs of those whom we are to serve.

2nd- We must know what will best meet these conditions and needs.

3rd- We must know what we can do that will supply this.

Having these we will then see our problems. Just a word in reference to these three requisites. We cannot know what will meet a need or condition if we are not conscious of this need or condition. I believe this knowledge is absolutely necessary before we can possibly consider intelligently the second proposition. We might suggest here ways in which this knowledge can be obtained but that can more appropriately be brought out in our discussion as a faculty. Having gotten this information we can then consider more intelligently the problem what will best meet these needs and conditions. When we solve this, then the 3rd as to what we shall do becomes easy and merges partially into the second.

The State of North Carolina seems to have believed when it established this school, and some of us heartily agree with the State, that these educational conditions and needs of the State can best be served by trained young men and women teaching in the schools and, therefore, the law layed it down as the plain object, purpose and duty of this school to furnish these teachers. We are

positive in our belief that if we fill the place assigned us that we are to furnish to the State:

1st - Strong, trained, efficient teachers. This question now arises in my mind: What is a strong, trained, efficient teacher? We would like to stress our belief here that no teacher can thus be classed who has not at least the following seven qualifications:

1st- She must have a proper conception of what education is and the purpose of its acquirements. This will rid her of the idea that it is simply book knowledge, and teach her that it is to apply to every day things and every day life.

2nd- She must possess a consciousness of the nobility, opportunities, responsibilities and possibilities of her work. No teacher however well trained can be a strong or efficient teacher who does not love the work, and see in it material for her life's best efforts.

3rd - She must have a proper attitude towards the work. What she accomplishes will be largely by this attitude.

4th- She must have scholarship, certainly to the extent of mastery of content matter, and the farther beyond this she may go the better for her and the work. In my judgment the present teaching force in North Carolina is woefully lacking in this one particular. It is no uncommon thing to find graduates of High Schools and even Colleges who would not know a decimal point if they should meet one in the road and yet they are teaching mathematics, or at least figuring to do so, to boys and girls. So in other branches.

5th- She must have knowledge and freedom in the use of the best method of presenting her work. There is absolutely a dearth in this qualification among teachers. A gentleman who had had full opportunity to observe, and had observed, told me as a fact that

not two per cent of the teachers in whose school rooms he had been, and he had been in several hundred, have any method at all of presenting any of the subjects they taught.

6th- She must have tact and skill in management in every detail, both in and out of the school room - a personality. I have seen more teachers go down for the want of this qualification than any other one and yet it is a qualification so easily cultivated and acquired that it amounts to almost a crime not to have it.

7th- She must have that spirit which recognizes consciously the truthfulness of that expression of the greatest of all teachers that "It is more blessed to give than to receive." This spirit is a fitting climax to those essential qualities that make strong, trained, efficient teachers.

If it be true, and we have conceded this, that the strong, trained, efficient teacher in every school meets the needs and conditions of our educational system now, then our duty becomes plain. It is to furnish these teachers thus equipped.

To the question put by our President, What is it we are to do? The above is my answer. To the one following it: Are we doing this in the best way? I would reply without the slightest purpose to throw flowers at any one, that I believe with the present equipment and opportunity for work that we are moving along the right line and that as a whole the work is counting for much in an educational uplift to those whom we have touched. I believe we ought to emphasize many things which before the establishment of this school were not even referred to in a teacher's preparation. I now refer specially to all the qualifications of the teacher named above. The one that has heretofore been thought necessary and almost the only one was a knowledge of books.

To the question "What can we do that we are not doing?" I believe I will content myself for the present with this response only. Do what the President suggest, study this problem this year and thereby be better fitted to do better work along all lines.

The fourth number under the Summary: "We need to see our departmental problems in relation to each other and in relation to the general problem " is one I shall hope to hear fully discussed while we are studying the suggested problems. In my own work I realize and emphasize when I am presenting it that it is a part of a great whole, that each and every other department is absolutely necessary for the success of my own. That they are all related to each other and also related to the whole.