

The News and Observer.

VOL. LII. NO. 68.

RALEIGH, NORTH CAROLINA, WEDNESDAY MORNING, JUNE 4, 1902.

FIVE CENTS

Leads all North Carolina Dailies in News and Circulation

PROGRAM OF TEACHERS' ASSEMBLY. WHAT GOVERNOR AYCOCK SAYS. PROF. MIMS ON TEACHERS' ASSEMBLY.

Begins Its Annual Session in the Atlantic Hotel, Tuesday, June 10th.

TUESDAY.

8:30 p. m.—Address of Welcome. Hon. J. A. Bryan, New Bern, N. C.
9:00 p. m.—Response. W. T. Whitsett, President Whitsett Institute.

9:15 p. m.—"A General Survey of the Educational History of North Carolina for the Past Twenty-five Years." Geo. T. Winston, President of the Agricultural and Mechanical College of North Carolina.

WEDNESDAY.

9:00 a. m.—Devotional Exercises.
9:15 a. m.—Report of Assembly's Committee on Legislation. J. Y. Joyner, Chairman; L. L. Hobbs, J. A. Butler, C. H. Mebane, J. C.

12:45 p. m.—"The Self-development of the Teacher." J. A. Bivens.



J. A. BIVENS.

vins, Principal City Schools, Charlotte.

WEDNESDAY EVENING.

8:30 p. m.—President's Address. Edwin Mims, Professor of English Literature, Trinity College.

9:30 p. m.—"The Literary Awakening in North Carolina." Ex-Judge H. G. Connor, President State Literary and Historical Society.

THURSDAY.

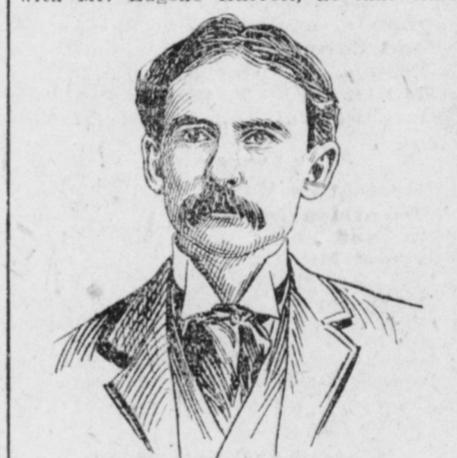
9:00 a. m.—Devotional Exercises.
9:15 a. m.—"The Development of

The Problem Which Concerns Us Now is the Education of Children of the White Race.

There is a great educational awakening in the State. All the schools are full; the people are aroused as they have never before. More than 7 per cent. increase of attendance on the part of the white children is recorded for the year 1901 over that of 1900. This is far in excess of the increase of population. It is extremely gratifying. I would that I could say that a larger percentage of the whites have attended than the negroes, but I cannot, for 8 1/2 per cent marks the increase of the attendance of the negro children. This fact ought to stimulate us to further exertions in behalf of a larger attendance on the part of the whites. In advocating universal education I am but following in the footsteps of my predecessors. I but obey the mandate of the Constitution, for that great document in the Bill of Rights declares in Section 27 that "The people have the right to the privilege of education and it is the duty of the State to guard and maintain that right." When it says "people" I take it that it means all the people. He who thinks to the contrary has the burden upon him of proving it and I maintain my views of the Constitution by insisting that the strength of every community is dependent upon the average of the intelligence of that community and this

The Meeting Together of so Many Teachers Has Ment Much. Increasing the Educational Spirit.

Mr. Charles Lee Smith, in his interesting sketch of the history of education in North Carolina, says: "In studying the present dynamics of education in North Carolina the editor has observed no one force more powerful for good than the North Carolina Teachers' Assembly, which, in the opinion of the State Superintendent of Public Instruction, is doing more to further the educational advancement of the State than all other agencies combined." There is a note of exaggeration in this statement and yet to even the most casual student it must appear that the meeting together of so many teachers from so many different institutions and from so many different localities has meant much in increasing the educational spirit and furthering right ideals of educational work.



PROF. EDWIN MIMS, President Teachers' Assembly.

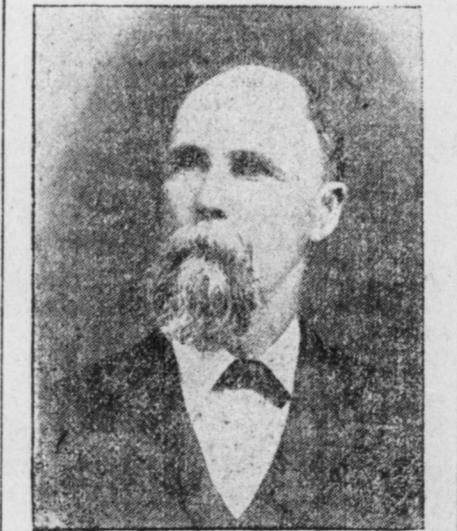
editor of the North Carolina Teacher. It may not be generally known that there was a State association of considerable proportions before the war, organized and edited by Calvin H. Wiley, the great and wise educational leader of the decade just previous to the Civil War. Realizing that the teachers had been a "divided community," seldom pervaded by one sentiment, sympathy or sense of interest in the State's affairs, he made a plea that resulted in the organization



W. D. CARMICHAEL, JR., Secretary of Teachers' Assembly.

of a State association at Goldsboro, May 7, 1856, although the first meeting was not held till July 1, 1857, at Warrenton. The ideals of the association as set forth by Wiley express so well the ideals of the assembly during the past eighteen years that I quote his words: "The educational interests of North Carolina are placed

of patrons. The first and second can be removed by a consolidation of school districts. The third by local taxation. The fourth by agitation. The School Law by section 72 provides for the formation of "special school tax districts," the carrying into effect of which I believe to be the most important consideration of this



GEN. T. F. TOON.

conference embodying as it does the remedy for the present drawbacks to better schools, better houses, more money, together with the removal of that indifference which paralyzes educational effort in North Carolina. I would then earnestly recommend the establishment of special school tax districts in the country and graded schools in our towns. Agitation, consolidation and local taxation are our hope. Wishing you a successful meeting, I am, Very respectfully, Your obedient servant, T. F. TOON, Superintendent Public Instruction.

in a position to speak hereafter with one voice, and in all its department, to strike with a thousand energetic arms, mired and animated with one heart, one mind and one hope." Again he says: "Its direct and obvious tendency is to create and foster a more catholic spirit among educators, to unite the efforts of the friends of popular intelligence, to repress hostility between schools of different grades and sections, to elevate the standard of teaching, to enliven and widen the popular interest in education."

It is pathetic to think that this plan, like so many other plans of Wiley, was broken up by the war. The last meeting of the association was held in Greensboro in 1861, and then it went down, after having accomplished such widespread results during the four years of its existence. It was left to the Assembly of the past eighteen years to carry out the ideals here so luminously set forth. During these years the Assembly, whether meeting at Morehead, Asheville or Wicksville, has been a rallying point of all the educational forces of the State. Incidentally teachers have had the chance to spend a week or more in the mountains or by the seashore, enjoying the blessings of good climate, comradeship and good fellowship. Many important reforms have been started in connection with the Assembly, such as the agitation for a larger school fund, better text-books, increased efficiency on the part of the teachers, and the establishment of educational journals. The names of the presidents and secretaries and executive committees of the Assembly include many of those who have been the most effective leaders in the State's educational work. Committees on legislation have recommended measures that have become an organic part of the State's laws; committees on various subjects connected with school and college work have made investigations of facts and recommendations of progress that have had prevailing results.

Valuable as has been the work of the Assembly in the past, it is believed that the work of the future will be still more significant. The meeting this year, coming as it does after a year of unprecedented enthusiasm and agitation, should be a record-breaking one in point of attendance and results. Never before have so many of the leading educators and public-spirited citizens of the State been on the program, and besides there are such men outside the State as Mr. Walter Page, Dr. Wallace Buttrick, Professor Claxton. The emphasis of the program has been put on the common school question, a whole day being given to the consideration of the practical phases of the work by men who know what they are talking about. Outside of these discussions will be addresses on subjects that will appeal to all classes of our people. It is evident that there will be more college and university men than ever before, to say nothing of private school and public school men, citizens who will come out of consideration for this great work. It is proposed to set in operation certain definite movements that will tend to the better understanding of the relation of all the parts of our school system. It is hoped that the enthusiasm of the first year will be supplemented by some very practical and intelligent efforts tending toward the uniformity and correlation of our educational work.

EDWIN MIMS.

THE PHILOSOPHY OF EDUCATION (Governor Aycock at Salem).

Knowledge is power, but it is power merely because it enables us to do something and to do something enables us to be something, and to be something is what constitutes character, and this last is the only thing which we can take into the world to come. Education is not reading and writing alone; it is reading and writing, but it is something more, something better, something higher, for we read and write not as an end, but as a means, and if we take what we know to be the end we shall never do anything. All that there is in the books, calculus, poetry, astronomy, science, whatever things may be taught to us are valuable only because they enable us to do something worth being done and to become something worth being. There is significance in the motto of our State, "To be, rather than to seem," and education is being, not seeming; for what we are is truth.

THE PHILOSOPHY OF LIFE. (Governor Aycock at Salem).

No one can adequately measure the importance of performing well and perfectly the duty of today to the end that those who follow us may do the largest work tomorrow. And it is a mark of real greatness that without knowing what the results of what we do shall be, we perform each day the duty that lies immediately before us, and by this performance make life easier and better for a future time.

J. C. HORNER.

Horner, Chas. L. Coon, J. I. Foust. General Discussion, led by J. T. Alderman, Superintendent Henderson



J. T. ALDERMAN.

son City Schools; J. A. Holt, Principal Oak Ridge Institute.

10:15 a. m.—Report of Assembly's Committee on Elementary English. Miss W. M. Halliburton, Chairman.

Discussion, led by Harry Howell, Superintendent Washington City Schools.

10:45 a. m.—"Influence of Francis W. Parker on American Education." R. D. W. Connor, Superintendent Oxford City Schools.

11:00 a. m.—"The Teacher's Per-



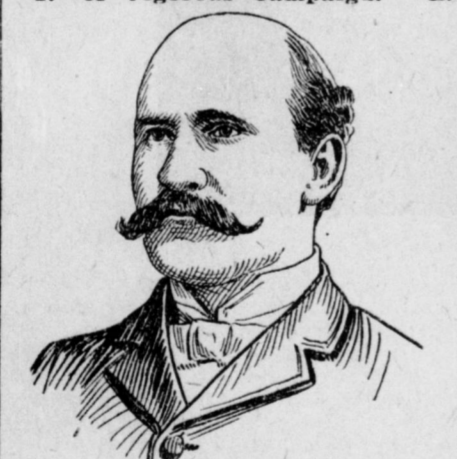
ALEXANDER GRAHAM.

the Common Schools of New England. Chas. L. Coon, Superintendent of City Schools, Salisbury.

9:30 a. m.—"Significance of the Educational Conference at Athens in the Development of Universal Education." Alexander Graham, Superintendent Charlotte City Schools.

10:00 a. m.—"What Can be Done for the Common Schools of North Carolina?"

1. "A Vigorous Campaign." E.



E. W. SIKES.

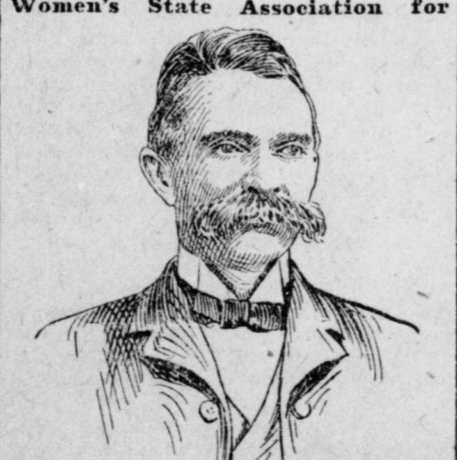
W. Sikes, Professor of History, Wake Forest College.

Discussion, led by J. M. Way, County Superintendent of Randolph; Paul J. Long, County Superintendent of Northampton.

2. "Consolidation of Districts." C. H. Mebane, President Catawba College.

Discussion, led by W. H. Ragsdale, County Superintendent of Pitt; E. T. Atkinson, County Superintendent of Wayne; J. A. McAllister, County Superintendent of Robeson.

3. "Build Better School Houses." Miss Laura Kirby, President of Women's State Association for



M. C. S. NOBLE.

Building Better School Houses. Discussion, led by F. C. Abbott, Charlotte; S. F. Venable, County Superintendent of Buncombe.

4. "Local Taxation." Stephen C.

GOVERNOR CHARLES BRANTLEY AYCOCK.

Intelligence is dependent upon the education of the entire mass and not of the few. If we could double the wages of every man in the State for the coming year we would not increase its wealth a dollar, but if we could double the efficiency of every man in the State and then double the wages we would quadruple the wealth of the State. We are the poorest State in the American Union, simply because we are the most illiterate. We have done great things in the past but we have done them along the lines upon which we have been trained. If we want to become the most effective State in the Union we can only do so by training our entire population. I take these statements to be fundamental and they are not new with me. They have been declared from time to time by all of my predecessors. I have carefully examined the public documents from Governor Vance down to the present time and I find that I have enunciated no new thought and have declared no new principle in advocating universal education. My vanity has been lessened by my study of what has been said in the past, but my devotion to the cause of universal education has been increased and I trust that I am among those who are willing to sacrifice vanity to the good of the people. The great question of the hour is not whether we shall educate the negro but whether we shall educate the white people in North Carolina. The negro is going to be edu-

GEN. T. F. TOON'S LAST WORDS.

The State of North Carolina has had no braver son in war or no more patriotic son in peace than the late General T. F. Toon, who was elected State Superintendent of Public Instruction in 1900. He was deeply interested in the work of his high office and entered upon its responsible duties with as much ardor as would characterize a young man. He was doing a great work when he died early in 1902, from pneumonia contracted while speaking for public school taxation in the counties of Beaufort and Hyde. His last speech was the greatest and it made a profound impression upon all who heard it. His death was deeply lamented by all educators or friends of education, and at the coming session of the State Teachers' Assembly fitting tribute to his memory will be paid. The last letter ever written by General Toon was a letter of regret that his illness prevented his attendance upon the



MRS. LINDSAY PATTERSON.

Lindsay Patterson, Member of the Library Committee of the State Literary and Historical Society.