

Mrs. Bunn Writes On Value of Education In North Carolina

Members of Women's Club to Aid Educational Lines

The following article at the Woman's Club by Mrs. B. D. Bunn. The president and Mrs. Bunn prepared the article. Every citizen should read it.

In his "Prologue" to the "Tales" said in his character of the clerk, "Gladly would and gladly teach."

much later date, Matthew Blatney, a similar idea, "The tired person seeks to acquiesce with the best that has been thought and said in the world and has an ardent desire to do his best in word and thought."

women you each have that desire to see the best in all things abundant in you combined. But how may we accomplish our high aim? One of the ways is through the education of the people. At this time George Peabody, the noble statesman and philanthropist, is uppermost in the mind of the public as we witness the bi-centennial of his birth on one occasion he said, "There is in every country the desire of public happiness."

the assimilated used and applied in education. Wilson said along the educational thought, "Population is necessary for the growth of those conditions of political and social, which are necessary to free individuality. Without popular education, no government can be based on popular action can long last. The people must be schooled."

Joseph Billings, the humorist, says of education, "Education is a better interest than any other you never lose the value of."

izing the thoughts gathered above we see that education is necessary for the happiness and uplift of the individual. It is a growing of the individual but to promote it in thought and action; it is necessary to the progress of our government and that of our people. The National Congress of Parents and Teachers gives seven objectives for education, namely: health, home, character, learning, citizenship, to choose and persist, and the wise use of leisure. Hence, we see that education involves many things. Book learning is only one. An individual well rounded education after her health and physique, she would make home and adjust life to the environment, the most desirable traits would be cultivated. She would exercise her rights, her vocation, whether home or public work would be performed. She would ever keep alive her mind to learn and to grow and spiritually. We usually think of education only in terms of book learning. But to me, it begins at birth and extends throughout life. The first years are the most important, because it is in these years that the educational foundation for all later life activities is achieved. Education is the process of the child into effective and satisfactory living and giving him that which will develop his mind and skills which develop his character. Therefore, the education of the youth is fast becoming the most important process of the nation. Since the process is not limited to three R's, nor the mental, but is a growth affecting the mental, moral, and physical, and is effected by every contact, with which the learner comes, educators recognize the importance of the co-operation of the parents and the importance of an education to study our achievements.

Testing book, "Public Education in North Carolina," by W. Knight is more than a fairy tale, modern and interesting. From this book we gleaned some facts which are interesting to you. In 1850 North Carolina developed the most creditable system of public education to be found in any state which succeeded from the very slow during the period, due to conditions of the colony was settled. The population, the lack of teachers, and differences in views were contributing

inherited some of the views of England, her language, which I fear are the best taught that the surest way to public welfare was by the numbers of the people well as poor. The great people were to obey and

teachers were the lay pointed in the churches by the early settlers. Robert given a charter in 1629, provision was made for the of a state church, and the schools were continued in to the lord proprietors, and the first public schools were established in England. There were Presbyterians, Baptists, and other who did not want their

children taught by the ministers of the English church. Then came the Schism Act forbidding any schoolmaster to teach in North Carolina without license of the Lord Bishop of London. The dissenters would not permit their children to be taught by the English clergymen. Hence many grew up in ignorance. However, the Society for the propagation of the Gospel in Foreign parts, which was organized in London, began its educational labors in the colony. The missionaries of the Society started the first public libraries and became efficient teachers in the colony.

Charles Griffin, who came in 1705, is said to have been the first professional teacher. Even the Quakers provided tutors for their children, but schools or any means of education for the less fortunate classes were few. After the manner of England, many of these were educated through poor relief and apprenticeship laws. This meant that the child was bound out or apprenticed to some person or persons. The one assuming such an obligation was supposed to feed, lodge, and to provide for the child as well as a suitable trade. In other words, the master was required to give his apprentice the same care and attention he would his own children, and the apprenticed child, worked for the master until he became twenty-one years of age.

In 1745 a school house was built at Ederton, and 1754 the assembly appropriated 6000 pounds for building a school. Then in 1764 Thomas Tomlinson opened a private school at Newbern. The assembly openly opposed the Schism Act, which required all teachers to be members of the established church. Notable educational advancements were begun, and with the coming of the Scotch, Scotch-Irish, the Germans and Swiss education continued to advance. By the Vestry Act of 1777 the education of the poor was transferred from the church to the state.

Many schools, the forerunners of our present colleges, were established. Crowfield Academy was opened in Mecklenburg County near present location of Davidson College. The "log college" of Dr. David Caldwell was located near Greensboro, Queen's Museum was established near present city of Charlotte.

After the Revolution, a new type of institution began to develop. "This new school was the academy, the forerunner of the modern public school." The institution flourished until 1850 when it began to decline. After the Civil War it was deposited by the public high school. The buildings of the old academies were usually very crude. The schools were supported by tuition charge. Again only those able to pay charges could educate their children.

The development of the idea of public education in the state was slow, though it began early and grew steadily. In 1776 the state adopted a constitutional provision for legislative establishment of schools and for a university.

The university was chartered in 1789 and organized six years later, graduating its first class in 1798. No further legislation for public schools was enacted until 1825.

Finally, Archibald D. Murphy who won the name, "father of the common school," made a study of the best system of education in this country and Europe. He made a report of his findings and recommended a system of education for North Carolina which included a literary fund. This became the basis of the system of public instruction established in 1839.

The Literary Fund was a form of permanent endowment realized from the sale of swamp lands, stocks invested in railroads, navigation companies, banks, and various sources. The income was used to support public schools instead of state taxation. In 1861 the income to the state from the literary fund amounted to \$154,839.37. Under this plan the school system proposed and increased in efficiency. But, alas! How different our story of education might have been had it not been for the Civil War? In 1860 North Carolina had the best school system in the entire South. During the Civil War most of her schools were abandoned, and the Literary fund spent for governmental expenses or lost in investments.

In 1853 Calvin H. Wiley, the first superintendent of public instruction began work to improve education. He believed women teachers made the best teachers for small children, and trained women teachers were used as teachers in some schools where only men had taught. He raised the standards of professional requirements for teachers. The examining board held three meetings a year to examine applicants to teach. He urged the formation of a literary association and induced his teachers to read professional books. Despite some opposition Wiley pressed forward with his educational program. The Educational Association was organized in 1856. The North Carolina Journal of Education was published. He was a reformer, educator and statesman. "He believed that education should be universal, free, and open alike to all, both rich and poor."

"He remained in office after the war until the ordinance of October 19, 1865, of the constitutional convention, declared vacant all state offices, which were in existence April 26, of that year." "Thus the office of superintendent of school was abolished by Legislature." The reign of "carpet-baggers" and the Reconstruction began.

However, the Legislature of 1866-67 passed two acts of educational importance. The first of these acts authorized towns and cities to establish school systems to be supported by taxes. Another law was passed to protect interest of the common school. Rev. S. S. Ashely, a minis-

ter of Massachusetts, became the first superintendent of public instruction under the Reconstruction regime. Then in 1868 the new constitution provided that the General Assembly in its first session, should "provide by taxation and otherwise for a general uniform system of public schools, wherein tuition shall be free of charge to all children of the state between the ages of six and twenty-one years."

During the entire Reconstruction period terror reigned in the state. It was detrimental to educational institutions as it was to other organizations. "The year 1876 marked the overthrow of Reconstruction and the end of foreign rule."—rule of carpet-baggers and negroes.)

One source of great help was the George Peabody Fund, which helped finance schools during those trying days. Reports of June, 1872 shows that your schools of Waynesville were helped to the extent of \$450. In 1875 the school likewise received \$300 for educational purposes. Various publishers gave thousands of copies of books to schools and libraries.

The trying days of educational adjustment brought into prominence Charles B. Aycock. In 1900 he was elected governor. He pledged "the State, its strength, its heart, its wealth, to Universal education." In 1902 J. Y. Joyner became State superintendent of public instruction. With these two eminent men in office a genuine educational revival began, which continued until our last Legislature. Several educational acts have been passed, one providing a six month school term, another, known as the compulsory attendance act requires all children between the ages of seven and thirteen to attend school the length of school term.

The education and the training of defectives have claimed attention of state and educators. As a result we have the State School for the Blind, the State School for the Deaf, the Stonewall Jackson Training School for moral defectives, and the Caswell Training School for mental defectives.

We have traveled far and fast during the past quarter of a century. Many are groping in the dark in an effort to find why the children are not taught A. B. C.'s, as grandfather and grandmother were, why it is costing more money than when our parents went to school, why we need more equipment, etc. A booklet entitled "Education in North Carolina in 1900 and Now" will answer in part these questions. (This booklet was published in 1930. The data being taken from 1928 school report.)

In the first place standards of living have changed. People do not eat, dress or live just as they did many years ago. All governmental expenses have increased although we do not hear so much about these as the expenses of operating the schools. "The school debt in North Carolina is 13.4 per cent of the total bonded debt. The other 86.6 per cent of the public local debt has been incurred for roads, bridges, and public improvements." The schools use 47.1 per cent of taxes collected and other agencies use the remainder or 52.9 per cent.

Since 1900 the property in North Carolina has increased four and one-half billion dollars in value. During that time we have spent \$300,000,000 for our schools. \$100,000,000 of this being for buildings and equipment. It is interesting to note that while we were making big investments in education we had money to buy \$197,000,000 worth of passenger cars, \$64,000,000 worth of candy, chewing gum and face powder. In 1900 the cost of education per child enrolled for the year was \$2.87. The cost during the past year 1927-1928 was \$32.10 per pupil.

There are many reasons for this. One is the purchasing power of the dollar, which has decreased. It takes \$2.22 now to equal the value of \$1.00 in 1900. The school population has increased 5%, the enrollment 90% and the attendance 170%. The average length of term has increased from 70 days to 153 days. In 1900 we had an estimate of forty public high schools. In 1928 there were 856 public high schools reported. In 1900 there were no school busses in operation and no children transported. In 1928 there were 3,258 vehicles in operation, transporting 136,980 pupils at a cost of \$1,676,441.68.

The library facilities have increased, the equipment and buildings have improved and class room instruction changed, more subjects being added, as agriculture, home economics art, music, etc. The children in the elementary school last year read 1,200,000 books.

In 1900 the average teacher's training was less than high school graduation. In the past six years the scholarship of teachers has increased two and one-third college years.

The average salary paid teachers in United States is \$1,281 per year, while in North Carolina it is \$899 per year for white teachers or a fraction less than \$75 per month. For colored teachers the average yearly salary is \$487. This would make North Carolina far below the National average for teacher's salaries.

When Columbus was crossing the mighty Atlantic in his frail craft, his sailors wanted to turn back. But not Columbus. He commanded them to sail on. Later they threatened to throw him overboard if he did not consent to return. But Columbus' purpose was steadfast. Again he commanded, "Sail on, sail on." May we "sail on" in our educational advancements, never beating a retreat, but continuing on the march.

Does education pay? It pays dividends in good citizenship. It tends to decrease the amount of money we have to spend on law enforcement, but most of all, it tends to produce law abiding, constructive, and useful citizens of a community.

Governor Gardner submitted a questionnaire to one hundred white boys in the state prison. From this he learned many things. One was this, "Not a single of the hundred youths was a high school graduate." You may say the related facts are history. How does it affect us? In the Waynesville Township schools we have enrolled 2021 white children and 115 negroes. There are 65 teachers working at this gigantic task of educating the youth and many more mothers. Every home represented has a part in the task.

Since education is a community problem as well as a school problem, may we consider some ways we, as club members, may help along educational lines?

The first of these is assisting in regular attendance of pupils. The 1928-1929 school report showed a per capita cost of \$30.22 per child for instructional service alone. In Haywood county the cost of instruction per pupil for the year was \$22.11. When a pupil is absent the school cost is continuing and he is missing the school advantages provided. There are in the Waynesville Township High School this year 118 repeaters. (Pupils who are taking the work for the second time.) This is costing Waynesville Township \$2,608.88. If we include all the elementary schools this amount for reteaching would run above \$10,000.00.

Practically every one of the retarded pupils are those who have been absent much of the time. Other reasons of retarded pupils are poor health, epidemics of diseases such as whooping cough, measles, influenza, etc., and crowded school conditions or lack of thoroughness in teaching and in scholarship.

Through the Parent-Teacher Council we are planning a health clinic for all pre-school children who will enter school next fall. The child can do much better work if he is physically fit when he starts to school in the first grade. The club is asked to co-operate, in sponsoring this health clinic. At the present time a physical examination is being given all elementary school children.

One of the most effective ways we can aid the schools just now is in encouraging high scholarship attainments. There are many ways we might do this, two of which I would like to mention. What do you think of the club offering a prize to the best all-round student among the girls in high school? This to be an annual prize, to be presented at commencement.

Next, we might encourage home study. During a recent program over K. D. K. A. Miss Florence Hale, who is president of the National Educational Association, made a wonderful address on "Schools and Your Money's Worth." She said for our young people to get the most out of school they must have a regular time and place for home study. She added the place provided should be a zone of quiet, well heated, ventilated, and lighted. Do we provide such a place for home study? During the same broadcast Dr. Carr stated that the World War cost more than the total spent for education since the beginning of time. Two and one-fourth billions of dollars is spent annually for schools in the United States, but this is only one-fourth of the amount spent for public expenditures. Think of three-fourths going for public expenditures and one-fourth for education. Dr. Carr emphasized that the amount spent for education was not excessive in comparison with national wealth and income. He urged that we encourage taxation on intangible property. Soon we, as club women, will be called on to vote in the coming elections. What attitude will you take toward the new educational trends? Shall we spend more for war, for road construction, for preservation of our natural resources and forest, than for the education of our youth? Education is in the balance. Its value is being weighed. The road is open to new educational fields. The way club women think and vote will help solve the problem at this crisis.

In the outset of discussion we stated that all in the involvement influenced educational progress. The beautification of public building, court house, or other public or private property is a worthy educational project.

Your library is a splendid asset in the community. Great educational gains might be realized through the club providing a story hour for children, and providing the latest and best in children's books and magazines.

In your club, through the literary department, a study group or book club would prove a splendid educational achievement for the adults in the community.

Some time ago the clubs of the state put on a campaign to wipe out illiteracy. Are there still illiterates in your community who would like to learn to read and write? Would it be practical for the clubs to sponsor such a school to enliven and train illiterates?

Do you know the kind of motion pictures and talkies our young people see? Would it be helpful to have a committee to investigate educational pictures available, and ask the co-operation of our theater in showing them? Information concerning "Children and Movies" may be obtained from Mrs. A. M. Mitchell, of University of Chicago Press, Chicago, Ill.

streams, plants, wild flowers, and trees.

In Chicago there are 171,000,000 tickets sold to commercial amusements in a year. Many of these are gambling places, or detrimental amusement centers. May we see that unwholesome amusements are never tolerated by our community and may we sponsor that which is educationally uplifting. "Leaven leavens the whole lump." When the same interest and noble desires are present to stamp out ignorance, great educational achievements will be accomplished, through schools, clubs churches and communities.

We are builders of character, human lives, and souls, in this great educational advancement.

"We are building every day. In a good or evil way. And the structure, as it grows, Will our, inmost soul disclose."

Till in every arch and line, All our faults and failings shine. It may grow a castle grand, Or a wreck upon the sand.

Do you ask what building this. That can show both pain and bliss? That can be both dark and fair? Lo, its name character.

Build it well whatever you do; Build it straight and strong and true; Build it clean and high and broad; Build it for the eye of God."

The Crisis is on!

"God grant us wisdom in these coming days And eyes unsealed that we clear visions see Of that new world that He would have us build, To life's ennoblement and His high ministry. Not since Christ died upon His lonely Cross Has time such prospect held of Life's new birth; Not since the world of echoes first was born Has man so clearly visaged hope of a new earth."

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"Over The Hill to the Poor House"

SATURDAY, MARCH 5
BUZZ BARTON AND ALL STAR CAST in
"THE CYCLONE KID"

MONDAY AND TUESDAY, MARCH 7-8
RAMON NOVARRO AND ALL STAR CAST in
"BEN HUR"
The New Sound Version

WEDNESDAY, MARCH 9
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"CHARLIE CHAN'S CHANCE"

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