Our legislature has given to us the largest and one of the most substantial school buildings in the State. It is rapidly being equipped with the best and the most approved school appliances. There is no more beautiful school site in the entire southwest. Our perennial springs, the surrounding hills and mountains, the crystal streams all combine to make the seat of the Northeastern State Normal most inviting and incomparable as an ideal place for study and improvement.

Finally, in the midst of these natural and acquired advantages there has been installed an unsurpassed faculty. Twenty trained men and women, moved and inspired with high ideals, quickened by the true spirit of the Master teacher and having a deep sense of the great responsibilities resting upon them.

And now our honored Board of Regents has bidden us go to work and build a school. A school that not only will stand abreast of its older sister institutions of the great State of Oklahoma, but a school whose merit and reputation will reach far beyond the confines of our own State. If we succeed, as succeed we will, it will be because we have not only wisely planned but have executed and carried out certain policies and principles which are as sure to be followed by success as night follows day.

Without doubt the first and greatest school problem of today is the problem of efficiency. It is the one that over-shadows and conditions all the rest. This is not only true of schools but it is true of all lines of business and professions. In law, in medicine, in the pulpit as well as in the various handcrafts who would venture to estimate the ills, the loss of treasure, the lack of progress and development due to men and women attempting to do things for which they are not prepared. The worth and progress of any calling depends upon efficiency. Its rank and dignity are determined by the competency of its men and women. The professional plane of any calling depends finally upon the quality of its own members. I regret to say that teaching, strictly speaking, is not yet a profession in Oklahoma. Despite the fact that thousands of competent men and women have deliberately chosen this calling and have prepared themselves for it and are doing efficient work there is still, the existing conditions which make their work difficult and call their efficiency often in question—so that many of them seek other callings and the State is constantly losing their services—and every year drafting into the ranks of the teacher, many who are not prepared for the sacred duties.

This ill preparedness is too apparent, too prominent, too general in the calling of the teacher. It shall be one of the policies of this school to see to it that the student who bears away from these halls a certificate of proficiency, or a diploma permitting him to teach in any school in Oklahoma or in any one of the eighteen other states in which our diplomas are valid, has something that carries with it genuine worth and merit.

Again, while the primary purpose of the Normal is to produce trained men and women to teach in the schools of the State and the courses of study are arranged along literary and professional lines, still, I believe that such religious influences and moral restraints should be thrown around our students that they will leave the school not only trained teachers, but re-