

SERVICE¹

THE need for service—efficient, well directed, and altruistic service—is the justification of all of our great professions and the prompter of all worthy professional endeavor.

The late Russell Conwell used to say that almost any corner grocery store owner could become a millionaire in thirty years by giving efficient and devoted service, always and without exception, to all of his customers, the poor as well as the rich, the unworthy as well as the worthy.

In the world of business the unflinching reward for service is a growing and ever-increasing competence. In the practice of any one of our professions the reward of service is a deepening and an ever-increasing affection for all to whom we give an unselfish ministry—a ministry that is free from any thought of the measure of our recompense in material things.

It should be easy for a teacher to become a billionaire in less than half of thirty years. The profession of teaching is the most favored, it seems to me, of all forms of human ministry in the opportunity it affords for the spiritual enrichment through human fellowship of all who come into this profession with a proper appreciation of its privileges—that is, to all who come into it not to be ministered unto but to minister and to give themselves up whole-heartedly, enthusiastically, and devotedly to unselfish service.

There are upwards of 775,000 public school teachers in the United States. The professionally trained recruits who are admitted to the teaching service each year in filling the more than 110,000 vacancies and in staffing the more than 20,000 new positions in this service are supplied principally by the state and municipal normal schools and teachers colleges and by the state, municipal, and other university schools and

colleges of education. On these institutions collectively rests the chief, if not the sole, responsibility for recruiting, educating and professionalizing the teaching, supervisory, and administrative forces engaged in preparing the 23,000,000 children enrolled in our public schools for worthy citizenship.

The paramount problem in public education in the United States is to secure for every classroom—for every group of children—a competent teacher, an inspiring leader, a companion and foreman who can create worthy ideals, right attitudes, and permanent life interests, who can help them to find worthwhile work to do, who knows how to promote co-operation and to develop the team spirit. To find young men and young women of good health, of fine intellectual capacity, of high moral purposes, and to train them for this service the normal schools, teachers colleges, and university schools of education have been established and are maintained. To no other type of school has been committed so great responsibility for the happiness and welfare of all the people.

Every teacher who is worthy of his calling is far less concerned about how men shall be fed, clothed, and sheltered—important as these things are—than he is about safeguarding for our children's children the spiritual inheritance which should be their birthright. He is concerned that they shall have wholesome companionship, competent instruction, sound counsel, safe guidance, and a fair chance to find useful work to do and to develop the power to perform it efficiently and to engage in it happily. He is far more anxious to be worth a million dollars to every child who comes under his influence than he is to accumulate for himself a million dollars in property. In the language of Horace Mann he would "be ashamed to die until he has won some great victory for humanity"—and more particularly for the children. He realizes their dependence upon him, not

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only for guidance but for the stimulus to high and worthy endeavor. He studies the means at hand for providing this stimulus. He takes a personal interest in every child committed to him for guidance and help. He feels an especial pride in fully meeting his obligations for service to those who can make no equivalent return.

In the spirit of the greatest of all teachers he has come to give his very life, if need be, for the indifferent, the incapable, and even the unworthy. He finds his supreme satisfaction in the service of others. His professional service may take the form of classroom teaching, of educational supervision or administration, of research, of textbook preparation, or it may take any of a hundred other less conventional forms of highly specialized educational service, every one of which constitutes some important aspect of the human ministry of teaching.

AMBROSE L. SUHRIE

THE ORGANIZATION AND TRAINING OF A COLLEGE NEWSPAPER STAFF

IN connection with my work on *The Breeze*, the weekly newspaper of Harrisonburg Teachers College, I sent questionnaires to the editors of all the Vir-

ginia college newspapers, requesting information about the organization and training of the staff. Replies were received from the seventeen colleges in the state that have papers. The list of schools appears in Table 1.

The general scheme of staff organization is somewhat the same in the various institutions, but there is a difference in the method of electing the officers. Nominations for the editor and business manager come directly from the student body in six of the seventeen colleges. (See Table 2.) Of all the colleges using the system the University of Richmond has the largest number of students—1200. The plan is satisfactory in a small student body, where everybody knows everybody else's possibilities, but with the enrollment as large as that of the University of Virginia a system of nominations coming from the retiring staff is undoubtedly the best plan. The latter method is used in several other colleges. Nowhere does the faculty play much part in the nominations. Emory and Henry, and Washington and Lee are the only two schools which deviate from the usual systems. *The White Topper* of Emory and Henry is sponsored by the Athletic Council, from which the nominations come, while at Washington and Lee the nominations

TABLE 1—LIST OF COLLEGE NEWSPAPERS IN VIRGINIA

<i>Institutions</i>	<i>Location</i>	<i>Name of Paper</i>
Bridgewater College	Bridgewater	<i>B. C. Bee</i>
Emory and Henry College	Emory	<i>The White Topper</i>
Farmville Teachers College	Farmville	<i>The Rotunda</i>
Hampden-Sidney College	Hampden-Sidney	<i>Hampden-Sidney Tiger</i>
Harrisonburg Teachers College	Harrisonburg	<i>The Breeze</i>
Lynchburg College	Lynchburg	<i>The Cryptograph</i>
Medical College of Virginia	Richmond	<i>Skull and Bones</i>
Radford Teachers College	East Radford	<i>The Grapurchat</i>
Randolph-Macon Woman's College	Lynchburg	<i>The Sun-Dial</i>
Randolph-Macon College	Ashland	<i>Yellow Jacket Weekly</i>
Roanoke College	Salem	<i>The Brackety-Ack</i>
University of Richmond	Richmond	<i>Richmond Collegian</i>
University of Virginia	Charlottesville	<i>College Topics</i>
Virginia Military Institute	Lexington	<i>The Cadet</i>
Virginia Polytechnic Institute	Blacksburg	<i>The Virginia Tech</i>
Washington and Lee University	Lexington	<i>The Ring-Tum-Phi</i>
William and Mary College	Williamsburg	<i>The Flat Hat</i>