He boldly announced, however; "This is not a charity institution, not an orphanage, not a hospital, not an asylum, not a reformatory, but a high-class school for rich and poor alike."

His ideal for the dormitory was that it should be "as nearly as possible like a *home*." With this in view, he earnestly wished that the "cottage plan" of living might be feasible here, but this idea had to be abandoned because of the expense.

He was quite unafraid of the words, "suitable chaperonage," "bounds of propriety for young ladies," "social care and control," "a decided stand against questionable practices," "a careful guarding of speech and daily conduct."

To the board of trustees, in his preliminary declaration of his convictions and purposes concerning the school, he wrote:

"The social and religious welfare of the students should be guarded with the greatest care at all times. . . . While carefully avoiding all sectarian bias, the spiritual side should be seriously looked after."

In 1929, ten years after he had left Harrisonburg to take up the presidency of the Virginia Polytechnic Institute, Dr. Burruss came back to join with Ex-Senator George B. Keezell and others in celebrating the twentieth birthday of this college which they had founded. His address on that occasion was full of reminiscences, affectionate and humorous, and of rejoicing at the many evidences of growth and progress within the past decade. From this talk we choose one last quotation:

"In those early days there was much of prayer. . . . With profound gratitude for the blessings and successes of the past, our prayers and our hopes now are for much greater achievements in the future."

Elizabeth P. Cleveland

SAMUEL P. DUKE, BUILDER

TO FIND as a successor to President Julian A. Burruss, a man who possessed his intimate acquaintance with public school needs, his wide experience and far-sighted vision in educational affairs, was no easy task. That the selection of Samuel P. Duke, of Richmond, was a wise choice has been constantly evident from the day when he came to Harrisonburg in July, 1919, to assume his new duties.

His teaching experience had been gained in both rural and city schools—elementary and secondary. Besides this varied experience in Virginia schools and in a western college, it later included the direction of the training school as well as a professorship of education in the oldest of Virginia normal schools, at Farmville. At the time of his appointment here he was serving as state supervisor of high schools on the staff of Superintendent Harris Hart. Earlier, his academic training had begun at Randolph-Macon College, by tradition one of Virginia's small liberal arts colleges; it had continued at Teachers College, Columbia University, where modern democratic theories of education were being expounded by great teachers like Frank McMurry, Kilpatrick, Thorndike, and Dewey.

Democratic ideals as preparation for a life of service in the twentieth century have become, through the influence of both its presidents, a strong tradition in the Harrisonburg institution. Virginia supported a numerous assortment of colleges for men, and only a single teacher-training school for its white women until 1909; it has been a natural outcome, perhaps, that higher education for women, largely in private hands till then, should have leaned toward the "finishing school" type. When the state first undertook its enlarged program of higher education for women, this added training was naturally directed toward teaching, then almost the only vocational activity of its women. But as the twentieth century opens more and more avenues of service to women, higher education for women has extended its means of preparing for a greater variety of vocations. Under President Duke's leadership this development at Harrisonburg has quickly responded to the changing needs of the times.

Conceiving of teacher training as the primary purpose of the institution, however, President Duke has consistently held that a sound basic training is fundamental in the preparation of all good citizens, and particularly of teachers; he has therefore concerned himself with the organization of a faculty composed of experienced and well-trained teachers. Too good a business man to expect to get "something for nothing," he has been an exponent of higher salaries and correspondingly higher standards of preparation. This emphasis on quality of faculty has been an outstanding characteristic of his years here.

It is elsewhere shown in this issue how the level of academic preparation of faculty has been advanced steadily; this accomplishment has come, of course, by making the salary schedule a part of the program. While salaries are not yet commensurate with those prevailing in state-supported colleges for men in Virginia, the advance made in the last ten years is a definite testimony to President Duke's energetic efforts. Perhaps the simplest way to show this advance is to set down in parallel columns the salary scale in 1919-20 and again in 1930-31. Table I compares average salaries at the various ranks; Table II shows contrasting range of salaries at Harrisonburg at the two periods.

TABLE I. AVERAGE SALARIES

Rank	*1919-20*	*1930-31*
Professor	$1848	$3100
Associate Professor	1320	2425
Assistant Professor	1065	2150
Instructor	825	2067

TABLE II. RANGE OF SALARIES

Rank	*1919-20*	*1930-31*
Professor	$1320-$2400	$3000-$3600
Associate Professor	1200- 1500	2200- 2600
Assistant Professor	810- 1350	2100- 2200
Instructor	675- 900	1800- 2200

The reputation of a college head must rest not merely on the academic growth of his institution, but also upon a successful business administration. In this respect the development of the Harrisonburg institution has been phenomenal. Since its enrolment this spring passed the 800-mark, it is now, in gross attendance, the largest college for women in Virginia, either state-supported or otherwise. Such growth in the short period of twenty-one years is not due to accident; it results from a carefully planned and carefully executed program. Building a strong faculty may be expected to bring about suitable curricula, designed to prepare students for the world they must live in. Building a college plant that will provide sufficient and satisfactory accommodations for daily living must of course be included in any program of development.

Although there was sentiment in the board of control in 1919 looking to the abandonment of the plan for an open quadrangle, President Duke was successful in holding to the original design of the first president and his architects. Construction on the north side of the quadrangle was continued. During the Educational Conference in Richmond in November, 1920, before a dinner of alumnæ, he launched a plan—the first instance of its kind in a Virginia teachers college—to raise funds for the erection of an Alumnæ-Students' Building. Success in this venture led quickly to the beginning of another undertaking, since widely followed. Instead of renting rooms in private homes when dormitory accommodations were exhausted, apartment houses built near the campus were made available through long-term leases.

Beginning in 1919, the President's Annual Report regularly contained a request for a practice house in home economics. In 1926 came the board's approval; early in 1929 the present handsome practice home was first occupied. To each General Assembly have been transmitted requests and recommendations for added dormitory space to meet the needs of a growing student body. After 1927 Walter Reed Hall provided adequate facilities for the department of health and physical education, including an excellent gymnasium and an indoor swimming pool. At last, with the completion of Woodrow Wilson Hall, the crowning and central structure of the quadrangle, a commodious auditorium and a completely equipped stage are provided.

So brief a summary of building accomplishments can not offer in any detail the interesting story of how thrifty management made possible some of these expenditures, for by no means all the money was provided by the General Assembly. A campus tea room has helped to pay for the indoor swimming pool, and is now equipping the college camp with adequate conveniences. The construction of an excellent nine-hole golf course on the campus was the mature result of careful management. The number of volumes in the library has doubled since 1919, six dormitories have been built, classrooms have increased from thirteen to thirty-six, faculty offices from three to twelve; in brief, the total replacement value of the physical plant has advanced from $695,000 to $1,623,000.

Building a strong faculty, building a magnificent plant, President Duke has maintained also a cordial relationship between students and their college. The student government organization has been heartily supported; a wholesome, optimistic attitude has prevailed toward work and play, toward scholarship and toward athletics; sound interests have been developed in music, in dramatics, in art. The student loan fund has been greatly increased, as well as the opportunities by which students may earn their expenses. Teaching contacts have grown more extensive, and students now are offered a wide variety of conditions under which their student teaching experience may be gained. Co-operative arrangements with Teachers College, Columbia University, have brought to the campus an intelligent participation in the movement for professionalized subject matter in colleges for the training of teachers, and, latterly, supervisors for directed supervision in the Harrisonburg training schools. The interest of students after they have become alumnæ is fostered by the alumnæ organization with its paid secretary, first provided through President Duke's foresight.

Little wonder, with this sound and steady growth in standards, in achievement, in ideals, in cultural opportunities, that in February, 1924, the institution's name should have changed so naturally and so easily from normal school to teachers college, that membership in the American Association of Teachers Colleges should have followed. Little wonder, also, that in 1928 the Southern Association of Colleges and Secondary Schools, chief accrediting agency for Southern colleges, should have readily admitted this college into membership.

Conrad T. Logan

THE DEVELOPMENT OF STUDENT TEACHING

Student teaching at Harrisonburg has always been organized on certain basic principles. First, student teaching must be done under real conditions; hence the co-ordination with the city and the county public schools. Second, each student teacher must have a maximum of individual attention; hence the limited number of students assigned to one training teacher and the close contacts provided between students and director of training. Third, it is essential that the work on the campus and in the training school be closely connected; hence the participation of college teachers in supervision, in directing observation, and in organizing materials.

The new administration in 1919 felt that these beginnings in student teaching had been so thorough and so sound that general policies were modified rather gradually and only in response to changed conditions. The