

selves with determination to the task of building to the glory of God and to the service of Virginia, for all time. How well they wrought is witnessed by what we see around us.

More than any other factor, the teachers determine the standards of an institution. Therefore,

Let us now praise famous men—
Men of little showing!
For their work continueth,
And their work continueth,
Broad and deep continueth,
Great beyond their knowing!

Another indispensable element is the students, while in attendance and later as alumnae. The superior type of young women who have enrolled here, their loyalty to the ideals, traditions, and best interests of the institution, merit the grateful recognition and high commendation of all of us.

The development of a great institution is an enticing adventure and a glorious enterprise; but it requires patience, for it is a matter of gradual progress. It is always difficult to forecast future conditions and needs, to plan wisely for meeting them, and to provide adequate means for so doing. Fulfilment of our aspirations can come only through the united efforts and unceasing labors of many, including board, faculty, alumnae, students, and numerous others now interested in, or who may be enlisted for, such a great undertaking.

While each of us no doubt has his own ideas as to what the future of this splendid institution will be, or should be, none of us can accurately predict that future. Those of us who are familiar with the lofty ideals, the noble purposes, and the consecrated services, which have characterized this college for the last twenty-two years, are not of little faith that the achievements we have witnessed are but a small part of what may be expected.

In closing, then, may I not exhort you in the impressive words of one of our greatest Virginians, the ablest constructive leader

for world democracy in our generation, in commemoration of whom this magnificent building is named:

"And then trust your guides, imperfect as they are, and some day, when we are all dead, men will come and point at the distant upland with a great shout of joy and triumph, and thank God that there were men who undertook to lead in the struggle. What difference does it make if we ourselves do not reach the uplands? We have given our lives to the enterprise. The world is made happier and humankind better because we have lived."

JULIAN A. BURRUSS

A LOOK FORWARD

THE college that best serves its students is keenly responsive to social changes, to new ways of thinking, new ways of feeling, new ways of working, new ways of living, and he must be a prophet indeed who would undertake to describe the teachers college of tomorrow in a world where nothing seems certain but change.

There are in teachers colleges some discernible trends, however, which one may venture to interpret.

First it may be noted that the public is slowly but surely forming a more accurate conception of the newly developed college for teachers. It is finding that this type of institution is no longer occupying an indefinite position somewhere between a high school and a real college but that it has definitely and completely taken its position on the plane of the recognized, standard college, that it is meeting the requirements of the recognized standardizing agencies for colleges, that it is competing with long established colleges for members of its staff, that it is surpassing many of them in physical equipment and is making its appeal in no uncertain terms to the high school graduates of the state.

It seems reasonable to suppose, there-

fore, that this more accurate, popular appraisal of the work of the teachers colleges of our country may bring to them public support more nearly commensurate with their tasks.

Teachers colleges, in the main, owe their existence to the power and influence of a few fundamental educational principles:

First, that learning and teaching, at the same or at different levels, involve different procedures.

Second, that scientific research has revealed and formulated significant laws and skills in teaching for both the elementary and secondary fields of learning.

Third, that the aim of education is to prepare one for complete living not only by precept but also by participation.

Fourth, that social living is a changeable experience and that the college which is flexible and which meets with ready adaptation, in its own structure, the demands of society will be the college that will ultimately survive.

The teachers college, in common with the college of arts and sciences, is finding that a narrow specialization, a restricted program of studies, a limited offering of curricula form an unstable foundation for a college—especially is this true of the teachers college when one reflects how readily the oversupply of persons in a single vocation may cause a most embarrassing variation in student enrolment. This observation would not apply to the teachers college if it had a monopoly of the training of teachers, as the medical college has of the training of doctors, but the teachers college shares the preparation of teachers with numerous other institutions.

We find therefore many colleges of arts and sciences branching out and including, along with their regular work, a varied program of professional and pre-professional education. Especially is this tendency manifest in women's colleges when applied to the field of teacher-training.

Colleges of liberal arts have included so much professional work in education and teachers colleges have, on the other hand, so increased and strengthened the general academic element of their training that it is difficult today, in many cases, to distinguish between a college of arts and sciences and a teachers college. The tendency is most assuredly in the direction of a growing similarity of program.

The future teachers colleges of Virginia, in my opinion, will not only provide additional professional and pre-professional curricula but there is no valid reason why they should not also give the usual type of liberal arts curriculum without any connection with the objective of teaching. It certainly should be as logical for the teachers colleges to omit the professional training in order to grant the A. B. degree as it is for the colleges of arts and sciences to add the professional work to their A. B. curriculum in order to prepare their students for teaching.

Perhaps it would be more appropriate, however, for me to express my ideas of the future development of this college rather than of teachers colleges in general.

The growth of the student body of the college here has been unusually rapid, reaching the total, during the winter session, of 875 students in the first twenty years of its history. During the last twelve years the enrolment of students has gone from three hundred to more than eight hundred. This very rapid growth has called forth a constant and strenuous effort to secure sufficient physical equipment, training school facilities, and educational staff—to provide the bare necessities of college work. We have had to endure the wholesome, though rigorous, privations of the college frontier. Now we have at last reached that degree of stability that warrants the direction of attention to some of the refinements, some of the niceties of college life. We need to beautify and dec-

orate both the exterior and the interior of our buildings. For the social education and pleasure of our students, we should have many of the conveniences that we do not now enjoy. We need leisure for reflection and personal counseling. We need the mellowing influence of maturity and that slow crystallizing of idealism and tradition that give character and personality to a college.

Obviously it would not be in good taste for me to discuss at this time the greatest need of the college, an increased appropriation for support, but the public should be informed, at least, of our great need for an enlarged student loan fund. The principal of our loan funds is less than \$30,000. We need a loan fund of at least \$100,000. There is no correlation between financial competence and scholastic ability or personal worth. There are in Virginia today many splendid young women of fine character and superior aptitude for teaching who would not only be enabled to secure a college education and render splendid service to the state if we had a sufficient loan fund but they would also repay their loans promptly and without loss to the state. It is a fine tribute to our students that over a period of twenty years they have borrowed more than \$90,000 from the college loan funds and the total of uncollectable notes for the entire period is less than \$1,000.

The physical plant of the college, under its various governing boards, has been developed with a great deal of wisdom and foresight. A library building which would release our newly enlarged library to the music department and a new science hall or the enlargement of our present science hall would give to the college an excellent and a well-rounded plant. As the college has grown, its governing authorities have kept constantly in mind the probable expansion of the college and have provided larger service units than the immediate needs have demanded. The heating plant, laundry, kitchen, dining rooms, the two gymnasiums,

and now, as you can well see, this auditorium and administration building are sufficient for a much larger number of students than we now have. As the student body grows, of course additional dormitory provision should be made. We should also have a liberal appropriation for our library and for other educational and scientific equipment. We must have a fine pipe organ to complete this great auditorium. The big, fundamental physical needs for this college, however, have now been provided and we can give more attention to the latter, less expensive, but equally important considerations.

When we turn to the question of the faculty, I do not know in what teachers college you can find a more devoted, a more progressive, a more thorough group of able teachers, and yet I do not think we have here as many master teachers as we should have. Other professional schools, colleges of arts and sciences, and even the universities, can better afford to have poor teachers than can a teachers college. Here the teacher's influence is unlimited and inescapable. Here a poor teacher's influence may affect numberless youth. Here a great teacher's example and spirit may be transmitted to generation after generation, stimulating and enriching life.

But how are we to secure these superior teachers? Most assuredly we cannot ignore the operation of certain economic laws. We must provide better compensation for these teachers. The State of Virginia, in my opinion, cannot justify its present policy of placing the faculties of our teachers colleges on a lower salary basis than the undergraduate faculties of other state colleges. The fact that many of the instructors in teachers colleges are women does not justify the policy. The further fact that all of the students of teachers colleges are women does not justify it, and most assuredly you cannot justify the discrimination on the basis of the relative significance

to the welfare of the Commonwealth of the work done by the teachers colleges.

The college itself, however, must help to some extent in the consummation of this end. We cannot consistently argue for shorter hours, smaller classes, and, at the same time, larger salaries. I believe that the standardizing agencies, which are largely responsible for these conflicting aims, may well advocate larger classes in the hands of better teachers.

The teachers colleges of Virginia should also have a well devised, definite salary scale for their faculties, based upon merit and tenure of office. The law of our state, requiring that every increase in salary of a state employee, receiving \$100 per month or more, be approved by the Governor, is not only preventing the creation of a definite salary scale but it is also keeping many strong teachers out of our colleges and, at the same time, is placing a most difficult and embarrassing responsibility upon the Governor of the State. The state can regulate the salaries of college teachers just as effectively through a salary schedule as through the operation of the present law.

Our teachers colleges, too, should have some retirement provision for the members of their staffs. Unfortunately, teachers colleges have been developed since the establishment of certain philanthropic foundations that make retirement provision for college teachers, and the teachers colleges are not eligible for even these benefits.

The curricula offered by our teachers colleges, undoubtedly, within a decade, will all be on a four-year basis. Within ten years, perhaps, no teacher will be able to secure a certificate to teach in any public school of Virginia with less than four years of professional training. The minimum scholastic training of public school teachers in Virginia has been increased six years in the last twelve years. It is reasonable to suppose therefore that the minimum re-

quirement will be increased two years in the next ten years. Even this, in my opinion, will not end the teacher's training but there will be at least a year of internship or apprenticeship in a well-supervised system of schools before the new teacher may take complete charge of a class. We are rapidly learning the terrible expensiveness of poor teaching.

We shall abolish also some of our strange conceptions of education, especially the time requirement wherein we demand that all students, however varied their abilities, shall take the same time to complete a college education, and the equally unwise requirement that some students should mark time in class while other students learn what they already know, instead of permitting the former to employ their time in individual work conforming to their individual needs.

Our college shall continue to make a very definite effort to professionalize its courses—to put into subject-matter courses that information, the development of those attitudes, skills, and technique which a teacher must have in order to teach well. But at the same time the college shall endeavor to place over against the professional element in its staff a group of so-called academically-minded teachers, those primarily interested in the traditional literature and cultural inheritances of our race, in order that the one group may be a constant challenge to the other and in order that a student here may not need to sacrifice her education in order to be prepared for teaching.

What of the students in the future who may come here? Our college is now attracting students of superior intellectual qualities. This is demonstrated by the fact that less than 12% of our freshmen students for the current year were placed by their principals in the two lower quarters of their classes. But we must have something in our students in addition to intel-

lectual ability. We must select students with personality, with well chosen life purposes, with those solid qualities of character that will not permit them to be turned aside by the superficialities of life, those who are willing to sacrifice something themselves that other people may live better lives.

And finally, this college will endeavor at all cost to nourish and strengthen certain spiritual values of the traditional life of this institution. We shall endeavor to keep alive that spirit of democracy that recognizes no class distinctions on this campus except the badge of individual worth. We shall endeavor to keep work, the serious business of being educated, as the primary consideration of the students here. We shall endeavor to maintain that spirit of friendliness and helpfulness that has always characterized the social life of the college. We trust that, in the future, the word "authority" shall not lose caste here but that we may ever recognize that creative thinking and creative work do not imply individualism in social living, that we may keep in mind that the greatest creative benefactors of our race have been the first to recognize and obey constituted authority. We trust that here truth shall always be honored and that truth divinely revealed shall not be afraid of truth humanly discovered. And it is our final wish that neither the newly discovered freedom of women nor yet their entry into the professional avenues of men, may destroy in our students the finer grades of southern womanhood, but that they may survive to bless and beautify, to lead ever onward and upward to a more abundant life the youth of Virginia and our nation.

SAMUEL P. DUKE

GREEK AND BASEBALL

Teacher: "Who was Homer?"

Stude: "He was the fellow who made 'Babe' Ruth famous."—*Chicago Tribune*.

THEORIES OF TEACHER TRAINING

LOOKING back over the history and development of teacher training in the United States, we find that four more or less distinct theories of teacher training have been promulgated and advanced. These theories are:

First, that efficiency in subject matter is of primary importance; that knowledge of the subject is all that is necessary; and that method or practice is of secondary importance.

Second, that efficiency in method or practice is of primary importance with subject matter in the secondary place.

Third, that efficiency depends upon the selection of subject matter which is to be presented in relation to the jobs to be done, or professionalized subject matter.

Fourth, that efficiency depends upon subject matter and efficiency in skill being mastered concurrently.

Each of these theories has had its period of inception, growth, supremacy, and decline. It must be kept in mind, however, that there are advocates of each of the theories working even today. It is true, on the other hand, that the greater majority of teacher-training institutions today sponsor the fourth theory in spite of the almost insurmountable administrative difficulties. It is quite obvious upon analysis of the fourth theory that in order to have a teacher become a master of subject matter and an expert in the skills of teaching, the institution furnishing these teachers with this preparation must maintain a curriculum that furnishes the opportunity of securing subject matter and content and at the same time a so-called practice school in which the skills of the teaching job may be mastered. It is further noted that in this theory these things must be done concurrently. Herein

Address delivered before the graduates of the State Teachers College at Harrisonburg on June 15, 1931.