

might as well try to get out of the dark by blowing out the light or discharge the physician when the patient becomes critically ill. The state is a very intangible conception, but few will deny that it has any aspect more enduring, or more representative of its true spirit, or more dominated by its loftiest traditions, than its schools and its colleges. And, if their spirit has been correctly interpreted, the great masses of our people, amidst all their difficulties, wish their daughters educated as well as their sons, and they wish that these teachers colleges that have grown in their esteem and admiration may not only be preserved but also may be expanded for an even greater service for the women and the youth of Virginia.

SAMUEL P. DUKE

TEACH THEM TO THINK

It is the purpose of higher education to unsettle the minds of young men, to widen their horizon, to influence their intellects. And by this series of mixed metaphors I mean to assert that education is not to teach men facts, theories, or laws. . . . It is not to reform them or to amuse them, or to make them technicians in any field. It is to teach them to think, to think straight if possible, but to think always for themselves.—ROBERT M. HUTCHINS, President University of Chicago.

LIGHTED CANDLES

*The teacher lights many candles,
which, in later years, will shine back
to cheer him.*

—VAN DYKE.

I have been lighting candles
As I did my work today;
Some are so quick to kindle;
Others waste the light away.

The waxes of my candles
Are pearly white to gray;
But who can say which taper
Will shed the brightest ray?

—SOLVEIG PAULSON

THE CONTRIBUTION OF HARRISONBURG STATE TEACHERS COLLEGE TO VIRGINIA

RECOGNIZING that the one normal school then existing in Virginia could not produce enough professionally prepared teachers for the public schools of the state, the General Assembly of 1906 appointed a committee to study the situation and consider prospective sites for an additional school. Two years later, on March 14, 1908, the General Assembly passed an act establishing the State Normal and Industrial School for Women at Harrisonburg, and providing \$50,000 for buildings and \$15,000 for operation, which was supplemented by \$15,000 from the Town of Harrisonburg and the County of Rockingham.

An unusually capable Board of Visitors was appointed by Governor Swanson, and at its first meeting, on April 29, 1908, a broad, progressive, and far-seeing policy was adopted. In June of the same year, forty-two acres of land were purchased and a president was appointed. A few months later, the Board approved building plans, which provided for eventually accommodating 1,000 students. Ground was broken for the first two buildings on November 25, 1908. These were ready for occupancy at the time set for the opening of the school, September 28, 1909.

The most important and most difficult problem to be faced in the organization of any educational institution is the selection of a faculty. Perhaps this is true of a teachers college more than of any other type of institution. Being an admirer of our illustrious wartime president, Woodrow Wilson, it is a matter of some personal pride that I have seemed to possess one little similarity, namely, that the number "13"

An address delivered at the twenty-fifth anniversary celebration at the Harrisonburg State Teachers College, March 17.

appears to be a lucky one for me as it was for him. At any rate, our original faculty numbered thirteen. I cannot conceive of any staff ever having worked more faithfully, more loyally, and with more devotion to high ideals than that 1909 group.

The first student-body, in the session of 1909-10, consisted of exactly 150 students, which, as the year progressed, was augmented to a total of 209. At that time Harrisonburg was a much smaller town than it now is, and the campus was out in the country, so that a dormitory capacity of only 64 presented a housing problem of some proportions.

They were a fine group of young women, perhaps somewhat more mature than the average student of today. They may not have been so well prepared academically, but they had an earnestness and appreciation the equal of which I have never seen. They knew that they were setting precedents, establishing ideals, starting traditions, for all time, and they felt their responsibility, and met it splendidly. In the very first year were created the all-important student government association with its honor system, two literary societies, a Young Women's Christian Association, an athletic association, various class organizations, a glee club, an annual, and other student activities.

The first summer school, in 1910, registered 207 students, and was in operation two terms. The second year brought the first graduating class, which ran true to form for me in that it consisted of thirteen as fine young women as ever received diplomas from any institution.

It may be truly claimed that here there has been, from the earliest days, no fear of blazing new educational trails. There has been an eagerness to anticipate needs and to meet them in the most effective way regardless of precedent. As a result of this spirit of progress, although it is a comparatively young institution, we may claim for it a number of important priorities, which

have been valuable contributions to education in Virginia, and in some cases to other states as well.

At the time of its establishment, the chief objective in the minds of those who were interested in the institution was to prepare young women for the school and the home, with especial application to rural needs. Recognition of this objective has resulted in a product of great usefulness to the state. This institution was a pioneer in the field of industrial education, including especially home economics, and in the application of practical arts to rural schools. While the word "Industrial" was later dropped from its name, it still sought to keep close to the lives of the people and their home needs. From small beginnings, a large, well-equipped, and efficiently staffed department of home economics has developed with the assistance derived from funds under the federal Smith-Hughes act.

This was the first in Virginia and one of the first in the country, among institutions for the preparation of teachers, to have a rural school supervisor, to emphasize rural school problems, and to give special emphasis to the preparation of teachers for the rural schools. Its one-room practice school several miles out in the county was unique, and it attracted much attention throughout the country. Under the patronage of the Peabody Education Fund, its projects in rural sociology, rural home-making, and rural community improvement, developed an important field that has received much attention throughout the country in the years that have followed. Rural schools have been continuously used for teacher-training purposes here, and the other teachers colleges have adopted the plan.

The operation of a four-quarter year, including a full summer quarter of two terms, was inaugurated for Virginia at this institution. It had been in use to a very limited extent in some other states. At that time it was a radical innovation in Virginia, and

it was viewed with suspicion by some of our educational leaders. The plan is, of course, now very generally followed throughout the country. This has resulted in an enormous saving, in that our college plants no longer lie idle for a fourth of the year.

As a part of the quarter plan, the courses of the spring quarter were arranged with a view to meeting the needs of rural teachers, so that by the combination of a spring and a summer quarter two-thirds of a years' work could be completed without interfering with the teacher's school term. This enabled many teachers to secure professional preparation, when they could not afford to interrupt their teaching service to attend a regular session of a normal school. The first correspondence courses in Virginia were also offered here, in a limited way, and other extension service was rendered through visiting and speaking in schools of all grades, especially in the country districts.

When this institution began its work, the use of the public schools for observation and practice-teaching purposes was almost unknown. Such use here, of both urban and rural schools, with no training-school on the campus, attracted wide attention, and it was followed by all of the Virginia teachers colleges and has become quite common throughout the country. The success of the plan here was due very largely to the hearty co-operation and efficient help of those who were in charge of the Harrisonburg public schools.

This college is one of the comparatively few educational institutions in America which began its existence with a complete plan for a physical plant to cover the anticipated needs of a long period of years. Happily, following the original plan, there has grown from the small beginning of two buildings, a magnificent plant of fifteen substantial and modern structures, forming a distinctively attractive and harmonious group. As contrasted with the \$80,000

valuation of the first year, the twenty-fifth year presents a valuation of \$1,650,000. As is the case with the plants of all of the Virginia institutions, only a portion of the cost has come from taxation revenues. A very considerable portion has been secured through gifts of students, alumnae, and friends, and from earnings and operating economies of the institution itself. The college has thus contributed in a materially important way to the physical assets of the Commonwealth.

This was the first of the Virginia teachers colleges to plan and successfully undertake to raise funds for an alumnae-students building. It was also the first to promote the building of apartment-houses by private interests, to be used on long-term lease as student dormitories. Both of these methods have since been followed by the other institutions.

This is a distinctly Virginia college, for daughters of Virginia homes, almost ninety per cent of its students being residents of this state, representing each year about eighty-five per cent of our counties. Yet young women from other states are welcomed to the campus with the hospitality of which we like to boast as being characteristic of our home state.

In the twenty-five years of its life it has enrolled 11,595 individuals, of whom 2,422 have graduated in the two-year curricula, and 696 have completed the four-year curricula for degrees, which were first conferred in 1918. At least 2,000 former students of this college are now teaching in the public schools of Virginia. Numerous others are occupying positions of responsibility, such as dietitians, home demonstration agents, demonstrators for public utilities, and technical and research assistants in various types of public and private service. Some are serving efficiently in high positions in colleges and on the administrative staffs of state school systems. Among the graduates have been more than 200 who

have taken degrees in home economics, while many hundreds have secured here scientific training for homemaking pursuits.

The faculty has been increased from thirteen to forty, or sixty-four if we include the critic teachers, who are such an essential part of the staff. Regular session students have increased from 207 to 810, and summer session students from 209 to 668. Graduating classes have grown from 13 to 306, the latter including 118 degree graduates. With its enrolment of 810 during the regular winter session, 668 in the summer quarter, and yearly total of 1,360 different persons, it is now the largest of the four state teachers colleges in Virginia.

This remarkable growth has been achieved as a result of skilful leadership and untiring effort, the faithful service of a strong faculty, a carefully planned and efficiently operated program of instruction, and a physical plant splendidly adapted to the work to be done. Fortunately, under proper guidance, an educational institution may be continually expanded and strengthened without compromising its ideals or lowering its standards. Qualitative increase may parallel quantitative growth.

From its first year, this institution followed a policy of raising its entrance requirements gradually each year to closely articulate with the work of the secondary schools. In so doing it led the way for the other teachers colleges of this state. It thus contributed to the raising of standards of teacher-training in Virginia. At the same time it set an example of the recognition due to the high schools in assisting them to retain their students to graduation.

The attitude of the institution to entrance requirements helped to gain for it admission to the Southern Association of Colleges. Along with this constantly rising entrance standard, has come higher scholastic standards and advancing faculty qualifications. The qualitative contribution thus made to the school system of our state, although not

measurable in dollars, must be recognized as being very valuable.

The teachers colleges have steadfastly maintained the doctrine that the privileges of higher education are not the exclusive right of a few, but should be available for all who possess the requisite qualities of mind and of will to profit by it. Unless it has greatly changed recently, this institution is democratic in spirit and life. Its expenses are low, and it would be most unfortunate not to keep them so. There is, as a rule, less waste in a teachers college, because the students are more seriously-minded, more earnest in their work, more economical in their expenditures of time and money, than are the students in other types of colleges. It is quite evident that this college is most economically managed, otherwise the results seen here could not have been achieved.

The total annual operating budget has increased from about \$45,000 in the first year to about \$360,000 this year. Of these totals the state appropriated from its taxation revenues about fifty per cent in the first year and only about twenty-five per cent this year. This is appreciably less than the state grants to the other teachers colleges. The support funds from the state for this institution have increased from the first totally inadequate \$15,000 to the present \$85,320 a year. The per capita of state appropriation, based on the total number of students enrolled during the regular winter session, is at present approximately \$105 a year. This is not far from the per capita of the first year, since an operating deficit was covered by a later appropriation from the state; but it is doubtless less now than it was in the first year if the objects of expenditure and the resulting services be taken into consideration. At present, the per capita cost to the state at this college is less than that of any of the other nine state institutions in Virginia for white students.

Recognizing the inadequacies of the appropriations now made to Virginia's state

institutions, and the inequalities involved in the present method of distributing such funds as the state is able to appropriate, I recently ventured to propose a plan based upon a minimum program of instruction and administration, which I believe would remove many of the objections to the present budget system for our educational institutions. This minimum program would of course be supplemented by the special funds of the institution, which for all ten of the state educational institutions provide about seventy-three per cent of their total resources. With appreciation of the indispensable work of the teachers colleges, I had in mind especially their needs to maintain their desired high standards.

The proposed minimum program plan would provide for a leveling up for the teachers colleges as compared with the other state institutions. For Harrisonburg the average faculty salary is about two-thirds of the average for the nine state institutions for white students. This proposed plan would raise the Harrisonburg average by twenty per cent, on the minimum basis, and open the way for supplementing to bring it up to the average of the nine institutions. If the proposed plan were put into effect it would give Harrisonburg for operation about sixty-two per cent more than its present appropriation from the general fund of the state, that is, an addition of about \$53,000. This plan would not necessarily call for a larger total amount from the state treasury than is now being supplied for all of the ten colleges. Yet the chance for the adoption of the plan seems slight, inasmuch as it would probably lower the amounts for the institutions other than the teachers colleges, and this will doubtless bring objection from them. The institutional consciousness is still strongly influential in Virginia!

There is, to my mind, too little appreciation on the part of the public of the value of the work of all of our state colleges, and this is perhaps especially true as to our teachers colleges. This is largely due to a

lack of knowledge as to the service the colleges are rendering. In the case of the teachers colleges, this is also due to the fallacious belief that there is an over-supply of teachers. There is some truth in this belief in the quantitative sense, but hardly so in the qualitative sense. The need for properly prepared professional teachers will increase rather than decrease, and it will be a long time before we succeed in replacing all of the unprepared teachers now in our schools.

Teachers colleges, in my judgment, will never receive proper support until our people can be brought to a recognition of teaching as a profession commensurate with other professions. To do this, the only way seems to be to insist upon higher standards of entrance to the vocation of teaching. Other professions have been forced to raise their entrance requirements. Their success in doing so has been largely due to the power of national organizations, whereas teaching standards have been largely a matter for each state to independently determine. In Virginia, unquestionably, great progress has been made in the last quarter of a century, yet a large proportion of Virginia teachers are still without adequate professional preparation.

Four years of college preparation should be the minimum requirement for teaching on any level. Professional courses in education must of course be the distinctive feature of this requirement. In addition to the professional and subject-matter courses necessary for teaching, there must certainly be enough of the liberally cultural element to counteract the narrowing influence of specialization, to guarantee a proper use of leisure time, and to provide means for that wholesome enjoyment of life which is appropriate to each age period. There should, too, be sufficient breadth of preparation to ensure for each individual a reasonable amount of mobility of service, to meet unexpected and extraordinary shifts in occupational supply and demand.

Physical and health education is a fundamental necessity in the preparation of young women, and it must be kept in mind that everyone of them is a potential homemaker. Above all, the everlastingly real values of life, character and spiritual development, which, in this "whoopie" era, we sometimes think are rapidly becoming extinct, must be maintained as the most important of all objectives.

The labors of many individuals must enter into the development of a great institution. As a result of the faithful and efficient service of those who have labored during the last twenty-five years, we have here a splendidly equipped and efficiently staffed college of standard grade, comparing favorably with similar institutions in any state.

To one who witnessed the birth of this institution and had a share in nursing it during its first ten infant years, it is most gratifying to see that the original plans for the physical plant have been so closely followed, producing a result beyond even the vision of the original designers. It is also most gratifying to note the great increase in enrolment and the size of faculty. Beyond these, however, one rejoices with exceeding great joy to find here evidences of the same fine spirit which made possible the accomplishments of the earlier years.

At the end of the quarter century we think back to its beginning, and we are thrilled again with the hope, the faith, and the love, which inspired us to press forward with all that was within us to what we recognized as the prize of our high calling. What were the little hardships of the moment compared with the visions of the future! We are profoundly grateful to those who have remained throughout all these years in consecration to their great work, and to those who have more recently devoted their fine ability with such gratifying results, to the same great service.

JULIAN A. BURRUSS.

DESIRABLE QUALIFICATIONS FOR A SUCCESSFUL TEACHER

I ASSURE you that it is a pleasure to be with you, and that I feel at home with a group of Harrisonburg teachers, because more members of our corps were trained here than at any other institution. My faith in your college was amply demonstrated last summer when 40% of the fifteen vacancies we had were filled with Harrisonburg graduates.

I have asked a number of principals, teachers, and superintendents to list in order of their importance what they considered desirable qualifications for success in our profession. One teacher said, "No one can tell which of these qualifications (the ones she submitted) are the most important because I cannot think of a teacher being successful if any of them are lacking."

She was correct, but there was a somewhat common tendency in the replies to place personality as a more important qualification for success as a teacher than scholarship, intelligence, technical training, or skills. Each of these is indispensable, but I want to discuss the importance of personality first.

Few of us agree on the meaning of personality. One thinks of it in terms of "what one looks like"; some think of "how the individual dresses," others of "how she speaks," etc.

Three superintendents were discussing teachers. One of them, an old man who always secured successful ones, when asked by what standards he judged applicants, replied, "In the first place, they must know what they teach; in the second place, they must know how to teach what they know; and in the third place, I'll be darned if I know what it is, but they must have it!" I am sure that the old school man was

An address made to students of the State Teachers College at Harrisonburg on February 1, 1933.