9-1-1931

Virginia Teacher, September 1931

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, September, 1931, XII, 6, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
WILLIAM E. DODD on
Woodrow Wilson
National and International Leader

Theories of Teacher Training
by SIDNEY B. HALL

The Contribution of the Harrisonburg College to Virginia
— Julian A. Burruss; A Look Forward — Samuel
P. Duke; Greetings at Dedication of Wilson
Hall by Governor John Garland Pollard
and Former Governor Harry Flood
Byrd; Dedicatory Invocation by
Reverend Dr. B. F. Wilson

Published at the
STATE TEACHERS COLLEGE
of HARRISONBURG, VA.

15 CENTS
ATTENTION OF TEACHERS AND PRINCIPALS

We carry a complete line of School Furniture, Auditorium Seating, Blackboards and Accessories. School Supplies, Maps, Globes and Charts, latest publications. Kindergarten Supplies, Teachers Supplies, Playground Equipment, Gymnasium and Athletic Goods. Any special catalog or prices mailed on request. Write us today.

Virginia School Supply Co.
Box 1177
2000 W. Marshall St.
Richmond :: Virginia

A FOOD AND AN ENERGY BUILDER

Imperial
THE CREAM of all ICE CREAMS

Manufactured in
Harrisonburg, Va.
and sold by all leading Ice Cream dealers throughout the Shenandoah Valley

TOWNS BUS LINE SERVES
THE SHENANDOAH VALLEY

Good Transportation From Winchester to Roanoke

SPECIAL RATES FOR PARTIES
Phones 323—636-J
Harrisonburg :: Virginia

Jos. Ney & Sons Co.
THE BEST DEPARTMENT STORE IN HARRISONBURG, VIRGINIA

Architects Designers
The Nielson Construction Co.
Builders and Builders Supplies
Harrisonburg, Virginia
Phone 142 Office 90 E. Market St.

D. C. Devier's Sons
Reliable Jewelers
Harrisonburg :: Virginia

The Virginia Teacher
INVOCATION AT THE DEDICATION OF
WOODROW WILSON HALL,
HARRISONBURG, VIRGINIA

By Rev. B. F. Wilson, D. D.

THIS is the day the Lord hath made; we will rejoice and be glad in it.

We thank Thee, our God and Father, for this day, for its meaning and
promise. "Except the Lord build the house, they labor in vain that build
it." Let Thy work appear unto Thy servants, and Thy glory here unto their
children. "Let the beauty of the Lord thy God be upon us, and establish Thou
the work of our hands; yea, the work of our hands, establish Thou it."

We thank Thee, O Father, source of light and life, for that word of our
Master, "Ye shall know the truth, and the truth shall make you free." And
"he that doeth the truth cometh to the light." We thank Thee for minds that
can be disciplined into truth and thoughtfulness; hearts into sympathy and ten-
derness; wills into beautiful, unselfish service. We thank Thee for teachers,
friends, and influences that help us to larger and clearer thought, to more just
and kindly judgment, to understanding hearts, to the service of love. Let mercy
and truth fill the minds and hearts and guide the lives of all who come to this
college. May they learn to see clearly, decide wisely, and act justly, and to love
and live what is true and beautiful and good, and so make life wholesome and
useful, winsome and radiant.

Happy are they who find wisdom and get understanding hearts, for their
merchandise is better than the merchandise of silver, and the gain thereof than
fine gold.

We dedicate this building and this college today—and ourselves in its use—
to the attainment of Thy truth in all nature and life and to the desire and use of
truth for social good and the enrichment of life in true fellowship of love and
service.

Through the years, may the teaching and influences in this Hall help youth
to see life and see it whole; to acquire the love of pleasures that do not corrupt
the heart; to cultivate instincts and passions towards noble purposes and worth-
while deeds; to outgrow tradition and superstition, and to win a living faith in
God that works by love and purifies the heart.

Let the benediction of Thy light and guidance be constantly with the Pres-
ident, faculty, and students of this college, and with all who will labor here to
widens the skirts of light and to narrow the skirts of darkness. Give to them a
living faith in God and man and then diligence to add to their "faith virtue, to
virtue knowledge; to knowledge, self-control; to self-control, patience; to
patience, goodness; to goodness, kindness; to kindness, love"; so that they will
win the more abundant life and become partakers of the Divine nature.

O God, keep us mindful of all we inherit; that we are bought with a great
price, and make us wishful and purposeful to be true and just, brave, and loyal
to the best for ourselves and others in simple gratitude. Keep us mindful of his
words whose name this Hall bears, that "our land to be saved materially must
be redeemed spiritually," for there is no real wealth but life, and no abiding values
but spiritual values. Help this college to send out those who will do justly, love
mercy, and walk humbly with God in the commonplace duties and relationships
of life. We ask it in the name of Him Whose life is the light of men and
Whose truth makes men free. Amen.
WOODROW WILSON, NATIONAL AND INTERNATIONAL LEADER

I

DELIGHTFUL as it is to be here today to assist in dedicating a great building to the name and services of one of the great men of all time, it is with deep personal sorrow that I must endeavor to take the place on your program of another great Southerner so recently and suddenly taken from us. President Edwin A. Alderman was the teacher and master of so many of the present generation in the South that we find it very difficult to reconcile ourselves to the loss we have sustained. But we have met here to consider for a day the meaning and significance of a close and valued friend of President Alderman, that great figure which passed from the mortal to the immortal scene eight years ago: Woodrow Wilson. There have been powerful men, and even great groups of men, who have tried these last years to forget, and cause others to forget, the leader of the United States who devoted his influence and the influence of his country to the idea of abolishing war and the introduction of a more just international system than that which now weighs so heavily upon the shoulders of all who labor and suffer in the humbler walks of life everywhere. There have been short-sighted men in all ages; and for a time such men have influenced the judgments of history. It was so with Jefferson who pointed resolutely all his life to the safe way for the South; it was not different with Stephen A. Douglas who alone of the great men of 1860 earnestly warned his fellows the way to escape the evils which lay ahead.

II

In the year 1890 there appeared a lean, eager, ambitious young scholar on the campus of Princeton University. His influence was at once felt. He endeavored to show men how to become masters in the problems of government. For thirteen years he was the most influential member of that faculty. Then he became president of the University and sought to deepen the spirit of learning and public service in all the faculties and among the increasing number of students. For two decades at Princeton and other leading universities of the country there had been an increasing disposition to regard college life as a joyous vacation. Wilson was a living protest against this view.

It was but a little while before his attitude toward university life became a subject of discussion all over the country; he appeared at meetings of alumni, bar associations, teachers' organizations and bankers' conferences to persuade and to argue. It was the day of unprecedented corruption in public and business life: one thinks of the Croker régime in New York, the Sullivan machine in Chicago, the scandals of the insurance companies of the East, and the shame of Cincinnati, Saint Louis, and San Francisco. When one reviews the ugly history of that epoch there is no escape from the feeling that not only the colleges needed a new morale; the country stood in greater need of a thoroughgoing house cleaning. The transition from a teacher's desk at Princeton to the greatest of all pulpits in Washington was strangely made in 1913. More than any other leader in American history, Woodrow Wilson stood as a prophet before the people, a teacher who foresaw dangers and who urged men to prepare for the future. There has hardly been a reform in college education since his time which he did not foresee; and there has not been a great national issue on which his teachings do not today have an important bearing.

III

In 1913 Woodrow Wilson pointed out
that the industrialist development in this
country had reached a stage where foreign
markets, not fear of competition, was the
great objective. The United States Steel
companies were then selling their output all
over the world in successful rivalry with
German and English manufactures; the
makers of typewriters and sewing machines
found hindrance only in trade barriers set
up against them; Henry Ford was just
showing all the world that his market was
not limited by national boundaries; and the
farmers, then as ever before, were com-
pelled to sell their surplus in Europe. To
any and all who had the wit to see beyond
their noses, it was plain that the time had
come to equalize and spread the profits of
industry and agriculture over the country,
and not longer by governmental interven-
tion concentrate the benefits of the eco-
nomic system in a few great cities and
along the lines of a few great railways.
The tariff policy of Henry Clay was out of
date, as all things go out of date in time.
The President with the assistance of able
coworkers elaborated a customs scheme
which was neither a sudden nor a drastic
change. It was directed toward three great
objectives: a moderate and permanent in-
crease in Federal income; the beginning of
a readjustment of the tariff barriers of oth-
er countries, made high as retorts to
American extreme measures; and a lowering
of prices for the goods bought by the
mass of the people, urban and rural. There
has never been a better tariff. It was in ac-
cord with the lessons of English history; it
revealed the fact that its authors knew
something of the history of tariffs in France
and Germany; and it certainly showed a
more intimate knowledge of the needs of all
groups in the United States than the au-
thors of any other customs system ever
offered in Washington. The time had
come when the needs of the country, not
those of a minority, must prevail.

But men are ever men. The beneficiaries
of an old system were blinded to their true
interest. Many of the great beneficiaries
were able to understand; but the men-on
the-make could not see, and there was a
large and dominant element of organized
workingmen who could not understand a
long-range scheme for the benefit of all.
We had the unique spectacle of labor lead-
ers fighting the battles of the most exploit-
itive industrialists as against their unorgan-
ized farmer cousins. There was a large
element all over the North who behaved
exactly as the lesser slave holders of the
South behaved when they crowded Jeff-
erson Davis and Robert E. Lee into a seces-
sion movement which neither of them ap-
proved. The disaster which came upon the
South has not yet been visited upon the in-
dustrial North; but there is imminent peril
of it now.

This readjusted industrial reform was the
first of the great Wilson changes of national
policy. When the great war was over, the
country threw aside with contempt the wis-
dom involved in the scheme already work-
ing well, in order to set up trade barriers
which should keep out nearly all European
goods; in 1929 when all but the blind saw
the danger, another and a more archaic
tariff was enacted; and the industrialists
themselves were the first victims. Every
other country immediately raised its walls;
and the billions of American exports be-
gan to decline; since the domestic market
was utterly unequal to absorb the surplus,
the proudest industries closed doors or went
on half time and became beggars at the
doors of the great banks. Rarely has an
educated people pressed more urgently upon
a more foolish course. Not only the farm-
ers of the country, for whom few cared
even a little, but millions of workingmen
who had voted for the foolish policy were
set adrift; and today all classes feel the
peril.
Another and an equally important problem was attacked by the Princeton schoolmaster. The world had gone for a hundred years upon the false Latin dictum: in time of peace prepare for war. The result of general action upon that assumption was the existence in 1914 of vast armies trained to fight at the drop of the hat, officers of high rank in all countries who constantly mapped the courses of military campaigns in other countries, and stood ready and itching for the outbreak. Five great navies stood guard over the seas, ready to take affront at the slightest pretext and begin blowing one another out of the water. In time of peace prepare for war simply meant that in Washington the President talked constantly of his "big stick"; in Berlin the Kaiser shouted even a little louder; and on the high seas the British admirals gave solemn decrees. It meant that billions of wealth were fast fixed in guns and ships; that everybody was belligerent; and that any day a new invention, like the flying machine or poison gas, might scrap it all. Yet because the Romans said a false thing two thousand years before, every statesman but Wilson repeated it as a solemn ritual in 1914.

Wilson, at first an abettor of this atavistic policy, made close study; and being a man of independent mind, he reversed himself and joined that German minority whose leaders astonished the Hohenzollern regime in 1911 by declaring: "Die Waffen Nieder: Lay down your arms." The failure to heed the warning of the simple German peasant led to the death of twenty million people, to debts under which all nations groan today and to economic disruption that staggers the wisest men.

The President of the United States, hounded from day to day by every kind of opponent, honest and dishonest, worked out his remedy. It turned out to be much like a remedy already worked out by leaders of the Republican party: let there be no more wars; set up a police navy for the seas and a police army for the mainlands; and organize an international council which should sit from year to year and work out peacefully the issues involved in tariffs, race rivalries, and religious hatreds. The idea was as simple as that of the Federal constitution in 1787; it was endorsed by Messrs. Roosevelt and Taft and Bryan, leaders of the greatest elements of the national life, not already in the Wilson following. All the reasons of history urged its acceptance.

But here as in the effort to abolish a burdensome and antequated tariff system, business-men-on-the-make were either blind from birth or they blinded themselves lest they see. Men quoted Washington, always bound by entangling alliances, as warning against entangling relations with Europe; they quoted Jefferson, who urged an entangling alliance with England in 1816; they talked of wicked pacifists, as if anybody could be more wicked or foolish than the militarists of 1914. Mr. Roosevelt doubted in 1918 what he had shouted for in 1908; Mr. Taft would attach an amendment about a Monroe doctrine which Monroe had never imagined; even Mr. Bryan was skeptical lest the wicked Europeans outwit the simple Americans. And the plan for world peace and friendly co-operation was defeated by the very men who had urged every item of its policy when there was no chance of its adoption. It was as human as the failure of the wise tariff measures in 1922. The greatest teacher of our age, like the great Virginian who died a little over a hundred years ago, was to fail; fail not because he was foolish, but because men preferred to risk the terrors of war to getting out of an old path.

Thus in the larger economic life, the schoolmaster of 1913 made his contribution to all history; in the greater matter of world peace, he offered an even greater and more promising scheme for "laying down
arms about to be antiquated”; but there was yet another item on which the second of Virginia statesmen begged men’s attention.

V

Through the nineteenth century the United States, Germany, and Italy waged terrible wars on behalf of the concept of a completer nationality. Cavour won in Italy an immortality which guarantees him the attention of the historians of all ages because he worked out the Union of Italy against the silent opposition of other countries and the open hostility of the Roman church; Abraham Lincoln earned a monument among the great of England on Trafalgar square because he welded thirty-five independent American states into the great Union which saved Europe from imperial Germany in 1918; and Bismarck is worshipped in Germany and honored all over the world as a reward for the unity of the German people which he accomplished in 1870. Unity and nationalism were the slogans of the nineteenth century. But in the twentieth century those ideas were steadily discredited by the Italian demand for the subjugation of peoples across the Adriatic, as much entitled to unity and nationalism as themselves; by great German leaders who talked of the sacredness of German freedom and unity, but denied both freedom and unity to Poland; and finally and sadly by the masters of the United States which held millions of Filipinos in unwilling subjection and steadily undermined both the economic and the political independence of Cuba.

You cannot have your cake and eat it too. Everyone of the great nations which had won their freedom and unity in the nineteenth century only after years of turmoil and bloodshed, in the twentieth century violated the faiths of their builders and turned to subjecting other peoples. An overweening nationalism, aggressive private and privileged groups, and an unimaginative statesmanship permitted this betrayal of great causes. The greatest war of history was fought because of this betrayal; it was fought, as we know, and lost by all who engaged in it. Woodrow Wilson was not at first a prophet here, as he was not in the disarmament movement; but being a man of independence and open mind, he quickly came to see that nationalisms were merging into exploitive imperialisms. Seeing the danger ahead and himself in responsible position, he preached again a modified nationalism as important as ever was the unionism of Lincoln or Bismarck: Let all peoples submit their needs and their grievances to a council of nations; and there the best leaders of all countries would decide who was right, who was wrong. Separate, independent national action in trade barriers, in armaments and purely national, race, and religious behavior was like tariffs and armaments already out of date. The time had come when England must adjust her policy in India to fit her own professions of national freedom and unity; the United States could not longer quote Thomas Jefferson and suppress the aspirations of Filipinos and Cubans; and Germany might no longer deny Poland what she asked for herself. That was all; it was enough.

A new age had arrived in 1913; it was perfectly plain in 1918. There was one eminent man in Washington, millions of men over the United States and many, many millions of men all over Europe and Asia who saw that neither economic exploitations of majorities in individual countries (tariff extremes), nor great military equipments such as the nineteenth century had developed, nor finally overweening national egotisms might be allowed in the twentieth century. The man whom we honor today was wise enough to see a little ahead; he had the courage to urge his thought upon all men everywhere; and he persisted in the rightness and the humanity of his program till life itself vanished.

WILLIAM E. DODD
HISTORY passes through four stages. At first it is a simple narrative, then it becomes a chronicle, later it assumes a philosophical aspect, and lastly it is metamorphosed into a financial asset. In Virginia it has reached this last stage. We are capitalizing our historical heritage. Soon every community will have its shrine. Our hardest boiled New England friends will be forced to admit that Virginia is the "land of the pilgrim's pride."

The ambition to sit in one's house by the side of the road and be a friend to man is being loudly proclaimed by "rooms for tourists" signs. Our statisticians are busily figuring the increased sale of gasoline and sandwiches. Such is history in its fourth stage. What price glory! But happily there is another side to the picture.

Our educational institutions are the best custodians of our historical wealth. Any institution should make the best of whatever history it may possess. If it should prove to be a fruitful financial asset, all the better. In this most historical of states a college is seriously handicapped when it does not enjoy some rich historical association of personages and events. Under such circumstances, which are obviously beyond its control, since history is rarely made to order, it can appeal for attention only through its own accomplishments. This has the advantage of putting it on its mettle. It is what one does that actually counts in this day of action and achievement. Since a young institution, such as this State Teachers College, must justify itself by its productiveness, it appears fitting to mention some of the contributions which it has made to its state.

This institution came into being in recognition of the need for additional facilities for the education of young women, especially for the school and the home, and perhaps to meet the particular needs of our rural people. An earnest effort was made to set the objectives in accordance with the spirit of these aims. This has resulted in a highly useful product, as may be readily seen from the records of the graduates.

The outstanding world statesman of the present century, whom these dedication exercises are designed to honor, when asked where he was born, replied: "I was born in Staunton, Virginia," and then, as if thinking aloud, he added: "Sometimes a man's rootage means more than his leafage."

Virginia's educational system has its roots in the fertile soil of the days when there were giants in American life. We must properly nourish it to bring forth its fruit in its season. Leafage and fruitage are necessary for the perpetuation of rootage. The rich heritage which has come down to us from the fathers, constitutes a sacred trust which can be fulfilled only through administering it in such a manner as to make it of maximum service to mankind. Each of us is seeking power and influence for his particular institution. Let us remember the words of Woodrow Wilson, when he said: "Honor and distinction come only as rewards for service to mankind." Fortunately, under proper guidance, an educational institution's power and usefulness may be continually strengthened and expanded without compromising its ideals and standards.

Here there has been no fear of blazing new trails. The effort has been to anticipate needs, and to meet them in the most effective way regardless of precedent.

Before a pick was put into the ground here, the Board adopted a broad policy, to ultimately accommodate at least a thousand students, and to decide upon a complete scheme at the start. These desires were truly interpreted by architects of vision and artistic ability. The original plan has been faithfully followed. The results speak for themselves. Uncommon foresight, and the
courage to use native stone, have resulted in a conspicuously attractive group, in a setting of natural beauty, which is rarely equalled.

We now have a plant of no less than fifteen buildings, substantial and modern, simple and appropriate, distinctive and harmonious. With their contents and the highly developed grounds, they represent a total valuation of one and two-thirds millions dollars. Of this total nearly a million dollars has been added during the notably constructive period of the last ten years. Let it be understood, too, that a very considerable portion of this has come from other sources than state appropriations, from students, alumnae, and friends, and from earnings and economies of the institution itself. Here is a magnificent contribution to the physical assets of the state.

This teacher-training institution is unique in that it has never had a training school as a part of its own property. In the beginning an arrangement was made whereby a portion of the highly efficient city schools could be used for training school purposes. Since then a number of schools in the county have been so used. Following the successful inauguration of such a plan here, a similar arrangement has been put into operation at all of the teachers colleges in Virginia, and also in a number of other states. This institution was a real pioneer in this respect, particularly in using country schools. This innovation has saved many thousands of dollars, and is a contribution of importance not only to our own state but also to teacher training elsewhere.

This was the first institution in Virginia to operate twelve months in every year. As a result of the then thought to be foolish rushing in of callow youth where the prudent and wise feared to tread, the enormous investment in our numerous college plants no longer lies idle and unproductive for one-fourth of every year. This has been a contribution of magnitude, even though measured in dollars alone.

From the beginning this institution took the position that it should adapt itself to the existing conditions in our public schools and be responsive to changing conditions. Every year, as the public high schools moved up a peg, this school pulled its stakes and set them farther along in the upward climb. It has been a leader in articulating its work with the lower schools.

Especially during the last decade, entrance requirements, scholastic standards, and the qualifications of the faculty have been notably advanced. This steady climb upward has recently, through the wise and persevering leadership of its able president, culminated in the official recognition of the institution as a standard college. The contribution which such an institution is making to the building up of our public schools is beyond estimation.

The educational awakening in our state, which began about a quarter of a century ago, developed a feeling that the school should be brought into closer touch with the life of the people. It is rightfully expected that schools supported with public funds shall contribute largely to good citizenship and productive efficiency. To fulfill this expectation it is incumbent upon public education that it be brought close to the lives of the people, that it result in industry and thrift, that it make homes more attractive and sanitary, that it lead to productive work, with skilled hands, clear minds, and pure hearts. Education on any level, if it is to fulfill its proper function for more than a selected few, may not confine itself to books and theory, but must seek its material in real things, in nature, in the activities of industry and commerce, in the civic and social interests of contemporary life. The school must continually take deep draughts from the ever-flowing streams of the outside, living, moving, practical world—the home, the farm, the workshop, the office, and the marts of trade. To not a few this
sounded like heresy as recently as fifteen years ago. Here again this reckless infant of 1909 rushed in, yet it is still living, and growing and prospering.

Probably very few of us wholly agree with the recently published views of Abraham Flexner, which would make of our universities sequestered cloisters of disinterested scholarship, where queer fellows dream away their lives. Most of us prefer that a state university should serve all of the varied interests of its state, and seek its strength and its opportunity in whatever contributes to the progress of the race, whether it be among dusty volumes of forgotten lore or in the throbbing marketplace.

The college should indeed be like a city that is set upon a hill, whither the tribes go up, but it should also be like a spring of water sending out its numerous streams to gladden and refresh the physical, intellectual and spiritual lives of men and women, wherever they may be. The modern state university has discovered ways in which the mountain may be taken to Mohammed, when Mohammed cannot or will not come to the mountain; and in so doing the mountain need not lose in grandeur, but may be magnified and glorified through wider service for the toiling and aspiring sons and daughters of men. This institution was the first in Virginia to have the temerity to enter the extension field.

Despite her remarkable industrial development of the last few years, Virginia is still largely a rural state. From its beginning this school has given earnest, sympathetic, and productive attention to the conditions and needs of our country people. It was the first in Virginia, and one of the first in America, to have a rural supervisor, to undertake extension work in the country, and to use country schools as observation and practice-teaching schools for its students.

Its projects in rural sociology, homemaking studies, and community experiments in the country nearby, under the patronage of the Peabody Education Fund, represented another pioneer effort on the part of this institution. We now have here a large, well-equipped and efficiently staffed department of home economics, making a contribution to the state which is worthy of note.

With an enrolment of more than 800, this has become the largest college for women in Virginia. This is not the result of mere chance. It has significance as indicating a carefully formulated plan and an efficiently executed program. Fortunately during the recent period of rapid growth, it has been possible, through skillful leadership and untiring effort, to build a strong faculty, an expanded program of instruction, and a greatly enlarged physical plant.

Since the opening in 1909 there have been enrolled 11,162 individuals. Of these 2,136 have graduated in the two-year courses, and 469 have completed four-year courses for degrees, which have been awarded only since 1918. More than 2,000 of the number enrolled are now teaching or supervising in Virginia schools, while numerous others are holding various positions of responsibility, such as dietitians, home demonstration agents, demonstrators for public utility companies, technical assistants in public service, etc. Some hold important positions in colleges.

Especially noteworthy is the large number of home economics graduates, about 200 of whom have been sent out with college degrees since 1918. Extended reference might be made to the outstanding work in the arts and sciences of the home, and also the accomplishments in the fields of music, dramatics, and physical education.

Harrisonburg alumnae constitute a vast army of trained and zealous messengers. Despatched to every city by the sea, to every town on the crowded Piedmont thorofares, and to every hamlet tucked away in the purple valleys of the great mountains, they carry the torch of learning to darkened
souls, remove the stain of illiteracy, and show the way to better and happier living. This is, of course, the greatest contribution. Its value is beyond estimation.

The average visitor to a college looks at buildings and grounds, asks the number of students enrolled, and forms his estimate accordingly. It is unfortunate that less tangible assets are usually unnoticed. The quantitative side is necessary, but the qualitative side is vastly more important. Education is a biological process rather than a mechanical one. The spirit of a college means far more than its machinery. If we would form a really intelligent and valid judgment of an institution, we must be fully informed as to the attitudes of faculty and students, their ideals and practices. The standards of a college determine the fruit of its labors, and by its fruit we shall know it.

From the beginning teachers and students here were as one big family, with the same aims and interests. Comradeship, good-fellowship, personal contact, and sympathetic co-operation have been the finest and most productive characteristics. Democratic ideals and practices, and helpful service for others, have been traditional. In setting high standards of playing and working, of living and serving, of accomplishing and giving, this institution has made a noble contribution.

Careful and economical management have characterized this college from the beginning. This has been very apparent during the present college administration, otherwise this handsome building and various others nearby, would not have been possible. This was the first of the Virginia teachers colleges to undertake to raise funds for an alumnae-students building.

It was also the first to promote the building of apartment houses near the campus, by private interests, for long-term lease as student dormitories. Since these two innovations, less than ten years ago, these plans have been widely followed at other colleges.

If it be true that fortune smiles upon those who do things for themselves, who work and accumulate by their own effort, then surely there should be no doubt as to the rewards for this college.

It should not be difficult to find other contributions than those which have been mentioned; but it is hoped that the jury is convinced that a good case has been made.

We have here a substantially equipped and an efficiently staffed college for women, which compares most favorably with similar institutions throughout the country.

Virginia has given to its people a wide range of choice in its institutions of higher learning. When some new group rises out of subconsciousness into the conscious life of the state, it soon seeks to justify its claim to a place in the sun by declaring the need for an additional educational institution. An indulgent state, and may I venture to say a state which is not unmindful of political expediency, has usually sooner or later yielded to the importunities of its more aggressive electorate. It has provided more slices from the treasury loaf, by the ingenious device of reducing the thickness of all the slices, and thinning the butter of biennial appropriations with the warmth of legislative eloquence.

Unquestionably, educational advantages of the highest type should be provided for women. However, in this state they may be supplied without forcing complete co-education upon an unwilling and resisting university; and also without entering upon the enormously expensive undertaking of building an entirely new college, to be born as an unwelcome addition to an already large family, whose children must often be sent off to bed with a spoonful of broth without any bread, their suffering perhaps intensified by the whipping of criticism for not making bricks without straw.

It need require neither sage nor prophet to discover a more promising solution of
this perennial problem. Here is an institution which has been developing through nearly a quarter century into a standard college for women. With proper support this may be made to meet every reasonable requirement for undergraduate instruction. The university is already open to women in its graduate and professional departments. This end, so devoutly to be wished, may be accomplished at much less cost to the state than would be the case if another institution were added to the already overburdened list.

At this time, particularly because of unusual and uncertain conditions in the business world, there is a tendency to check up, to see how far we have gone, what results we have produced, what mistakes we have made, and what we are heading to in the future. There is fully as much reason for a commonwealth to do this as there is for a commercial or industrial organization to do so.

Virginia, with all the fine accomplishments to her credit, has made mistakes in the development of her system of education, particularly as regards the so-called higher institutions. When ways of correcting these mistakes have been indicated, various influences have been promptly brought into action to defeat the purpose. Ignoring the dearly bought experiences of the past, and heedless of the lessons to be learned from the business world, we have pushed aside opportunities to co-operate, to unite, or to consolidate. Still worse, we are apparently disposed to increase—rather than reduce the dissipation of our energies and of such resources as may be available to us.

Is there any valid reason why a university should not control and administer, as an integral part of itself, an institution located sixty miles from the parent campus? There is involved in this no dismemberment, which might be quite objectionable. There would be no taking away of anything, but on the other hand it would mean a valuable addition in physical plant, in faculty, in student enrolment, in good-will, and more than all in service to its commonwealth. It would not impoverish the grand old educational mother, but it would enrich her in material things and in the hearts of her people. Few states have had the opportunity to do what Virginia now has the opportunity to do, namely, to secure for itself a fully-grown college for women, as a part of its university, at comparatively little expense, and without the strong objections involved in other proposed plans. An entirely feasible transfer of control and simple revision of administration will effect this.

Of the various contributions which this institution has made to Virginia, this may be the greatest of all. At present it is merely a possibility—but what a wonderful possibility! Shall Virginia repeat the mistakes of the past by further debilitating decentralization of her educational enterprises? Or shall she recognize her mistaken policy of a century, and take this rare opportunity of reversing that policy, by a safe and readily made consolidation, which must result in strengthening her educational system?

We like to proclaim that our educational system is a unity, but is this a unity in fact or merely in theory? Can the theory be made practical and productive to a greater degree by continuing our policy of decentralization, or by a wisely conceived and sanely executed policy of correlation? Shall this opportunity be spurned, as somewhat similar opportunities in the past have been spurned, or shall we accept this greatest of the valuable contributions which this institution has offered to its state?

The worthy achievements to which attention has been directed are the combined product of several groups. Fortunately, in the beginning the Board of Trustees chose that better part, the constructive attitude of seeing visions for the development of needed service for the people of the state and of providing ways and means. They set them-
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 requirement 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.
lie the almost insurmountable administrative difficulties.

The first theory—that of subject matter being of prime importance—is, of course, an outgrowth of the old school of thought, knowledge for knowledge's sake. It is furthermore the result of the old conception of culture which the American people have inherited. "Historically our institutions of higher learning began as imitations of the universities of Europe." It should be remembered that Rev. James Robertson and his group who preached the Mayflower Expedition to Plymouth Rock did so within one hundred yards of the University of Leyden in Holland, which is one of the oldest cultural universities of Europe. Similarly, the leaders of Jamestown came practically from the hallowed halls of Oxford and Cambridge. It is no wonder that with this background the colleges which have come into prominence in America hold fast to the task of recapitulating the literature, history, and art of the past for the present.

In addition to this background, the ideal in European education has been for centuries the education of the elite. Higher learning, particularly that of an academic sort, has always been intended for the leisure class. Culture for its own sake and culture for a limited number of well-to-do persons who had leisure to enjoy it, but not culture for use was the conception which our forefathers brought with them, and with which they established the first universities in this country.

Could anyone expect anything but that this tradition would continue for hundreds of years in America, and with it the belief that subject matter instruction had no connection particularly with professional education? To look at it from another standpoint, it is but natural to expect that with such a background and with such an ideal the rich inheritance of the past was to be enjoyed or to be used by only a small portion of society, generally the ministers and the gentlemen of leisure.

No one would deny that there is great value for youth to realize that the subject matter that he is pursuing is of a scholarly and spiritual sort and eminently worth while for its own sake. There is no real objection to faith in scholarship for scholarship's sake, but this should not be the limiting conception of learning. Certainly astronomy is no less a cultural subject than astrology, because it is more useful than the latter. Certainly any subject in the curriculum has its cultural values, even though many of us have not yet been able to appreciate them. There is art and culture in the making of a plow beam, but not all of us can fully appreciate these values in such an object. This holier-than-thou attitude which has come to us directly from our European background, this education of the elite, this provision of higher learning for the sake of the elite, and not for the sake of the masses, which has dominated the thought of most of our leaders in the past has not faded from our consciousness at the present time. It is still felt on the part of a great many of our liberal arts graduates that they are far superior to the graduates of an institution that is other than a liberal arts institution.

It should be recognized, if this earlier tradition or this as a theory should be followed in detail, that training for teaching would be limited to a smaller number of persons. Had this theory been followed in toto, it would have created a peasant class in this country which it has already done in Europe. Naturally when those who were interested in the development of teachers faced this situation and, in addition, faced the fact that knowing subject matter did not always guarantee ability to impart it, then a choice had to be made between continuing the first theory or developing another; to remain with the first theory was to choose a peasant class of people for America, and to develop a new theory would be choosing progress. Every one within the hearing of my voice recog-
nizes that the American people chose the path of progress. Our public school system is the result of their choice. Personal advancement has been of as great importance to the American as human wisdom has been to the European.

Following this choice on the part of the American people to swing away from the mastery of subject matter to gaining efficiency in the skills of teaching, we naturally recognize that the pendulum has, as is always the case, swung far and wide to the other extreme. It has been only a few years ago when the accusation was being made on every hand that all that a teacher had to do in order to receive a certificate, was to take so many courses in methods. The performance of this second theory held sway sufficiently long to make most of the leaders in the cause of education to recognize its weakness. Students began to think that, if they were to become masters of subject matter, they must attend some sort of institution that furnished this type of training, but, if they wished to pursue a profession, such as teaching, then they must attend another institution in which a minimum of subject matter should be taught, but a maximum of method and practice. Immediately the trouble for this country with reference to teacher training began in an increased sort of way. The trouble grew out of the European notion that that which is useful is not cultural, and that one kind of institution should exist for cultural education and another type for professional education. In the earlier days one would have been surprised to find a doctor of philosophy teaching English or history in an agricultural and mechanical college or even in a normal school. It simply was not done. Such a person would have felt that he was losing caste. A gentleman's son would not have gone to such a school, because presumably culture was not to be found there for his personal adornment.

Time will not permit me to deal longer with the conflict between the two theories of subject matter on the one hand and methods on the other. It must be said, however, that while the liberal arts colleges in the earlier days must be credited with the origin and establishment of culture in the United States, it is a great pity that they gave us only a one-sided view and that they transmitted only a limited quantity. True it is that these institutions made a great contribution and are still making a great contribution. Happy, on the other hand, is the thought that in recent years these very institutions have added unto themselves a department of education which is a definite recognition of the fact that that which they have been giving in the past is not sufficient for the teacher at least, and that, in addition to the culture and the knowledge gained in the liberal arts college, those who are going to teach at least must have an opportunity for gaining certain proficiency in the art of teaching.

The very introduction, however, of these departments of education in the liberal arts colleges has brought about such a change in these institutions that today they can hardly be distinguished from certain of our teacher-training institutions. Looking at the picture from the other hand, our teachers colleges in attempting to blend these two theories have so modified their own curricula that they, in turn, are vastly different today from what they were in the beginning.

In more recent years the third theory, that of selecting subject matter and presenting it in terms of the jobs to be done, has been promulgated and advanced. Probably the chief proponents of this theory have been Dr. Bagby and Dr. Evenden, of Teachers College, Columbia University. Time will not permit me to dip into this theory at any length, but suffice it to say that this theory is but the natural outgrowth of the attempt on the part of Drs. Bagby and Evenden to point out the importance of relating that knowledge which we are to gain to the time and place and situation in which we will likely use it. By so doing
motivation and vitalization are more fully realized. The very core of professionalized subject matter is that subject matter can be learned more readily when it is made to actually live in a situation.

It seems that this is not an entirely new idea. Even classical literature seems to suggest the ideal of professionalized subject matter. For example, "The utilitarian Georgics of Vergil, one of the finest bits of literature of all languages, was demanded by Augustine after the Thirty Years War, solely because Italy was in desperate need of the reconstruction of her agricultural activities after such a catastrophe. The Georgics of Vergil are four agricultural bulletins, written for the Italian farmers, and might well be copied today by many agricultural colleges of America." Accordingly, professionalized subject matter has its ancestry far back in the classic ages. In such stormy periods men used the most popular vehicle of thought by which to accomplish their utilitarian objectives.

The last theory, namely, that efficiency depends upon subject matter and proficiency on skills being mastered concurrently is so well known to the modern teachers college student that an explanation of it seems unwarranted. It should be said, however, that this theory is more or less an attempt on the part of those responsible for the training of teachers to harmonize the first two theories. It appears to the speaker that gaining knowledge and becoming proficient in the impartation of knowledge is but an attempt to do in the teachers college that which the old liberal arts college and the old normal school attempted to do separately. It seems furthermore to be but an outgrowth of the evolutionary steps which have been taken in teacher training. It is but the answer to the development in the liberal arts college with its department of education, on the one hand, and the state teachers college, with its increased emphasis on subject matter content, on the other hand.

In attempting to harmonize these points of view, however, the problem of practice teaching is one of the most difficult ones which has presented itself in recent years to the entire teaching profession. It becomes almost impossible to train a teacher particularly in the mastery of the arts and skills of teaching in a more or less artificial situation. At the very best, a practice school on the campus of any institution or even in the vicinity of any institution is artificial for the cadet teacher. In the humble judgment of the speaker no teacher can actually be thoroughly prepared for the tasks which are to be faced until those tasks are faced in an actual situation.

Out of the foregoing conceptions and practices have grown most of our evils with regard to the separation of matter and method in professional education. It is, for instance, at once the tragedy and the pathos of all professional education in the United States that the recipients are not inspired enough, and often are not permitted, to enjoy it as culture. This applies as much to law or medicine as it does to teaching. We have been so concerned with the discipline and the utility of the present that we have not permitted ourselves to quietly enjoy the scholarship of the past. Undoubtedly we could have learned something from our European ancestors in this regard. The beauties of art and literature, the lessons of history, and the admonitions of learning of other days are lost upon us when we are in a professional school. The objective is too intense, too bright, too compelling, for us to feast gracefully and quietly upon the rich discoveries of science or the royal entertainment of books.

Isn't it unpardonable that in the profession of teaching the teacher must struggle so vigorously and constantly to learn so many things in the ever-expanding curriculum that he may not be permitted to enjoy anything which he learns? Yet I can imagine no greater cultural enjoyment than that which would come to a teacher in a
teachers college who has thoroughly mastered a subject and the art of teaching it so that the joy of achievement comes to him whenever he observes his own students learning more rapidly and teaching more effectively the things which he was able to teach them better because of his own scholarship both in subject matter and in the art of organizing it and adapting it for teaching purposes.

Sidney B. Hall

GREETINGS FROM THE COMMONWEALTH OF VIRGINIA

I CAME here to tell you what a joy it is to be the Governor, to be invited on an occasion like this, especially since that invitation is coupled with another invitation not to make a speech.

My part in this program is brief and simple. I came not to bring any finely woven phrases, but to tell you of the great joy which is in my heart as I think of your achievements. I see from the program that I am to extend greetings from the Commonwealth of Virginia. I see that immediately after I take my seat ‘Greetings from the Shenandoah Valley’ are to be extended by Hon. Harry Flood Byrd. Up to this time I had thought that the Shenandoah Valley was a part of the Commonwealth of Virginia. This is just the beginning of the end, because when the other parts of this state find that you have crowned him, they will crown him too.

I am very proud of the fact that Gov. Trinkle, with great personal sacrifice, accepted the appointment to the State Board of Education, of which he is now the chairman. I could not have been offended if he had declined, because I am beginning to realize that after a man has had four years in the executive mansion he needs time to mend his shattered fortunes.

I am glad Gov. Byrd accepted my appointment as Chairman of the Drought Relief Committee. As I drove through the Valley this morning and saw how wonderfully we had recovered from the drought, I patted myself on the shoulder and said ‘I selected the right man.’

May I join with Gov. Trinkle in paying tribute to our fellowstatesman, George B. Keezell. You know of his service in founding this institution, but I wonder if you know of the service he has rendered the whole state of Virginia. On yesterday at the capitol, the historian told us that the Father of our Country was six feet two inches tall. The father of this institution is seven feet two inches tall.

On behalf of the commonwealth, I want to acknowledge here the service rendered Virginia by the first president of this institution, Dr. Burruss, and I want to acknowledge the service rendered by Dr. Duke, who presides over your destinies today. These men are true servants of the people.

I want to acknowledge with pride the pleasure our state takes in this wonderful institution. I want to acknowledge what you have done for the Mother Commonwealth in sending out into every part of the state teachers who have trained and are training our children.

I want to congratulate you on this magnificent structure which you dedicate today. I want to congratulate you on having named this beautiful building for the greatest statesman of his generation.

As I think of the wonderful work you have done on these beautiful buildings and think of the great field of usefulness before you, I am constrained to use the words which I heard from the pulpit last Sunday—‘This is the day which the Lord hath made; let us be glad and rejoice with Him.’

John Garland Pollard.

As you grow ready for it, somewhere or other you will find what is needful for you in a book.—George MacDonald.
GREETINGS FROM THE
SHENANDOAH VALLEY

I feel honored today to participate in
the ceremonies incident to this dedi-
cation. I congratulate the institution
upon the propriety of naming this building
after the greatest man of the Shenandoah
Valley—a man who, when the verdict of
history does him justice, will rank in the
pantheon of history reserved for the very
few supreme leaders of the world—Wood-
row Wilson.

I appreciate the honor of being permitted
today to voice the greetings of the people of
the Shenandoah Valley to our distinguished
guests, and to express our pleasure in this
renewed mark of the progress of this State
Teachers College.

We in Harrisonburg and the Valley feel
a peculiar sense of pride in this college.

My pleasure today, however, is touched
with sadness by the death of Dr. Alderman.
Fine as Woodrow Wilson was, the eulogy
of him pronounced by Edwin Alderman
was equally fine. While Governor I was
brought into intimate contact with Dr. Al-
derman, and learned to appreciate a spirit
burning with love of exalted ideals and of
the essential service public education can
render to a democracy.

In the annals of the University of Vir-
ginia, however long it may endure, two
names will stand pre-eminent—that of Jef-
ferson, the founder, and Alderman, the
builder.

The creator and the first president of
our university co-operated in spirit at either
end of nearly a century, to teach us that
training of all the people is the surest safe-
guard to preserve government free and able
to serve all the people.

Out of the confusion of the greatest war
in history have come two powerful chal-
lengees to Jefferson's faith in the ability of
the people to govern themselves. Russia
revolted against the tyranny of the aristoc-

cacy only to inaugurate the tyranny of an-
other class.

Italy, disgusted with public disorder,
elevated to the head of the state a talented
and strong dictator, who frankly despises
democracy. In both countries, however, the
democratic ideal is eclipsed because a gen-
eral system of popular education has failed
to train the people to understand, appreci-
ciate, and translate into practice that ideal.

In our country we realize imperfectly in
practice the democratic ideal, but the spirit
of the fathers who sacrificed to give us free
representative institutions survives to make
us highly resolved that "government of the
people, for the people, and by the people
shall not perish from the earth." Whenever
we become indifferent to the faith of
Jefferson some man arises to renew that
faith.

Virginia gave Jefferson to the nation and
the university Jefferson founded helped to
train the Shenandoah Valley's own Wood-
row Wilson to do much to realize for his
time Jefferson's objective of equal rights
to all and special privileges to none.

What is the most vital instrumentality in
training men and women for the uses of a
democracy? It is not great buildings or
elaborate equipment, desirable as these may
be, but it is an ever renewed army of teach-
ners trained to be efficient and consecrated to
the task of making the new generation bet-
ter citizens than the old.

This is the mission of the teachers' col-
leges. This is the mission that dignifies
and ever sanctifies the work of the devoted
men and women who direct our colleges for
the training of teachers. You, the students
here, are trained and educated so that you
in turn may train and educate the children
of the state. This work well performed
means more to progress and civilization than
any other secular form of human activity.
Like the priestesses of old, you are here
consecrated to keep alive the fires of human
knowledge. As I have come in contact
with the men and women, like Dr. Duke and the able heads of the three other teachers' colleges in Virginia, who are directing the training of teachers, my faith grows stronger that the day approaches when all the children of all the people may be educated to understand their privileges and duties as citizens, as well as prepared to do better their work in the world. As Woodrow Wilson is made alive for us today by the eloquence of our distinguished guest, Dr. Dodd, we may feel that his spirit is rejoiced that here in the Valley where he was born a building dedicated to the better training of teachers is now opened as a memorial to him. Some called him the schoolmaster in derision, but he lived to see the nations of all the world go to school to him, and if ever the ideals he taught are translated into practice by high statesmanship the world will indeed be made safe for democracy.

While we rejoice today in the completion of the group of buildings, so substantially and attractively constructed, we should not forget the debt of appreciation we owe to those whose vision and courage and labor made possible, step by step, and building by building, what we now see. To Senator Keezell, of Rockingham, great credit is due. He introduced the bill to establish this teachers' college, and throughout the years he has freely given of his great influence and ability to its development. Today we rejoice with him that his dream has been realized. Senator Conrad, long a member of the State College Board, Senator Paul, Senator Swank, and the Rockingham members of the House, rendered invaluable service in the development of this institution, and our thanks are due to them, as what has been accomplished was possible only by complete unity of effort.

I congratulate, too, Dr. Duke and his distinguished predecessors and all who have contributed to the completion of this impressive and effective group of buildings. May this college survive and serve, as long as the fame of Woodrow Wilson increases, into the remote future, as a light house pointing the safe course to avoid the dangers and darkness of ignorance.

Harry Flood Byrd

GOVERNOR TRINKLE PRESIDES

Presiding at the dedicatory exercises in Wilson Hall on May 15 was former Governor E. Lee Trinkle, who is now president of the State Board of Education. In his introductory remarks Governor Trinkle said:

Through the official position which I hold as president of the State Board of Education, there comes to me the task of presiding over these dedicatory exercises. I want you to be happy in the thought that I shall personally occupy only a few minutes of your time. The program shows there are a number of prominent people present to speak to you.

Most of you have a knowledge of the beginning and work of this institution. This is indeed and should be a happy day to the people of the Shenandoah Valley as well as to the entire State of Virginia. It should be one of great joy to the teachers and students of this great institution.

On March 14, 1908, an act was passed by the General Assembly, authorizing the establishment of this college. I see in this audience, in the person of Senator Keezell, the gentleman to whom more credit is due than to any other. In 1909, the first faculty meeting was held. Dr. Burruss presided. On the morning of September 20, 1909, the teachers met classes for the first time. At the opening of the first meeting, there were only three buildings in use. Since then the college has grown phenomenally, and the dedication of this building, named after Woodrow Wilson, constitutes the completion of one of the finest groups of college buildings in the state.

Some poetic mind called America the melting pot for all races; there have been some disappointments in melting adults, but none will deny that our public schools are the real melting pot, pouring out a new race. Under our schools, race, class, and religious hatreds fade away. From this real melting pot is the hope of that fine metal which will carry the advance of our national achievement and our national ideals.

Herbert Hoover.

Next to acquiring good friends, the best acquisition is that of good books.—Colton.
EDUCATIONAL COMMENT

Appearing as the leading editorial in the Harrisonburg Daily News-Record for May 16, 1931, the following tribute struck a note of approval and appreciation generally voiced by those who were in attendance at the ceremonies making the dedication of Wilson Hall:

A Notable Event

The Daily News-Record extends congratulations to President Duke, and all who co-operated with him to make the dedication of Woodrow Wilson Hall a stimulating scene and high and dignified occasion.

In the apt quotation made by Governor Pollard, yesterday was “the day the Lord hath made; let us be glad and rejoice in it.”

Harrisonburg appreciated the presence of Mrs. Woodrow Wilson, and Mrs. Wilson was evidently moved by the reverent regard the audience felt for the memory of her distinguished husband.

It has been, indeed, a great achievement to develop the Teachers College here to its present position of prestige and power, and yesterday’s ceremonies marked not only a recognition of things done but of greater things yet to be accomplished.

We feel that the administration of Dr. Duke will be inspired to progressive achievements in the days to come by the appreciation voiced yesterday.

The logic of the success of the Teachers College should lead to the location here of the University for Women, as recommended by Dr. Burruss. In a separate article we print what Dr. Burruss said. His judgment and experience as an educator endows his views with high authority.

SCHOOL CHILDREN WITH SPEECH DEFECTS

If Jimmy or Betty lisps or stutters, it should not be taken for granted that the speech defect denotes an inferior native ability, according to Dr. James F. Rogers, Federal Office of Education Health Specialist.

“Many historically-famous figures have suffered from vocal impediments,” says Dr. Rogers, “among whom were Leigh Hunt, Charles Kingsley, Charles I, Demosthenes, Aristotle, Aesop, Alcibiades, Cato, Virgil, Manzoni, Erasmus, Malherbe, Turenne, Boyle, Priestley, Lamb, Erasmus Darwin, Charles Darwin, Moses Mendelssohn, Cardon, Camille-Desmoulins, and the artist, David.

“Binet tests of children with speech defects in schools of St. Paul, Minnesota, have shown that such children were neither duller nor brighter than other children, and it is only because the stammering or stuttering child can not display normally his native ability that he has often been considered of low mentality.

“What is America doing to help this type of handicapped youth? A survey revealed that eighty school systems now employ special teachers to give attention to speech-defective boys and girls.

“Speech defects, especially stuttering, are at least twice as common among boys as girls. They are also about twice as frequent in the Negro as in the white race. Lisping tends to cure itself or is overcome by a considerable percentage of school children as they grow older, but the tendency to spontaneous cure of stuttering at school age is very light, and not a few cases develop during school life.”

W. L. U. Professor Joins American Boy Magazine

A free twice-a-month high school newspaper service—combining editorial and typographical suggestions for advisers, ed-
 tors, and journalism classes, with a nation-
wide feature service—has just been an-
nounced by the American Boy Magazine,
550 West Lafayette Boulevard, Detroit,
Mich. Clipsheets will be mailed without
charge, every two weeks, to high school
newspapers that request them.
In charge of this new service department
will be William L. Mapel, assistant editor,
who comes to the magazine from the direc-
torship of the Lee School of Journalism,
Washington and Lee University, Lexing-
ton, Virginia. He will be assisted by Miss
Marjorie Nordstrom, former secretary of
the Department of Journalism, Iowa State
College.
High school newspapers may obtain the
clipsheets through application to Mr. Mapel
in care of the American Boy Magazine.
High school editors and journalism teachers
are invited to call on him for assistance in
publication problems. High school and pre-
paratory schools are asked to place Mr.
Mapel on their exchange lists, so that he
may study their newspapers and quote from
them.
The same magazine, in a contest last
spring, awarded a ten-week trip to Japan
and China to Miss Mary Spotswood Payne,
teacher of English at the E. C. Glass High
School, Lynchburg, Virginia. Her winning
essay was published in the June issue of the
American Boy.

SCHOOL LIFE

More than 100 specialists in the Federal
Office of Education are constantly on the
lookout for progressive innovations and vi-
tal trends in education in the United States
and foreign countries. What they find is
given at once to the school world through
School Life, monthly journal of the Federal
bureau.
For teachers and school administrators
who wish to keep informed about the stu-
dies, surveys, and bulletins of the Office of
Education, School Life is a necessary guide.
Its articles canvass every phase and field of
education.
In addition, School Life tells each month
what new free or low cost publications the
Government has issued which teachers of
geography, home economics, history, and
many other subjects can use to give life to
their classroom projects. It also reports ac-
tivities of other Federal departments and
commissions significant to educators.
School Life can be obtained for one year
by sending fifty cents to the Superintendent
of Documents, Government Printing Office,
Washington, D. C.

HIGH SCHOOL LIBRARY
STANDARDS

That the South is taking a prominent part
in the nation-wide movement to develop
school libraries is shown by the American
Library Association in its recently issued
School Library Yearbook No. 4.
Standards which the Association of Col-
leges and Secondary Schools in the South-
ern States is requiring of its accredited high
schools are given in full. There is also a
report on the status of high school libraries
in the South made by Doak S. Campbell for
George Peabody College for Teachers.
Not one of the 922 accredited schools
now meets requirements of all six stand-
ards, Mr. Campbell declares. The greatest
deficiencies, he adds, are found with respect
to the training of the librarian, the time she
devotes to library duties, and instruction in
the use of the library.
Standards for training in library science
adopted by the Southern Association in or-
der to correct this deficiency are included in
the Yearbook, and there is a résumé of the
survey of library training agencies in the
South made by Sarah C. N. Bogle, assist-
ant secretary of the American Library As-
sociation.
The Yearbook also provides standards
for high school libraries adopted by accred-
iting agencies in the North Central States,
New England, the Middle States and Maryland, and standards recommended for Catholic high schools. Standards and regulations of fifteen individual states, including Kentucky, North Carolina, South Carolina, Texas, Virginia, and West Virginia, and requirements for certification of school librarians in fifteen states, including Louisiana and Oklahoma, are also given.

All state laws governing school libraries are reprinted in the *Yearbook*. A directory of school librarians is appended. The *Yearbook* was prepared for the Education Committee of the American Library Association by Clara E. Howard, Dean of Emory University Library School.

**U. S. HAS TOO MANY SMALL RURAL HIGH SCHOOLS**

The small rural high school trails far behind the big city sister high school in its contribution to education, according to a recent bulletin of the Federal Office of Education. More than 14,000 rural high schools of 250 enrolment or less were studied for the report, which found the spread of weak secondary schools in country regions actually delaying the progress toward better educational advantages in the United States.

Since the World War the idea of a high school training for all of the country’s children has been so thoroughly “sold” to rural taxpayers that a multitude of small high schools have sprung up in sparsely settled regions—many with thirty to fifty pupils and with as few as two teachers. Many of these institutions, lacking any intelligent plan of what a rural high school should be, are very poor imitations of the great city schools with a hundred times as many students and with elaborate equipment.

With a small teaching staff no teacher can be a specialist in his subject, the Office of Education study, “The Smallness of America’s Rural High Schools,” by Walter H. Gaumintz, rural school specialist, points out. He may be instructor in a dozen different subjects, in some of which he is poorly qualified; thus his pupils get a low grade of training. He is overworked, naturally. The city school has attracted the better prepared teachers with more pay and more leisure so the country high school usually gets the left-overs.

The course of study also suffers, according to the bulletin. Modern secondary (high school) education has veered away from a rigid course in languages and mathematics. Social science, natural sciences and vocational training (stenography, bookkeeping, the trades, etc.) are now much in vogue. But the average small high school is deficient in science courses and is generally without any vocational work to offer. Limited in funds and teaching force, it can stick only to type class organization and methods. Extra-curriculum work, sports, dramatics, the school paper, all of which play large and necessary rôles in city secondary school life as lessons, must often be omitted.

Remedies to the serious situation offered by the Federal Office of Education are: first, the careful study by each state of its rural school situation; second, co-operation among all government and social agencies with a view to school consolidation, the conversion of some small senior high schools into junior high schools, and third, the employment at good salaries of teachers who are experts in special subjects, to cover several schools in a district, or the wide use of correspondence courses under competent supervision.

**NOT QUALIFIED!**

The little girl had done unusually good work in the second grade, and was promoted to the third. On meeting her former teacher, whom she loved dearly, her first words were: “I wish you knew enough to teach me next year.”—*Christian Register*. 
THE READING TABLE


The purpose is to provide an objective measure of a pupil's knowledge in the several fields of home economics. There are three series of tests, one for each of the following phases of home economics: foods and cookery, clothing and textiles, and household management; and each series has two forms with four parts to each form.

The test aims to measure the knowledge necessary for healthful and right living, and knowledge of the principles underlying certain skills in foods, clothing, and household management. These tests should prove very helpful to teachers of junior and senior high school classes in home economics.

J. B. R.


A book of delightful songs, beautifully illustrated, suitable for the early primary grades. The author uses such subjects as the various holidays and many of those other things which are of interest to children—for instance, the robin, the Ferris wheel, the seesaw, soldiers, etc. Children should enjoy it all the more because of its attractive make-up and good print.

B. J. L.


This is an excellent series. The content is varied—of such nature as biography, adventure, out-of-doors stories, and history. Much of the material belongs to the present day, though there are choice bits of the classics as well—a happy combination. The illustrations are very attractive and some of them colorful. The short introductory paragraphs are motivating; significant questions at the end of most of the selections should help the child to check up on his ability to comprehend as he reads.

B. J. L.


Written to be used as a text, this gives excellent outlines on a variety of nature subjects. A teacher in any locality could find material suitable for her use. Its best point is the guidance it offers for observation of and practice in caring for nature.

L. C.

When a book raises your spirit, and inspires you with noble and courageous feelings, seek for no other rule to judge the work by; it is good, and made by a good workman. —Brueyere.

ALUMNAE NOTES

Former students of H. T. C. teaching in various counties of Virginia and listed below.

CAMPBELL COUNTY
Margaret S. Hobbs—Brookville High School
Margaret Abbott—Brookville High School
Jennie McIvor—Naruna High School
Mary Rowles—Flat Rock School
Joyce Arthur—Alavista High School
Marie Canada—Leesville School
Loomie Giles—Leet School
Mrs. M. C. Hughes—Marysville School

CAROLINE COUNTY
Mrs. Florence Wood Valentine—Bowling Green
Clarice Coleman—Penola

CHARLOTTE COUNTY
Mrs. H. M. Collins—Charlotte Court House
Marie Davis—Keysville
Violet Hester—Keysville
Rosa H. Loving—Charlotte Court House
Janie Cocke—Keysville
Allie Wells—Williesburg
Bessie Cooper—Randolph
Mabel Carden—Red Oak
Elizabeth Crews—Ontario

CHESTERFIELD COUNTY
Helen Ward—Chester
Mazie Aistrop—Chester
Thelma Dunn—Richmond
Nancy V. Smith—Richmond
Marguerite Holland—Richmond
Bessie Dumnawant—Richmond, R 2
Margaret Hunt—Richmond, R 7
Frances Goodman—Richmond, R 7
Alberta L. Smith—Petersburg
Maud L. Howell—Petersburg
Alesea Perdue—Matoaca
Mrs. F. L. Jackson—Ettrick

CLARKE COUNTY
Louise Ramsburg—Berryville
Beatrice Knacklet—Berryville
Jessie Fadley—Berryville
Eleanor Fishpaw—Berryville
Hilda Levi—Berryville
Stella Moore—Berryville
Eleanor Carpenter—Berryville
(The above are graduates there are nineteen non-graduates of H. T. C. now teaching in the county)

CRAIG COUNTY
Lucy R. Elmore—Barbour's Creek
Madeleine Willis—New Castle
Helen C. Caldwell—Hebron

CULPEPER COUNTY
Katherine Yancey—Culpeper
Mrs. Xenia Durette—Culpeper
Hester Thomas—Culpeper
Mrs. Lucy Priilman Davis—Culpeper
Katie Winfrey—Culpeper
Eva Lilly Sullivan—Culpeper
Myrtle Carpenter—Culpeper
and four non-graduates

DINWIDDIE COUNTY
Emily V. Nunnally—Carson
Montelle Boisseau—DeWitt
FAIRFAX
Alma Bennett—Vienna
Gladys I. Tompason—Herndon
Dorothy M. Anderson—Vienna
Gladys I. Tompason—Herndon
Dorothy M. Anderson—Vienna
Kathryn A. Payne—Vienna
Martha Kadie—E. Falls Church
Bernie Jarrett—Alexandria R 5
Margaret Pugh—Alexandria R 5
Elma Besley—Burke
Christine Ferguson—Clifton Station
Charlotte Grey—Port Humphreys
Edythe C. Robson—Lorton
Ruby Smith—Herndon
Elizabeth Martin—Alexandria R 4
Helen Quigg—Ballston
Jennie M. Tomko—McLean
Mary Leigh—McLean
Gertrude Bazzle—Vienna
Audrey Reid—Vienna
Velma Turner—E. Falls Church
Elizabeth Ellmore—Herndon
Louise Meador—Herndon
Nina Gibson—Herndon
Dorothy Ball—Falls Church
Virginia Taylor—Falls Church
(Note: there are also 14 non-raduates of H. T. C. teaching in Fairfax County)

FAUQUIER
Mildred Bowen—Hume
Dorothy Gibson—Deleplane
Rebecca Holmes—Hume
Mrs. Daisy Hutchison—Warrenton
Ruby Lowman—Warrenton
Katherine Omohundro—Warrenton
Lillian Stonessner—Bealeton
Mrs. Katherine R. Perrow—Remington
Gladys Silcott—Capelett
(Three non-graduates)

FLOYD
Aldine Bower—Floyd
Nellie Slusser—Floyd
Frances West—Floyd
(The above teachers are non-graduates of H. T. C., having attended only one year)

FLUVANNA
Minnie Jones—Palmyra
Virginia Bowles—Kents Store
(Eleven non-graduates of H. T. C. are teaching in Fluvanna)

FRANKLIN
Veta Draper—Rocky Mount
Mrs. Velma Clingenpeel—Callaway
Mrs. Robert R. Dixon—Rocky Mount
Inez Hutcherson—Boone Mill
Ella Flora—Boone Mill
Maudine Holland—Boone Mill
Pearl Phillips
Bettie L. Simpson
Eunice Stephenson
Sylvia Hutcherson—Boone Mill
Mrs. Lelia Mattox—Penhook
Eunice Naff—Boone Mill
Myrtle Payne—Boone Mill
Ruth Robertson—Callaway
Mae Rodgers
Mrs. W. J. Sutherland—Penhook
Leta Hines
(One non-graduate)

FREDERICK
Mrs. C. B. Stickley—Vaucluse
Pauline Hudson—Middletown
Mrs. Ethyl F. Hooley—Middletown
Eula Affleck—Winchester
Mildred Painter—Winchester
Clarissa Woodard—Winchester R 1
Annie Preston Starling—Winchester
Louise Greenawalt—Winchester
Florence Allen—Stephenson
Lillis Greenawalt—Winchester
Dorothy Flowers—Clearbrook
Nettie Thompson—Winchester R 2
(Thirty non-graduates are teaching in Frederick)

GLOUCESTER
Doris Petty—Gloucester Point
Hazel Hudgins—Signpine
Giibson Kitchen—Achilles

GRAYSON
Mrs. Mamie G. McMillan—Cold Springs
Virgie Prillaman—Troutdale
(one non-graduate)

GREENE
Alma Baker—Standardsville
Mrs. Bledsoe Parrott—Ruckersville
Jane Herndon—Ruckersville
(Eleven non-graduates)

GREENSVILLE
Mrs. Sadie Norwood—Emporia
Pearl Shafer—Emporia
Doris T. Shotwell—Emporia
(Two non-graduates teaching in Greenville)

HALIFAX
Rebecca Jennings—Clover
Grace Blanks—Republican Grove
Beulah Anderson—Clarktown
Cleo Davis—Clarktown
Gwendolyn Koar—Nathalie
Louise Mills—Halifax
(Eight non-graduates)

HANOVER
Gertrude Drinker—Atlee
Ella May Riner—Beaver Dam
Elsie Quisinberry—Rockville
Frances Pollard—Old Church
Sudie Edith Chew—Cold Harbor
Elizabeth James—Elmont
Ma—E. Massie—Hanover
(Eight non-graduates)

HENRICO
Catherine Branch—1630 Monument Ave., Richmond
Anne Ragan—1613 W. Grace St., Richmond
Josephine Hite—4010 Cutshaw Ave., Richmond
Margaret H. Bottom—3210 Third Ave., Richmond
Florence V. Wise—R 10 Richmond
Mildred E. Tyler—Sandston
THE VIRGINIA TEACHER

September, 1931

Audrey Hines—2811 W. Grace St., Richmond
Grace Luck—1641 West Grace St.
Margaret A. Kelly—R 5 Richmond
Hilda Warren—R 5 Richmond
Miriam Earle—R 6 Richmond
(Two non-graduates)

HENRY
Lillye C. Hundley—Axton
Mrs. Carolyn Weaver—Bassett
Mabel Stafford—Axton
Mrs. Maynard West—Axton
Carita Ross—Axton
Mrs. Anne Ripple—Fieldale
Mae Bass—Spencer
Eunice Lipscomb—Bassett
Faith Wilson—Martinsville
(Six non-graduates)

HIGHLAND
Mary V. Maloy—Monterey
Alice Moseley—Monterey
Katherine Trimble—Monterey
Viola E. Ward—Crabbottom
Hanna Via—Crabbottom
Charlotte Byers—Crabbottom
Mildred Trimble—McDowell
Alma Simmons—McDowell
Mrs. Russell Arvine—McDowell
Mable Doyle—Vanderpoole
Ocie Wimer—Monterey
M. Glen Baker—Hightown
Cornelia Siron—McDowell
Irene Baker—Headwaters
Cornelia Bratton—Bolar
(Eighteen non-graduates teaching in Highland)

ISLE WIGHT
Hilda Lovett—Smithfield
Edna Gwaltney—Smithfield
Erma Feltz—Smithfield
Lila Brock Jones—Windsor
Elizabeth Duke—Ile of Wight
Marie Gwaltney—Walters
Emma Bradshaw—Rescue
Mattie Roberts—Windsor

JAMES CITY, CHARLES CITY
AND NEW KENT COUNTIES
Elizabeth King—Toano
Mrs. M. C. Mepham—R. F. D. Williamsburg
Audrey Hyatt—New Kent
Gladys Bradenham—New Kent
(One non-graduate)

LOUDOUN
Emma Clemens—Leesburg
Mildred Orrison—Sterling
Helen Baker—Round Hill
Martha Cockerill—Round Hill
Cecelia Beiser—Waterford
Elizabeth Cockerill—Lovettsville
Pauline Bell—Lovettsville
Emma Weaver—Purcellville
Emma Emler—Aldie
Caroline Porter—Aldie
Mrs. Edith Martz Beavers—Round Hill
Mrs. Besse Blocker Hudson—Bluemont
Gaylord Gibson—Middleburg
Marion Carr—Middleburg

Marie Gum—Middleburg
Frances Titus—Purcellville
Mrs. Mary Borwn Potts—Purcellville
Ruby Trussell—Paconian Springs
Mrs. Margaret Graham Tribby—Purcellville
Grace Cleveenger—Lincoln
Mrs. Margaret Cockerill—North Fork
Helen Kerr—Leesburg
Constance Walsh—Purcellville
(Twenty-four non-graduates teaching in Loudoun)

LOUISA
Virginia Young—Zion
Ruth Quisenberry—Mineral
Mrs. Mary Anne Swift Perkins—Apple Grove
(Two non-graduates teaching in Louisa)

LUENBURG
Mary C. Hanks—Victoria
Louise Kent—Kenbridge
(Two non-graduates teaching in Luenburg)

NORTHUMBERLAND AND LANCASTER
Eugenia Bailey—Reedville
Adelaide Noblett—White Stone
(Two non-graduates in Lancaster)

MADISON
Mary Blankenbaker—Madison
Rela Huckstep—Madison
Florence Booton—Madison
Mary Lacy—Madison
Louise Renalds—Criglersville
Kathleen Lillard—Criglersville
Mary Jarrell—Rochedale
Elizabeth Jenkins—Radiant
Mary Payne—Brightwood
Anna Lohr—Wolftown
Ruth Sampson—Wolftown
Gladden Hook—Duet
Mrs. Jessie Y. Lacy
Virginia Sclater—Elly
Allie Daughtrey—Syria
Florence Fray—Madison
(Seven non-graduates)

MECKLENBURG
Frances Bass—Chase City
Lillian Perkins—Chase City
Okla Wortman—Chase City
Ida Hagood—Bracey
Mabel Cook—Bracey
Lucille Gillispie—Norlina
Ruth Cleaton—LaCrosse
Courtney Garland—South Hill
Willie Weston—South Hill
Blanche Cook—South Hill
(Brief non-graduates teaching in Mecklenburg)

MONTGOMERY
Mrs. Kate Estis Hoge—Blacksburg
Mrs. Katherine McClung Smith—Christiansburg
(Two non-graduates)

NANSEMOND
Virginia Parker—Holland
Anne Everett—Crittenden
Alice Lee Underwood—Suffolk
(Two non-graduates)
NELSON
Lois Henderson—Roseland
Thelma Miller—Roseland
Lucy Parrish—Roseland
Catherine Beard—Roseland
Mildred Goodwin—Nelly's Ford
Katherine Hill—Tyro
Susie Turpin—Tyro
Katie Witt—Nelly's Ford
(Fourteen non-graduates)

NORFOLK
Carrie Bishop—Churchland High School
G. M. Phelps—Churchland High School
Mildred Barrett—Churchland High School
Mabel Kiracofe—Coleman Place School
A. T. Simiele—Coleman Place School
Lulie E. Duke—Coleman Place School
Margaret Murden—Coleman Place School
Eliza Duke—Coleman Place School
Maggie Drewery—Coleman Place School
Gilbert Dye—Coleman Place School
Catherine Vance—Coleman Place School
Elizabeth Dixon—Deep Creek High School
Virginia Hearring—Deep Creek High School
E. M. Deal—Deep Creek High School
O. C. Malmgren—Great Bridge School
Frances Hodges—Great Bridge School
Betty Cleaves—Hickory
Nannie Gammon—Ingleside School
L. M. Johnston—Highlands Schools
A. E. Woods—Norview High School
Mary Copland—Norview High School
E. A. Wright—Fentress
Lois Clauf—Westhaven School
Doris P. Willey—Westhaven School
D. J. Hearring—West Norfolk

NORTHAMPTON
Virginia Kellam—Cheriton
Margaret Forester—Cheriton
Hope Burgess—Cheriton
Vada Glick—Eastville
Mary Ellen Fray—Nassawadox
Emma T. Bell—Nassawadox
Emma Arnold—Franktown
Mary A. Ferebee—Eastville
Mildred C. Doughty—Broadwater

NOTTOWAY
Ruby Walton—Burkeville
Janie McGehee—Burkeville
Mary E. McGehee—Burkeville
Gertrude Green—Crewe
Mary Overton—Burkeville
Estelle S. Crookin—Amelia Court House
Eddyte B. Monahan—Blackstone
Patty G. Jackson—Amelia Court House

ORANGE
Thelma Kean—Orange
Mrs. Edna Rouse—Orange
Mrs. Lou Brooking Young—Orange
Lillian Fitzhugh—Gordonsville
Madaline Faulconer—Barboursville
Norma Reynolds—Unionville
(Twelve non-graduates teaching in Orange
County)

PAGE
Mrs. Anna L. Bell—Luray
Myrtle Breeden—Shenandoah
Gladys Brubaker—Luray
Thelma Emerson—Luray
Hazel Foltz—Luray
Virginia Griffith—Shenandoah
Frances Grove—Luray
Audrey Lauck—Shenandoah
Roberta McKim—Luray
Mrs. Velma Woodring—Shenandoah
Elizabeth Yates—Luray
(Fifty non-graduates teaching in Page County)

PATRICK
Maggie Joyce

PRINCESS ANNE
Elizabeth Brinkley—Route 2 Norfolk
Frances Herrick—Route 2 Norfolk

PITTSYLVANIA
Martha Louise Barker—Callands
Lestelle Barbour—Gretna
Mollie G. Clark—Callands
Sallie Estelle Cox—Gretna
Gladys Didawick—Schoolfield
Myrtle G. Haden—Gretna
Mattie E. Hodnett—Sutherlin
Charlotte M. Hackel—Java
Louise Keeling—Schoolfield
Frances Reynolds—R 3 Chatham
Elsie Shelhorse—Long Island
(Thirty-three non-graduates)

POWHATAN
Marian Richardson—Fine Creek Mills

PRINCE WILLIAM
Jane Lightner—Nockesville
Amanda Griffith—Joplin
Margaret Adams—Catharpin
Lucille Hardesty—Maymarket
Catherine B. Smith—Manassas
(Two non-graduates)

PULASKI
Haseltien Reynolds—Pulaski
Mary O. Smith—Pulaski
Nancy Cecil—Pulaski
(Three non-graduates)

RAPPAHANNOCK COUNTY
Celia Miller—Hawlin
Ethel Golden
Alice Clarke
Corinth Kidd
Roberta Kendrick
(There are eleven non-graduates teaching in Rap-
panannock)

ROANOKE COUNTY
Harriet Dickson—Vinton
Mary E. Mullins—Deyerle School
Margaret Littlejohn—Ogden School
Gladys Brukler—Id
Janie Anderson—Clearbrook School
Lottie Cundiff—Clearbrook School
Elsie F. Kennedy—Back Creek School
Mrs. Marion M. Dennis—Salem
Mrs. Josephine N. Fagg—Ft. Lewis School
Mina Hayes—Ft. Lewis School

(There are eight non-graduates teaching in Roanoke County)

ROCKINGHAM COUNTY
Virginia S. Aldhizer—Broadway
James Edward Hauserman—McGaheysville
Christine Bolton—Mt. Crawford
C. Kathryn Bolton—Keezletown
Margaret Bolton—Harrisonburg—R. F. D.
Valentine Bolton—North River
M. Katherine Bowman—Harrisonburg R 3
Mrs. R. F. Brandenburg—Timberville
Nora Brannum—Harrisonburg R 2
Marie Brunk—McGaheysville
Helen S. Burtner—Timberville
Mabel D. S. Burtner—Port Republic
May Coffman—Timberville
M. Elizabeth Cox—Swift Run
Ethel Craun—Grottoes
Violet Davis—Pleasant Hill
Mrs. Nancy Dyche Dixon—Elkton
M. Paulyne Elmore—Harrisonburg R 3
Olive Flory—McGaheysville
Virginia Furry—Broadway R 1
Cora M. Heatwole—Dayton
Winnie M. Heatwole—Edom
Louise Hedrick—McGaheysville
Edna Heishman—Crider
Madeline Hinkel—Port Republic
Anna M. Holsinger—Edom
Mrs. Helen Hopkins—Hoover
Hunter L. Jackson—McGaheysville
Julia Keezel—Elkton
Alvan R. Kerns—Hinton
A. Louise Lauck—Shenandoah
Violet C. Long—North River
Annie Laurie Mauck—Pleasant Hill
Margie E. Mercia—Shenandoah
Mattie E. Meyerhoff—Port Republic
Mareeta O. Miller—Timberville
Mrs. Winona Miller—Bridgewater
Elaine Neff—Singers Glen
Margie Neff—Grottoes
Robena E. Newman—R. F. D. Harrisonburg
Mrs. Abigail S. Ritchie—Elkton
Elinor Ritchie—North River
Mary Betty Rodes—Dayton
M. Kathryn Rowan—Bridgewater
Pearl Scott—Elkton
B. Frances Sellers—Dayton
Margaret Sellers—McGaheysville
Mrs. Janie Shuler—Grottoes
Gay L. Silber—Keezletown
Kathryn Smucker—Dayton
S. Kathleen Snapp—Elkton
Rebecca Spitzer—Singers Glen
Mrs. R. B. Stricker—Broadway
Ruth Taliaferro—Elkton
Mary Thrasher—Bridgewater
Genevieve Warwick—Bridgewater
Alta M. Wenger—Broadway
Marie R. Will—Keezletown
Nancy Rhodes Williams—Broadway
Virginia M. Wilson—R. F. D.
Kathryn Wombledorf—Broadway
Iva F. Wright—Mt. Crawford
Lucy A. Yowell—Broadway

(There are on hundred and sixteen non-graduates teaching in Rockingham)

RUSSELL COUNTY
Fannie Kate Jesse—Dante High School
Stella Clay—Temple Hill High School
Emma Ruth Wells—Cleveland High School
Elizabeth Douthat—Drill

SHENANDOAH COUNTY
Virginia Driver—Woodstock
Sydney Artz—Bridgewater
Elizabeth Payne—Mt. Jackson
Willie Lee Payne—Mt. Jackson
Laura Stoneburner—Edinburg
Pearlie Kibler—Bridgewater
Leila Burner—Woodstock
Mildred Cowman—Strasburg
Mary Brumback—Strasburg
Dorothy Keller—Fishers Hill
Margaret Magruder—Woodstock
Mary Will Chandler—Woodstock
Jessie Smoot—Woodstock
Mildred Hoshour—Woodstock
Olive Magruder—Woodstock

(There are ten non-graduates in Shenandoah County)

SMYTH COUNTY
Annie Lewis—Marion

(There are two non-graduates in Smyth County)

SOUTHERN COUNTY
Madge Willis—Franklin
Marion Pulley—Franklin
Emma Grant—Capron
Carrie Moore—Ivor
Sadie Barner—Franklin R. F. D.
Banie Waldson—Franklin

(There are six non-graduates in Southampton County)

SUSSEX COUNTY
Mrs. Minnie C. England—Waverly
Stache Hoff—Waverly
Louise Barker—Wakefield
Iurma Phillips—Waverly

TAZEWELL COUNTY
Clare V. Lay—Bluefield
Page Johnson—Richlands
Janet Bieller—Tazewell
Helen Yeatts—Tazewell
Elizabeth Powell—Richlands
Betty T. Miller—Burkes Garden
Ethel Reams—Boissevain
Nannie Rose Buchanan—Tazewell
Sallie Saunders—Richlands
Elizabeth Gillespie—Bluefield

WARREN COUNTY
Julia D. Smith—Front Royal R 1
Alice McDonald—Happy Creek
Eleanor Weaver—Front Royal
Evelyn Kendrick—Front Royal
Lucy Sutphin—Limetown

(There are on hundred and sixteen non-graduates teaching in Rockingham)
The finest education is the education that has been acquired by daily labor, by saving, not so much money but what is still more precious—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst.

—Ramsay MacDonald.

"We must always make sure that our faith in God is not of the timid, calculating sort which flourishes only when we are successful and safe, but vanishes when there is something to endure."

—Raymond C. Knox.

Remember what Simonides said—that he never repented that he had held his tongue, but often that he had spoken.—Plutarch.
THE VIRGINIA TEACHER

WE PROTECT YOU. We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it through our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and College Students.

B. NEY & SONS
Harrisonburg, Va.

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE
Phone 16

HARRISONBURG BUILDING and SUPPLY CO., INC.
Contractors and Builders
Harrisonburg, Virginia
O. M. Masters, President
W. E. Fry, Gen'l. Mgr.

S. BLATT
FINE MERCHANT TAILOR
CLEANING DYEING PRESSING
NEW MODERN MACHINERY
East Market St. Harrisonburg, Va.

S. BRADLEY & SONS, INC.
Iron Founders and Machinists
240 S. High St. Harrisonburg, Va.

Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
THE STATE TEACHERS COLLEGE
HARRISONBURG, VA.

MEMBER ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES
CLASS "A" MEMBER AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Established by the General Assembly 1908.
Annual enrolment, 1,300.
Faculty of 60 well-trained and experienced college teachers.
Located in the Shenandoah Valley.
Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Fifteen college buildings.
Total value college plant, $1,600,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).
College camp on Shenandoah River.

Harrisonburg is a delightful and progressive city of 7,000 inhabitants, people of culture and refinement, who are deeply interested in the welfare of the college and its students.

Apply to THE PRESIDENT