"The great burden of the higher education of Virginia women is resting in the hands of our teachers colleges." — President S. P. Duke

"The teachers colleges have steadfastly maintained the doctrine that the privileges of higher education are not the exclusive right of a few, but should be available for all who possess the requisite qualities of mind and of will to profit by it." — President J. A. Burruss

Published at the State Teachers College of Harrisonburg, Va.
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THE PRESENT STATUS AND FUTURE DEVELOPMENT OF VIRGINIA TEACHERS COLLEGES

No one has yet succeeded in explaining to America the times in which we are living. We do not know whether we are simply passing through a recurring economic depression or whether we have reached one of the turning points in the history of mankind. We only know that we are groping in a period of great disorder and uncertainty. It seems futile, therefore, to undertake to draw any lessons from a situation the very nature of which we have not yet discovered. It is inconceivable, however, that we shall enter upon an era in which there will be a lessened demand for the educated person. If our society becomes more complex and its problems more intricate and more difficult of solution, there will be even greater need for the citizen and leader with trained intellect, with professional skill, and with a culture and strength "borrowed from all past ages." Man has not yet devised a weapon against uncertainty, an insurance against disaster, superior to education.

America is hopeful, too, that out of these chaotic times, our great experiment in democratic government may emerge intact. We recently have seen clearly, it is true, some of its weakness and its inability to cope promptly and effectively with situations of acute stress—but we still believe in democracy and we still want to see its principles succeed. Democracy cannot hope to succeed, however, unless there is present in our state effective elementary and secondary education for the masses of our citizenship and higher education for those teachers and other leaders who are to give form and direction to our progress. It seems self-evident that among all our devices, to cope with the present emergency, we should place first and foremost an enlarged and strengthened program of public education.

In these days, when both private income and public revenue are declining, commonwealths, as well as individuals, must consider measures of economy and retrenchment. Our state is spending today large sums upon enterprises highly desirable but frequently of a nature that would permit of postponement to a more suitable time. There are curves in highways that might be straightened, bridges that might be replaced by handsomer structures, there are associations of every conceivable kind that might be subsidized by the state, there are resources of field, forest, and stream that need protection, but, ladies and gentlemen, there stand at the threshold of citizenship in Virginia today a generation of 700,000 youths whose education cannot wait. The agencies we have created to meet this great responsibility, our public schools, are taught by approximately 12,500 white teachers.

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

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THE VIRGINIA TEACHER
ers, of whom only 440 held collegiate certificates and only 533 professional certificates based upon two years of normal school training. These two groups represented only 13% of the total; approximately 85% of the remaining teachers did not have as much as a secondary education and more than 1200 of them could not qualify for a certificate of any kind. What changes have the last twenty-five years wrought? Last year 3,752 white teachers in our public schools held certificates of collegiate grade and 4,091 held normal professional certificates. In other words, the percentage of teachers holding certificates based upon college graduation or two years of professional college work increased in this period from 13% to 60% of the total number of teachers. The four teachers colleges, with their contribution of 7,000 public school teachers, are largely responsible for this remarkable improvement in the qualifications of our teachers. It is a striking and heartening fact that there are only seven states in the Union today whose minimum certificate requirements for teachers are higher than those of Virginia.

Despite these facts, there looms up before us a challenging demand for a yet more completely educated teacher for our schools. Today the foremost leaders in public education in America are advocating a minimum of four years of education of collegiate grade for all our teachers, a minimum already exceeded by several nations of Europe. Such a program would tax to the utmost the facilities of our four teachers colleges, for there are today more than 4,000 white teachers in our public schools who have not yet reached the present minimum requirement of two years of education of a college level.

Despite these obvious demands that the welfare of our schools is requiring of the teachers colleges, there are those who, in their avid search for economy, would cripple or destroy these institutions. The thoughtful people of the state are not perturbed by this agitation, but it might be well to point out the fallacy of the arguments of these individuals and the real motives behind them.

It is suggested that there are, at this time, too many teachers in Virginia. It must be admitted that there is much unemployment today in all lines of activity. There are distress and unemployment among farmers, but no one is advocating the scrapping of our agricultural colleges. There are hundreds of mechanical, mining, and civil engineers without employment, but we are not dismantling our three engineering schools. Thousands of men and women of the business world are without work, but we cannot destroy our schools of commerce. There are young lawyers who are yet to meet their first client, but no movement has been started to abolish one of the four law schools in Virginia. Hundreds of nurses in Virginia are unemployed, but it would be the part of folly for our hospitals to discontinue their training schools for nurses.

Now let us contrast employment in these professions with employment in teaching. Of the 750 graduates of the four teachers colleges in 1931, approximately 95% of them were employed in their first year out of college. Of the group of a similar size who graduated last summer, more than 80% have already secured positions. In fact, of the four major occupations employing the largest number of women—domestic industry, business, nursing, and teaching—there is, at this time, decidedly the least unemployment among teachers, particularly among professionally educated teachers. There is no surplus of properly educated public school teachers in Virginia. People have been misled to this conclusion by the presence in the state of numbers of persons seeking positions to teach simply because they have been to college and can find no other employment. In most instances they have not been educated for teaching, and
no test has ever been applied to determine their fitness or ability for teaching. It is unfortunate that our state still finds it necessary to permit persons without professional education and without a definite period of directed practice teaching to secure licenses to teach. Let me repeat: there is no surplus of properly educated public school teachers in Virginia but, on the other hand, there are teaching in our schools today 4,000 white teachers who have not yet met the present minimum requirements for teachers in Virginia's public schools.

The teachers colleges of Virginia have stood for certain things, however, that have clashed with opinions of individuals here and there throughout our state. The teachers colleges are prepared to justify their position in these matters.

First, the teachers colleges believe in the professional education of teachers. They believe that teaching is not simply an art but an undertaking that has much to learn from science, that ability to learn and ability to teach are not one and the same thing, that not every person who has spent a few years in college is prepared to teach; but they believe, on the other hand, that teaching, especially in the elementary grades, is a highly specialized task, requiring specific education and specific aptitude for its successful accomplishment. They have stood for professional education and professional certification requirements for teachers and the results speak for themselves in the great improvement in the work of our schools during the last twenty-five years.

Secondly, the teachers colleges believe in the higher education of the women of Virginia. There are some who are willing to spend liberally for the higher education of men, even for 2,500 of them who live in other states, but are not concerned about the education of 2,500 Virginia women who are not only to determine the character of our homes and our schools but who are also to assume an increasing importance in our political, professional, and economic life.

Thirdly, our teachers colleges do not believe that higher education in Virginia should be the privilege of only the rich or well-to-do, but that every woman of such character, ability, and preparation as to enable her to profit by such an education should have the opportunity to enter a state college. Our teachers colleges have therefore, by economical management, by the elimination of many of the unessential things of college life, and by the maintenance of sensible standards of personal expenditure, kept their fees on a moderate level within the reach of the great masses of our people. Our teachers colleges have made a college education possible for thousands of women who, for financial reasons, could not have attended other colleges. The total saving to those who patronized these institutions, on the basis of current charges in private institutions, would exceed the sum of $10,000,000 in the last twenty-five years.

Again, it is advanced by these ex cathedra objectors that there are too many teachers colleges in Virginia. In the United States at large there are approximately 200 state-supported teacher-training institutions, an average of about four per state. Virginia is very near the national state average in population, and four teachers colleges is the number our national practice would indicate to be correct. The average enrollment during the winter session of these colleges ranges between 600 and 800 students, an ideal size for educational efficiency. To have the enrollment of any one of these institutions very greatly expanded would overtax the training school facilities of the community in which it is located and greatly increase the cost of this phase of the education of the teacher.

Our teachers colleges are well located geographically in Southside, Northeast, Northwest, and Southwest Virginia. In their respective localities they not only serve as great reservoirs of inspiration and strength for the public schools, but, because
of their proximity, lead many women to attend college who probably would not attend if these colleges were many miles removed from them.

There is another erroneous theory prevalent in our state regarding the cost of maintaining our teachers colleges. First, it is claimed that if teachers in training were being educated in one large teachers college, instead of four, the cost to the state would be less. Numerous instances can be cited to disprove this contention. For example, the State of Iowa has only one teachers college. In November of the present session, this college had enrolled 1,560 resident students. Its registration for the entire session will probably not exceed 2,000. The state legislature of Iowa appropriated for the operating maintenance of these 2,000 students $633,500 for the current year. The four Virginia teachers colleges will register this session approximately 3,000 students. For the education of these 3,000 students in four colleges, the State of Virginia will appropriate for operating maintenance only $262,000 for the current year, a per capita appropriation of $87 in Virginia as contrasted with a per capita appropriation of $311 in Iowa.

The appropriation for the operation of our teachers college is a most modest sum. The total cost to each citizen of Virginia for maintaining one of the teachers colleges this year is less than the cost of one three-cent postage stamp. From a relative standpoint, if we would determine our appropriation solely upon the basis of Virginia students enrolled, you would find the colleges primarily for men receiving more than twice as much per student from the state treasury as is appropriated for each Virginia women in our teachers colleges. No, you will not find the teachers colleges extravagant spenders. You will find them most economical users of state funds. It would be a most serious blunder in economy to curtail the facilities of these colleges and thereby strike a blow at the opportunities for the education of the daughters of Virginia citizens of moderate means who, at this time above all times, need the financial assistance of the state. It is also doubtful whether the state has ever expended any money for higher education that produced greater returns for the state than the money it has spent for the education of its public school teachers. Virginia has secured an excellent teaching force at a very low cost in comparison with other states and has saved many millions of dollars in the operation of its public schools because it has had an ample supply of well educated teachers. It would be "penny wise and pound foolish" to save a hundred thousand dollars in the cost of the education of teachers and thereby decrease the efficiency of our whole public school system involving the expenditure of millions of dollars.

Our state has almost completed the physical development and equipment of its teachers colleges. These institutions have splendid physical plants with a total valuation of more than $5,000,000. It takes years upon years to build a college, but one may be destroyed in a day.

The public generally does not realize the great burden of the higher education of the women of Virginia that is being carried by our four teachers colleges. Let us look at some of the facts. During the past scholastic year of 1931-32, the regular winter session, the four leading Virginia liberal arts colleges exclusively for women—Randolph-Macon Woman's College, Sweetbriar, Westhampton, and Hollins—had a combined enrolment of only 595 Virginia students. In this same year, the Harrisonburg Teachers College registered 719 Virginia students, Farmville 683, Radford 628, and Fredericksburg 487; in other words, each one of three different Virginia teachers colleges had as students more Virginia students than the total enrolment of Virginia students in all four of the above-mentioned privately supported colleges. Even the most
casual examination of the facts will point out conclusively that the great burden of the higher education of Virginia women is resting in the hands of our teachers colleges.

Let us consider only one other fallacy in the reasoning of those who are opposed to our teachers colleges. This is a fallacy that is most patently based upon ignorance of what the teachers colleges are really doing. It is the assumption that, if a graduate of a teachers college does not immediately receive employment upon graduation, her entire education is wasted. Our answer to this is that if none of our graduates ever taught, the education given in teachers colleges could be fully justified by its outcomes for the general life purposes of those who receive it. It can be well argued that the education which the teacher receives is most valuable for the woman who is to make a home and direct the rearing of children, for, after all, most of our teachers teach for only six or seven years, then marry and become home-makers. Basically, the four-year curricula in our teachers colleges have the best of the cultural and liberal education values to be found in the colleges of arts and science. The fundamental subject matter given in the teachers colleges is virtually the same as in colleges of arts and science. The average person would notice very little difference in the terminology applied to the different courses given in the two types of institutions. The critical observer would notice, however, that in the teachers college the instruction in the various subject matter courses is applied specifically to the teaching situation, whereas, in the college of arts and science, the instruction is directed to no specific profession or vocation. Certainly, the applied character of this education cannot make it less valuable. In our opinion, this education given in a teachers college, aside from its professional aspects, can be as fully justified as the general education given to any boy or girl in any state college of arts and science.

No, my friends, there are other considerations which constitute the real reason for this agitation. The teachers colleges are new. They have had the courage to break with some of the academic traditions of the past and to let the social needs of our present and the oncoming generation determine the character of the bridge between our youth and society. They cannot believe in a static educational tradition as long as society is ever changing.

In reality, our teachers colleges are opposed also because they have attracted the women of Virginia in such large numbers. It is unfortunate that our development may have caused difficulties for other institutions, but, after all, the law of the survival of the fittest must operate to some extent even in the development of colleges. But the most important reason of all for this agitation is the belief that the teachers colleges, having no graduates in the legislature and in influential public office, can offer little political opposition to measures designed to restrict or abolish them. But even here our opponents are mistaken. Any effort to decrease the number or curtail the service of our teachers colleges will bring forth many friends to their support from the great masses of our good people who believe in these institutions, people who are destined in the future to have a more definite share in the determination of our governmental policies.

In conclusion, my friends, present-day conditions of employment certainly cannot be accepted as a basis on which to predicate a state's program of higher education. If we were to abolish every state college whose graduates are not now being employed as they leave their college, there would not be left a college of any kind in the State of Virginia. It is no time to destroy agencies that create power to produce wealth, and intelligence to solve our problems.
might as well try to get out of the dark by blowing out the light or discharge the physician when the patient becomes critically ill. The state is a very intangible conception, but few will deny that it has any aspect more enduring, or more representative of its true spirit, or more dominated by its loftiest traditions, than its schools and its colleges. And, if their spirit has been correctly interpreted, the great masses of our people, amidst all their difficulties, wish their daughters educated as well as their sons, and they wish that these teachers colleges that have grown in their esteem and admiration may not only be preserved but also may be expanded for an even greater service for the women and the youth of Virginia.

SAMUEL P. DUKE

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

LIGHTED CANDLES
The teacher lights many candles, which, in later years, will shine back to cheer him.
—VAN DYKE.
I have been lighting candles
As I did my work today;
Some are so quick to kindle;
Others waste the light away.
The waxes of my candles
Are pearly white to gray;
But who can say which taper
Will shed the brightest ray?
—SOLVEIG PAULSON

THE CONTRIBUTION OF HARRISONBURG STATE TEACHERS COLLEGE TO VIRGINIA

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

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

The most important and most difficult problem to be faced in the organization of any educational institution is the selection of a faculty. Perhaps this is true of a teachers college more than of any other type of institution. Being an admirer of our illustrious wartime president, Woodrow Wilson, it is a matter of some personal pride that I have seemed to possess one little similarity, namely, that the number "13"
appears to be a lucky one for me as it was for him. At any rate, our original faculty numbered thirteen. I cannot conceive of any staff ever having worked more faithfully, more loyally, and with more devotion to high ideals than that 1909 group.

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

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

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

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

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

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

The operation of a four-quarter year, including a full summer quarter of two terms, was inaugurated for Virginia at this institution. It had been in use to a very limited extent in some other states. At that time it was a radical innovation in Virginia, and
it was viewed with suspicion by some of our educational leaders. The plan is, of course, now very generally followed throughout the country. This has resulted in an enormous saving, in that our college plants no longer lie idle for a fourth of the year.

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

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

This college is one of the comparatively few educational institutions in America which began its existence with a complete plan for a physical plant to cover the anticipated needs of a long period of years. Happily, following the original plan, there has grown from the small beginning of two buildings, a magnificent plant of fifteen substantial and modern structures, forming a distinctively attractive and harmonious group. As contrasted with the $80,000 valuation of the first year, the twenty-fifth year presents a valuation of $1,650,000. As is the case with the plants of all of the Virginia institutions, only a portion of the cost has come from taxation revenues. A very considerable portion has been secured through gifts of students, alumnae, and friends, and from earnings and operating economies of the institution itself. The college has thus contributed in a materially important way to the physical assets of the Commonwealth.

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

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

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

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

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

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

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

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

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

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

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

There is, to my mind, too little appreciation on the part of the public of the value of the work of all of our state colleges, and this is perhaps especially true as to our teachers colleges. This is largely due to a lack of knowledge as to the service the colleges are rendering. In the case of the teachers colleges, this is also due to the fallacious belief that there is an over-supply of teachers. There is some truth in this belief in the quantitative sense, but hardly so in the qualitative sense. The need for properly prepared professional teachers will increase rather than decrease, and it will be a long time before we succeed in replacing all of the unprepared teachers now in our schools.

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

Four years of college preparation should be the minimum requirement for teaching on any level. Professional courses in education must of course be the distinctive feature of this requirement. In addition to the professional and subject-matter courses necessary for teaching, there must certainly be enough of the liberally cultural element to counteract the narrowing influence of specialization, to guarantee a proper use of leisure time, and to provide means for that wholesome enjoyment of life which is appropriate to each age period. There should, too, be sufficient breadth of preparation to ensure for each individual a reasonable amount of mobility of service, to meet unexpected and extraordinary shifts in occupational supply and demand.
Physical and health education is a fundamental necessity in the preparation of young women, and it must be kept in mind that everyone of them is a potential homemaker. Above all, the everlastingly real values of life, character and spiritual development, which, in this "whoopie" era, we sometimes think are rapidly becoming extinct, must be maintained as the most important of all objectives.

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

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

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

Julian A. Burruss.

DESIRABLE QUALIFICATIONS FOR A SUCCESSFUL TEACHER

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

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

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

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

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

An address made to students of the State Teachers College at Harrisonburg on February 1, 1933.
thinking of personality. If he had been a young superintendent, he probably would have said the teacher must possess that mysterious "It."

Webster defines personality as "that which distinguishes and characterizes a person." In discussing this subject I am including such qualities as appearance, dress, voice, tact, enthusiasm, poise, neatness, manners, and as one superintendent said, "unfailing courtesy."

Teachers may well adopt the slogan of the Master Barbers' Association: "It pays to look well." Our classrooms are no place to wear old and out-of-date clothes. In a bulletin to our teachers some time ago, I suggested that a plain, neat smock was attractive for the classroom use. Unshined shoes, poorly dressed hair, or improperly manicured nails have no place in the schoolroom. The best single article I have read on the dress of the teacher was written by Mrs. Lillian Gray and appeared in the January 1932 issue of the Journal of the National Education Association. I trust that you will read it.

Alexander Pope must have had the teacher of today in mind when he wrote:

"In words, as fashions, the same rule will hold, Alike fantastic if too new or old: Be not the first by which the new are tried, Nor yet the last to lay the old aside."

Because we deal with youth and because the public expects more of us than it does of any one else, we are forced to give due consideration to the mores of our patrons. Indeed we can not be the first by which the new is tried nor the last to lay the old aside either in dress or other conventionalities. In more than one instance, I have been able to help a teacher by advising her to change a part of her personality—her dress.

Many teachers have troubles, both personal and classroom, that can be traced directly to a poor or improperly controlled voice. More emphasis is now being placed upon a soft, low, sweet voice than ever before. After talking with many teachers, I am not surprised that some of us have trouble with discipline.

Next to parents we exert the greatest influence that is brought to bear upon the life of a child. They imitate everything we do, our manners and conduct; therefore, we should be a perfect example to them. I am using a teacher's term of "pep" for enthusiasm, vivacity, or energy—all of which we must have. I am thinking just now of one who has very little of these qualifications. When I visit her room, I feel as though I have been to a funeral. She would have been replaced for one with more life, vigor, or vitality, if it were not for the fact that her supervisor tells me that she is a fair teacher in spite of her weakness. I just can not forget the joy that the youngsters under her are missing because of this deficiency on the part of their teacher.

Orderliness and neatness cost one nothing, but actually save time. In one of McGuffey's Readers there is a story which I have forgotten, save for the fact that there should be a place for everything and that everything should be in its place. I wish every teachers college could convince its students of this truth and graduate only those who will keep their desks and classrooms neat, orderly, and well arranged.

A group of superintendents recently were discussing what it takes to make a successful teacher, when one of them said, "I put personality first because my experience is that no teacher can make a success without a good personality."

Another who has had a long and useful experience remarked, "I have observed that the attractive, good-looking young teacher has less trouble with her children than an old or ugly one."

In the second place, the teacher must be intelligent and have received a broad training in subject matter, and be thoroughly grounded professionally. Much just criticism can be made of our teachers colleges as they have been operated. I have a profound conviction that one should not be
allowed to enter upon a teacher training course unless she has graduated in the upper quartile of her class in high school. Such often has not been the case, because in the mad rush for numbers, in the keen competition to show an increase in enrollment over previous years, and in the desire to be larger than one's sister institutions, our state teachers colleges have, in too many instances, admitted people so poorly endowed with intelligence and so inadequately trained for college work that they cannot hope to graduate them as skilled instructors.

I realize that this practice is somewhat in keeping with the plan of Mr. Jefferson whose bill of 1779 would have divided Virginia into hundreds, establishing elementary schools every five or six miles. The best pupils who finished these would have been sent to grammar schools for further elimination, the better ones going to William and Mary, where the weaker ones would become teachers in the public schools and the more intelligent ones trained for the professions. One must remember, however, that Mr. Jefferson's plan is more than 150 years old, and we should change it according to the needs of the twentieth century.

It has been established by Dr. Book of the University of Indiana that students in our teacher training institutions are less intelligent than the ones in our liberal art's colleges. Such should not be. I would like to see Harrisonburg brave enough to announce to the world that none save very superior women need apply for admission. Of course, she would not have as many students as she now enrolls, but she would enhance her already high standing.

We will not have to worry about sound training in subject matter or professional studies if the student is industrious and capable.

Some years ago the state teachers colleges were justly criticized for neglecting subject matter for methods. This problem never was as serious, in my mind, as some claimed. I am of the opinion that this was less true of Harrisonburg than of most other institutions. In this age there is so much that an educated person should know, because our society has become so complex that a teacher must have a very broad general education as well as be a specialist in some field.

Methods, skills, and technique are more important today than ever before. I recently sponsored a resolution in the superintendents conference requesting the State Board of Education to cease issuing the collegiate certificate, as it is now doing, to college graduates without professional training. So far as Albemarle is concerned we would no more think of employing these non-professionally trained people to teach our children than we would of employing these same college graduates to practice law or medicine.

Practically all the replies received said that the teachers must understand children. One of the high school principals well stated, "This is much more than merely knowing psychology. She must love children, and not be bored by their presence." Just now I am thinking of one who might have been an excellent teacher but was lacking this important qualification. She has a thorough command of subject matter, and was as free from dependence upon a textbook as anyone I have ever seen. Her technique and methods were excellent, but she hated children and the rural districts in which she worked. She breathed a sigh of relief at the close of each school day.

Notwithstanding the fact that our conception of school discipline has been revolutionized within the past two decades, it yet remains one of the most important qualifications for a successful teacher. All too often she is largely rated by her ability to keep children quiet. This is the one thing parents feel they are capable of judging. Principals sometimes pass a teacher as satisfactory, if she does not have to send children to the office for them to correct.
having no school supervisors, has little opportunity to see and judge her work, and too frequently is willing to continue such a one if there is no complaint against her. It is my opinion that in many systems a teacher may be a very poor instructor, but very popular if she is a good disciplinarian and mixes well with her people.

The school system I represent has for many years had to remove teachers we knew were very inefficient, but who were popular with parents.

The proper control of a school is of so great importance to the young teacher that I am going to give you a few suggestions as to what you should or should not do, but I want to caution you that no rule will apply to all cases; each must be handled individually.

**Do:**

1. Be your natural self and keep cool.
2. Stop trouble before it begins.
3. Try to understand each child and his environment.
4. Be firm.
5. Do not lose your temper. No one wants to find it. Do not correct a child when you are angry.
6. Be fair. The child must see this.
7. Play with your children.
8. Have parents visit you to discuss the child's problems.
9. Keep each child busy—you cannot do so by telling him to "go to work."
10. Encourage a child who is trying.
11. Keep your promises.
12. See that your instructions are promptly and cheerfully carried out.
13. See that you care for the physical needs of children.
14. Rearrange seating if necessary.
15. Keep children busy and happy during their play periods.

**Do not:**

1. Scold or nag.
2. Condemn child too much publicly.
3. Use sarcasm or ridicule.
5. Have children do needless things.
6. Give punishment that is continued over too long a period of time.

I have already referred to the influence the teacher has upon the life of the child. You would, therefore, expect me to say that her character must be unimpeachable. Children are not easily fooled and often read one's life. It behooves us, then, by word, thought, and deed to be circumspect in all we do. Unless you have a high ideal and a noble purpose, unless you are willing to live so your life is an open book, you should not be a teacher.

Health, physical fitness, and vigor are necessary for success in any profession, but we who come in daily contact with numerous children, must be more careful than other professional workers, because our health involves that of our pupils and our efficiency as teachers is partly determined by our own health. I think I am justified in saying, that some of us do not take as good care of our health as we should. It is alarming that so many of us break down with the great white plague. Our association in the state very wisely built a cottage at Catawba for our number who have tuberculosis. More recently, we have erected at the University a Preventorium, where we can go for examination or treatment at a minimum cost. I now appeal to each of you, when you first begin teaching this fall, to join the state association and thus qualify for admission to the Preventorium.

A part of your professional training should be a mastery of the best practices.
concerning heating, lighting, ventilation, and an understanding of sanitation. Yet I have been in school rooms where the temperature was 80 degrees, and the teacher had every window closed.

Practically every list of desirable qualifications for teachers that has been published has included a sense of humor as a necessity for success in the profession. It is easy for one to take herself too seriously. I have seen teachers who were so super-serious that one would expect their faces to crack if they smiled; a little joy, a bit of fun is an excellent medicine for any one but especially for the teacher. If you do not have a sense of humor, cultivate it, because it can save you many embarrassments and sometimes heart aches.

There are a number of personal qualifications which make for success in any field; these I must hurriedly note in passing. Among them, I mention the fact that the teacher must be a leader. It is distressing how little real leadership one will find in many communities. Frequently the teacher will want to be the power behind the throne rather than the one who occupies it. In a classroom she must not over-exert this leadership and make herself the center of activity rather than the child.

Moreover she must be impartial in dealing with problems that arise among children. I very seldom hear anyone say that a certain child is a teacher's pet. We can have none of them.

The very nature of our work may tend to make us intolerant. We are lords of our little kingdoms; our word is final; it is all too easy for us unconsciously to assume that like the Kaiser we cannot be wrong.

An infinite amount of patience connected with perseverance is necessary for a successful teacher. We must be patient with the citizens of the community if they fail to see the need of the schools as readily as we do. If they do, then they, instead of us, are the real leaders. We must be patient with the children and not always expect a child to know a thing because he has studied it; we must give infinite care and drill on certain things—the multiplication table for example—but we must not be easily discouraged; yet by persistent effort we should be able to bring the parent to better understand our needs and problems and by our skill teach even the dull children to become good citizens.

The successful teacher is industrious. Even in our best systems there is very limited inspection and still less supervision of our work. We never know all there is to be known about our subject, and even if we knew all today, it would not suffice tomorrow, because new information is available each day. If you are going to be a teacher who feels her duty is over when she leaves the classroom at three o'clock in the afternoon, then you are doomed to failure regardless of how intelligent or well trained you may be. The successful teacher knows no eight-hour day or five-day week because she is gaining information and gathering material for her work even during her long enforced vacation without pay.

None of the replies in this study mentioned it, but I want to state, most emphatically, that the teacher must be a good business woman. Last year the average teacher in the nation was paid $1450; the average for Virginia cities was $1364; the state-county average was $687; while the average for all Virginia teachers, county and city, was $877. You may figure for yourself how many years it will take you to save as much as your college training will cost. The teacher cannot afford to have unpaid bills, yet the state is not paying her a sufficient sum to live, as she is expected to live, and accumulate much capital.

As the public school system is legally provided for in the state, the people have little control over it. The teacher, therefore, needs to be co-operative, first, with her patrons in their efforts to build a better community, and, secondly, with her fellow-
teachers and school officials in developing an improved system. Our task is not one that can be done alone, because it is by everlasting team work of patrons, teachers, school officials and children that progress will be made.

The teacher must possess good judgment, and must be careful of her social contacts. She cannot afford to high-hat anyone because he is poor, but she may lessen her efficiency in her community by poor or improper personal contacts.

You young ladies who are seniors here today are no doubt well equipped for your new endeavor, but if you have not developed a love of study, a desire to know the whole truth, a thirst for knowledge that will cause you to want to know more and more about your subject and about human nature, you will soon be "back numbers." The successful teacher can never stop growing. She must spend many long hours in diligent study, and enjoy it. She must make the best books her true friends, if she is successful in the true sense of the term.

We do not want a teacher who is not ambitious and who is not looking for a better position. We feel that the greatest compliment that can be paid our schools is to have some other system offer a good member of our corps a better salary than we can pay her. I am, therefore, justified in saying that each teacher should be ambitious, first, for her school and her children, and in the second place for herself. The system in which she works should be so organized that her reward for this ambition will come in the form of better compensation and a more desirable position.

Now I have come to my last statement which concerns a teacher's professional attitude. We cannot truly say that teaching in the public schools is yet a profession. It is rapidly becoming one. Teachers can do much to professionalize their work by their attitude and conduct. A profession requires a long period of training. In such one may change from one location to another, but he does not change his work. He is not a preacher today and a home-maker tomorrow. There must be permanency in the occupation to make it a profession. In fact, we cannot have a profession in teaching as long as the salary remains very low. The teacher can, however, by her loyalty to her work, her enthusiasm for her vocation, her co-operation with her co-workers, do much to bring that great day when we will truly have a profession.

Allow me now to summarize some of the desirable qualifications of a successful teacher. She must have a magnetic personality, be so attractive that some young man will want to take her out of the profession; she must possess superior intelligence and training for her work, and be an excellent disciplinarian—one who can handle a school or a husband; (but I must remind you that the best teachers have no problems of discipline. They are so capable and the children so interested in their work that discipline takes care of itself.)

The teacher's character must be unimpeachable, her health unimpaired and her judgment in social, as well as in other matters, sound. She must have a sense of humor, be a true leader—one who can inspire and stimulate those around her. She must be industrious, tactful, and patient. If she is to live on the income of her labor, she must be a good business woman. She should not be in teaching as a temporary job, but engage in it as a permanent profession.

To paraphrase the words of the late Dr. Edwin A. Alderman, let me say in conclusion, that a teacher should have the learning of a college president, the consecration of a clergyman, the wisdom of a judge, the executive talents of a financier, the patience of a church janitor, the humility of a deacon, the craftiness of a politician, and the perseverance of the devil.

A. L. Bennett
HELPs FOR USING TOOLS

THE activity program makes many demands upon us as teachers. It calls for an understanding of children's interests, a wide knowledge in many fields, and an appreciation of the crafts and the principles involved in creating anything simple but beautiful. Much has been written about all these qualities that we teachers would possess.

But there is another ability required—skill in the handling of tools, together with a sufficient knowledge of technique, in order that we may guide young children toward success in their constructional activities. So one more block is added to the tower of preparation we must climb before we are ready to teach. And now the depression comes and would shake our very foundations; it threatens to take away the activity period from the children by cutting our supplies below what we once considered a minimum.

But we need not weaken in our belief that working with materials is one of the most natural and educative experiences for children. Present conditions should challenge us to be alert in securing free and inexpensive materials, to be resourceful in adapting odds and ends to useful purposes, and to be thrifty in using what is provided.

The following list of helps in using tools has been compiled from observation of tradesmen, suggestions from instructors, and years of experience in working with children. From the kindergarten through the primary grades these simple instructions have proved useful in helping the children to acquire skills which they will not have to unlearn later.

In giving this information, an effort has been made to make it clear and concise that it may prove a convenient source of reference to all primary teachers. But these helps are never to be used as a list of rules to give to children; they are suggestions to augment the teacher's knowledge of technique, and are intended to serve as a guide to her in building up proper habits of work in the children.

T-Square

Make a dot to show where the board is to be cut off. Lay the flat edge of the T-square on the true edge of the board so that the right edge touches the dot. Put fingers of the left hand in the hole and thumb on the board. Hold the T-square in this position firmly and draw a line through the dot the distance that is to be sawed.

Vise

Put the board in the vise close to the line for sawing. Stand with the right side of the body near the vise for hand-sawing, or facing the vise for coping saw work.

Hand Saw

Always draw a line before sawing. Place the board in the vise or clamp close to the line. Hold the saw loosely. Start near the handle and pull back, then proceed with long even strokes. Do not bear down—"let the saw do the work."

Coping Saw

Point the teeth of the blade toward the handle. Use only for sawing shapes from thin wood and for evening off the jagged edges on a board.

File

Smooth off the edges of a board first with the file. Then wrap sandpaper around a small board, to make a firmer rubbing surface, and continue sandpapering until the board is very smooth.

Plane

Use the plane to level off boards along the grain of the wood. Use long even strokes. Use both hands to hold the plane level. Only a mechanic or teacher should try to adjust the knife.

Hammer

Hold the hammer near the center of the
handle. Before a board is nailed make a line or dots where the nails are to go. Pound the nails into the top board until they come through on the other side. Then nail the two boards together.

**Brace and Bit**

Mark a dot where the hole is to be bored. Place an old piece of wood under the board as a protection. Hold the brace against the body and turn evenly. Stop boring as soon as the bit pricks through and unscrew the bit carefully to avoid bending it. Then turn the board over and complete the smooth hole.

**Paint Brushes**

Dip the brush into the paint about one half inch. Paint with long even strokes moving with the grain of the wood and covering all light spots before going on. Keep oil paint brushes in turpentine. Keep shellac brushes in alcohol. Use the same kind of liquid to clean each. Calcimo brushes are cleaned with water.

**Scissors**

Open the scissors wide and use the full length of the blade for cutting straight edges. To cut a smooth curve, keep the scissors pointing upward and turn the paper. When trimming off edges hold the paper by the larger portion to get a firmer grasp and to enable the child to see the edge to be trimmed more easily.

**Crayons**

Hold the crayon loosely and rub horizontally with a short stroke (about one inch) covering that portion before going on to the next. A stroke in line with the design or picture’s edge is often effective as the child acquires more skill.

**Sewing**

Always cut a pattern before cutting into cloth. A full-sized pattern is easier for a child to use in calculating the proper fit (as for a doll’s dress). This pattern may then be folded together and pinned on the fold of cloth as usual. Always hold the cloth so that the seam to be sewed is at the top, i.e., not close to the body, when starting to sew.

—Nellie L. Walker

**MANANA**

Pronounced languidly and in a leisurely fashion and one has expressed the “perfect day” of a lazy person. Manana is the Spanish word for tomorrow and, as is well known, tomorrow never comes. Tomorrow is the date upon which the politician fulfils his pre-election promises, the day upon which the bum gets busy, the day when the dipsomaniac mounts the water wagon, and the day whereupon technocracy will prove that the world needs something greater and better than straight thinking, clean living, and less harping upon the outworn string of democracy, viz., “I’m as good as anybody.”

The collective man power wasted in one day by putting off until tomorrow the things that should be done today could cause the wildest assertions of technocracy to appear pale and anemic. That is, if by fiat, divine or mussolinewise, the human propensity of “putting it off until tomorrow” could be abrogated, and human “good intentions” were transmuted into actions as soon as formulated. Were that done, hell would not only be without pavements, but the Devil himself might reform and apply for a job as a technocrat, and thus become an angel of light.

Human nature was the same yesterday as it is today, and undoubtedly will be the same in untold ages to come. It was true yesterday, and it is true today, that each and everyone of us make largely the heaven or the hell in which we pass our mundane existence. The next world? Why worry about that? Today is the best day of all days to do your stuff. Why manana?—The Kalends, Baltimore.
EDUCATIONAL COMMENT

"ON THEM THE FUTURE DEPENDS"

Urging California not to let any part of its economy program interfere with educational efficiency, Arthur Brisbane, in his syndicated column "Today," remarks that the university pays for itself ten times over. "Work done in its laboratories has increased by more than $25,000,000 the yearly income of California dairies. Such work saves citrus orchards, improves cultivation and irrigation methods, creates a better human race.

"The state that has the best education will remain at the head of the procession and the wisest line among old Talmudic writings is this one:

"'Jerusalem was destroyed because the schools were neglected.'

"Fine highways are admirable, and great public buildings. But nothing is important when compared to universities and public schools, their faculties and teachers.

"On them the future depends."

The Spyglass includes material of interest from history, geography, and civics.

Written for children in the upper elementary grades, the periodical aims to supply dynamic materials in health education. Each item challenges the curiosity of children to seek more information and to develop sound judgment in matters of healthful living.

Teachers will find it worth while to investigate this superior publication. The subscription price is 75c a year.

SEEN IN THE PUBLIC PRINTS

Division superintendents are now being selected by the various county school boards. Recent elections have included Leslie D. Kline, of Frederick county, re-elected after having served sixteen years; William A. Vaughan, re-elected in Caroline county after twelve years of service; John C. Myers, of Rockingham county, now entering upon his seventeenth year; Henry A. Wise, of Accomac county, who will begin his second four-year term next July 1. J. G. Jeter, division superintendent of Alleghany county for the past twenty-four years, has announced that he will not accept re-election.

"The Missile," student publication of the Petersburg High School, has continued its enviable record by winning second honors among more than a thousand school publications representing schools of from 801 to 1,500 student enrolment. The award was made by the Columbia Scholastic Press Association. In 1927 the Missile won first place, in 1928 second, in 1929 third, in 1930 first, in 1931 and 1932 second. H. A. Miller, jr., head of the English department, is faculty adviser of the publication.

"If the State's income is reduced by half, curtailment in total expenditure for government service must likewise be reduced," said C. J. Heatwole, executive secretary of
the Virginia Education Association before the District I section, meeting recently in Salem. “It is a simple matter for an executive to pick up his official knife, drive it through every department of government, and divide its expenditure for service into half without regard to essentials and non-essentials.”

An International Relations Club has just been organized at the State Teachers College at Fredericksburg, following the plan laid down by the Carnegie Endowment for International Peace. The club, which consists of twenty-two members, was established through the efforts of the college’s department of social sciences.

Miss Jennie Tabb, registrar of the State Teachers College at Farmville, was the special speaker at the Founder’s Day Celebration at Farmville when the institution observed its forty-ninth anniversary. President J. L. Jarman participated in the program by singing a group of solos.

Graduates of accredited high schools in Virginia will hereafter receive a new and standardized diploma, recently approved by the State Department of Education.

The new diploma form, printed on artificial parchment, is 8 1/2 by 11 inches in size, or about one-fourth the size of the older diploma forms, and is in conformity with the definite trend in other states toward a small and attractively designed diploma for high school graduates.

The price of the old form of diploma lithographed on artificial parchment, was 16 1/2 cents each. The price of the new form on the same grade of paper is only 4 cents per copy. Charges for printing in the name of the school and the graduate is additional.

Thirteen different lithographers submitted bids for furnishing the diplomas and the lowest bid was submitted by Everett Waddey Company of Richmond.

Commenting on the action of the State Board in adopting the new diploma form, Dr. Sidney B. Hall, State Superintendent of Public Instruction, said:

“The final decision on the form and size of the new diploma was based on a report made by the committee of division superintendents. The accredited high schools are not required to use the new diploma form, but in the interest of economy and uniformity, I hope that orders for diplomas in any division will be sent through the office of the division superintendent of schools direct to the lithographers.”

At Roanoke College a gymnasium, unused except on rare occasions since the completion of the new gymnasium in 1930, some money donated by the student-body of the college from its student activities fund, and student effort under the direction of the president of the dramatic club have resulted in the provision for a campus theatre in which the Harlequin Club will hereafter offer its dramatic performances.

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For a companion I require one who will make an equal demand on me with my own genius. — Thoreau.
THE READING TABLE


In this study of fundamental principles of design and their application to problems in costume, the home, posters, etc., the authors have written a textbook to be used in "art courses related to home economics, or as a text for an independent art course."

Suggested at the close of each unit of study are activities grouped into three divisions, following the usual "contract plan" to provide for individual differences.

Some of the discussions are particularly good. The chapter on lettering is well included in a book on principles of design, though the treatment of letter spacing in words is not all that might be desired. The chapters on composition are excellent, as a whole. Beginners in the study of art of high school or junior college age will find the chapters on furniture and the home quite helpful.

The book will be most helpful to the inexperienced teacher in art, though an experienced teacher will find it well worth having in her hands and in the hands of her pupils.

G. M. P.

O-P CRAFT COLOR PORTFOLIO. The O-P Craft Company, Inc., Sandusky, Ohio. 1932. 19 charts, 1 color chart. $1.50.

The make-up of this portfolio is most attractive, and speaks glowingly of color joy in and of itself. The text of each chart is printed on beautifully toned paper, and the colors of the various charts are carefully harmonized, but delightfully contrasted.

The charts cover such topics on color as: The Psychology of Color, Color by Artificial Light, Vocabulary of Color Terms, How to Plan a Color Scheme, How to Develop Color Appreciation, Color Behavior. The text of these charts is brief and concise, but clear, and could be very helpful in leading a class to discover the facts about color, and to experience some of the joys of real color appreciation. The color chart uses the Prang system of twelve spectrum colors, and has a set of tints, shades, and greyed tones for each of the twelve.

G. M. P.


In this thorough revision of a successful book, lessons are shorter, the lesson vocabularies are limited to ten to twenty words each, the exercise material is varied and richer, verbs are introduced gradually, explanations of grammar are extremely simple, and reviews are more frequent. The richness of the reading content is further increased by the inclusion at the end of each book of a group of additional selections.

G. M. P.


Who—if you are a teacher—who, in your opinion, are the ten leading American educators? And why do you rank them as outstanding? Making such a list will prove interesting. Afterwards, you will read these papers with all the more eagerness.

The editor has presented biographical and critical material on the following leaders: Horace Mann, Henry Barnard, William Holmes McGuffey, Noah Webster, Thomas W. Harvey, Frances Willard, William T. Harris, William James, Charles W. Eliot, and William Rainey Harper.

These well-documented studies present a variety of leaders, it will be noted: educational statesmen, textbook editors, reformers, commissioners of education, state superintendents, college presidents.

It is well worth any teacher's time to read these brief essays on many of the acknowledged leaders in his profession.
NEWS OF THE COLLEGE

Virginia Ruby, Lynchburg, was elected vice-president of Student Government, and Eunice Meeks, Baltimore, secretary-treasurer, at the minor election Thursday, March 9. The election of major officers had taken place on February 13.

Frances Whitman, Purcellville; Rachel Rogers, East Falls Church; and Ruth Hardy, Buena Vista, will be vice-president, secretary, and treasurer, respectively of the Young Women's Christian Association.

Marietta Melson, Machipongo, and Pamela Parkins, Norfolk, are the vice-president and business manager of the Athletic Association.

Kathleen Carpenter, Norfolk, will edit the Handbook.

Courtney Dickinson, Roanoke, and Margaret Smith, Norfolk, will be business managers of the Breeze and the Schoolma'am, respectively.

Elizabeth Sugden, Hampton, was selected recorder of points.

Mae Simmerman, Roanoke, will lead the cheers as varsity leader.

Professor Armistead M. Dobie, dean of the law school of the University of Virginia, discussed the judge and his relation to the English language before students and faculty recently. Dean Dobie cited cases to show how a competent judge must interpret and justify language.

"Civilization is developing problems faster than we are growing brains to solve them," was the forceful statement made by Dr. S. C. Mitchell, professor of history and social science at the University of Richmond, in assembly recently. Dr. Mitchell dwelt particularly upon modern science and its relation to everyday life.

"The amateur has made a vital contribution to the development of drama," declared Mr. Roger Boyle, instructor in dramatic art at the University of Virginia in a speech here on February 7 under the auspices of the Stratford Dramatic Club in celebration of Drama Week. Beginning with the earliest form of drama, Mr. Boyle gave a detailed account of its history, emphasizing the importance of the amateur in the development.

Winning contests both at Staunton and at Harrisonburg held on the same evening with Mary Baldwin College, Harrisonburg debaters argued the following question: "Resolved, that socialism as advocated by Norman Thomas is preferable to our present capitalistic system."

Lillian Shotter, New York, and Ruth Behrens, Timberville, upheld the affirmative at home; while Sarah Lemmon, Atlanta, Georgia, and Virginia Cox, Woodlawn, argued for the negative in the Staunton contest.

This dual debate was the first of the present college year.

Dorothy Mentzinger, New York, with a score of seventeen, won the individual high-scoring cup at the annual intra-mural swimming meet. The senior class was easily the winner with forty-six points, while the sophomores placed second with twenty-four points. The freshmen followed with a close twenty-three.

Presenting Lord Lovel and the Ground Hog, two folk tunes especially arranged for them, the Glee Club under the direction of Miss Edna Trout Shaeffer gave their annual concert in Wilson Hall recently.

The college orchestra, under the baton of Miss Louise Hosmer and accompanied by Elizabeth Preston, assisted in the concert.

Miss Vera Melone, professor of music, presented a Lenten recital at the Harrisonburg Methodist Episcopal Church, March 11 at 4:00 p.m. She was assisted by the male quartet of Bridgewater College.

Christobel Childs, Orange, editor-in-chief, and Virginia Jones, Gordonsville, business manager of the Breeze, attended the ninth annual convention of the Columbia Schol-
astic Press Association held at Columbia University, New York City.

Divorce in the Family, a sound picture starring Jackie Cooper, was recently shown in Wilson Hall.

ALUMNÆ NEWS

Anna Seaton Cameron, of the class of 1924, was married to Mr. Jesse Leggette McIver on Saturday, February 18, in Portsmouth, Virginia. Mr. and Mrs. McIver are at home in Westhampton Apartments, Portsmouth.

Lucie Macon Vellines (1931), of Newport News, was married on March 19 to Mr. Charles Glenn Crafton, of Staunton. Mr. Crafton, who is a graduate of V. P. I., is employed by the Du Pont Company in Waynesboro, Va., where the couple will make their home.

Alice Rhea Horsley, of the class of 1932, stopped in Harrisonburg for a brief visit as she drove from Roanoke to New York the week-end of March 24.

ALUMNÆ ISSUE IN MAY

The next issue of The Virginia Teacher will present papers of special interest to alumnae of the State Teachers College at Harrisonburg. In addition to the interesting recollections of Dr. M'Ledge Moffett, who was a student here during the first two years of the college's existence and whose letters home during those years had been fortunately saved, providing authentic source material on many intimate and specific matters, there will also appear the delightful comments of Miss Frances Mackey and Miss Penelope Morgan.

Another feature will be the address of Miss Beatrice Marable in accepting the portrait of Senator George B. Keezell on behalf of the alumnae of the college. Miss Marable, also a student during the first year of the college, enjoys the distinction of having made application number one for admission.

A complete list of all returning alumnae, and a digest of the talks made at the Alumnae Dinner on March 18, will also appear in the May number of this magazine.

A PROPHECY

In the future there is going to be a substantial increase in the time and attention given to frills, fads and fancies—as part of our school is termed by part of our people. There will be added more subjects with scarcely any money-making value, and teachers of these subjects will be expected to have qualifications as high as those of any other teacher. The high-school standards will not be lowered; they will actually be increased because the actual education received today is far below what we fondly believe it to be. That is, many pupils take solid subjects and are passed with good marks, but their actual understanding is very low, indeed. This new material will appeal to the pupils and most of it will live with them for all their lives. Most young people can appreciate and have a liking for simple art, manual training, group music, dancing, health instruction, vocational guidance, practical civics, newspaper reading and home decoration, all of which subjects will be taught in the new school.—Henry L. Farr, in School and Society.

Before you give way to anger, try to find a reason for not being angry.—Bacon.

OUR CONTRIBUTORS

SAMUEL P. DUKE has been president of the State Teachers College at Harrisonburg since 1919. Dr. Duke in this paper offers vigorous championship of higher education for women in Virginia.

JULIAN A. BURRUSS was first president of the State Teachers College at Harrisonburg, leaving to accept the presidency of the Virginia Polytechnic Institute in 1919.

A. L. BENNETT is superintendent of schools in Albemarle County, Virginia.

NELLIE L. WALKER is supervisor of kindergarten in the training school of the State Teachers College, Harrisonburg. Miss Walker has formerly taught in Horace Mann School, Teachers College, N. Y., and was director of kindergarten-primary work in the State Teachers College at St. Cloud, Minn.
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