From the outset the school has given its graduates systematic help in locating satisfactory positions. This work has been enlarged and developed until now there are kept detailed data in regard to each graduate, ready to be sent to prospective employers on request. These consist of photographs, data that the student furnishes about her preparation and interests, and data prepared by the training school and college teachers. Much interesting evidence is had from alumnæ and employers that this is a most appreciated service of the college. Thus, in terms of our foreword, the raw materials carefully chosen and selectively developed, have been tested and proved, and then routed to those points where needs are urgent. Thereby the daughters of the college become the faithful servants of the children of Virginia.

Walter J. Gifford

JULIAN A. BURRUSS: HIS VISION AND HIS PLANS

"Where are the dreams of the dreamer?
. . . .
Where is the vision? 'Twas holy;
Can it be lost in the night?

We are the dreams of the dreamer.
Think you his vision could fade?
Saw you his eyes as he journeyed?
Know you the price that he paid?"

FROM the beginning it was manifest that the eye-sweep of President Julian A. Burruss covered no less than a quarter of a century. The words "within the next twenty-five years" were repeatedly on his lips, and his large plans always included the thousand students for whom he was building. But his vision of the real and spiritual significance of the work had no bounds of time or space. He stood at the vertex of the angle, whence the scope broadened illimitably.

He was also able to impart his visions to others—to the board of trustees, to the students, to the teachers. They caught his spirit and believed in his belief. They were his fellow-workers in a high purpose. Those early faculty meetings were so stimulating that we sometimes could not sleep after their late adjournment even, but would lie awake seeing the possibilities and rejoicing in the Virginia which was to be.

And yet Mr. Burruss's far-seeing did not prevent, but necessitated, near-seeing. "I never saw such an eye for details," declared one of the trustees. The practical man who went the rounds of inspection in the evenings after the workmen had gone, who knew how to take their tools in his own hands, if necessary, and do their job just right, was the same who had all day toiled in thought behind the president's desk. But on that desk lay a copy of Wordsworth, in which pulsed always

"Among least things
An undersense of greatest."

Immediately after his election on June 26, 1908, the young president laid down his work at Columbia University, foregoing for a while the doctor's degree almost within his grasp, in order to visit other states and take counsel of the heads of their institutions, studying plans, faculties, and equipment so as to learn what might be best to do and best to avoid in founding this new school.

His ideals and policies—living realities to those who watched him work them out—can not be better stated than in his own words, gleaned here and there, chiefly from his well-remembered talks and from his writings of the year one of this college.

"The greatest possible foresight should be exercised, and the school should be planned for the future as well as for the present . . . a large school, capable of ultimately accommodating at least a thousand students, with boarding space for about three-fourths of that number. The complete scheme should be projected now, and every building erected as a permanent part of the original plan . . . The buildings should be substantial and modern

in all respects, but simple and appropriate in design, and distinctive in type as far as practicable; and the same type of architecture must in all events be maintained throughout the group."

Accordingly, Mr. Burruss submitted to the board on September 15, 1908, the future institution as then seen by him and by the architect, Mr. Charles M. Robinson. That bird's-eye view of the complete plant is found elsewhere in this issue, entitled *The Vision of the Builders.* The original plan has been closely followed, since the purposes of President Duke have chimed in harmoniously with those of his predecessor.

But all these piles of stone and mortar are only means to an end: "The development of a strong, noble, womanly character is of first importance. . . . We believe that thought which does not function in action is largely wasted, that it is the duty of the school to teach its students to *do* as well as to *think*."

And again: "It is necessary to combine academic with professional training and to make this academic work thorough, at the same time considering every subject at every stage with reference to its use by the teacher in her practice." His hope is that "in the not very distant future it will be impossible for anyone to teach in the public schools without adequate specific preparation." . . . Then will come "better salaries and a better recognition of the teacher's work in many ways."

Our school must "meet conditions, anticipate needs, encourage everything that makes for progress."

Just here may be inserted several of the half-a-dozen "priorities" which, as Dr. Burruss recently reminded us, this college may claim:

"First, the use of the public schools, both urban and rural, for observation and practice-teaching purposes. This innovation attracted wide attention then, although now the arrangement is quite common.

"Second, the operation of a four-quarter year, including a full summer quarter. There were many objections to this at first, but it has now become generally recognized and adopted throughout the country.

"Third, the emphasis on rural-life problems and the preparation of rural school teachers. We had the first, or certainly one of the first, rural supervisors to be found anywhere in the country; and our one-room rural practice school was unique.

"Fourth, the emphasis on industrial arts. . . . It was difficult to get students in these courses at first, . . . but a remarkable success has been attained, particularly in household arts."

"Education must be brought close to the lives of the people," he had said in 1909; "it must result in industry and thrift; it must pave the way to productive work with skilled hands, clear minds, and pure hearts." Hence the insistence upon the rural, household, and manual arts.

Not only "competent teachers" but "competent home-makers" were favorite words with him. He wanted to send out young women whose husbands might safely trust in their good management and economy, so that no bank clerk might ever be tempted to dishonesty because of a wife's lack of household skill. Economy in clothing, with good taste, was emphasized at every turn. The "simple white dress" required by the president's ruling adorned many beautiful social and public occasions and has come down in campus tradition as a protest against extravagance.

Mr. Burruss was resolved that board in the dormitories should be the best obtainable at a moderate rate, the charges to be limited to actual cost—practically everything except clothing and books then amounting to only $14 a month. "It will be the aim of the management to be able to say, 'No worthy student has ever been compelled to leave the school on account of the lack of financial means to continue'."

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

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

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

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

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

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

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

Elizabeth P. Cleveland

SAMUEL P. DUKE, BUILDER

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

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

Democratic ideals as preparation for a life of service in the twentieth century have become, through the influence of both its presidents, a strong tradition in the Harrisonburg institution. Virginia supported a numerous assortment of colleges for men, and only a single teacher-training school for its white women until 1909; it has been a natural outcome, perhaps, that higher education for women, largely in private hands till then, should have leaned toward the "finishing school" type. When the state first undertook its enlarged program of higher education for women, this added training was naturally directed toward teaching, then almost the only vocational activity of its women. But as the twentieth