

meet the needs of a growing student body. After 1927 Walter Reed Hall provided adequate facilities for the department of health and physical education, including an excellent gymnasium and an indoor swimming pool. At last, with the completion of Woodrow Wilson Hall, the crowning and central structure of the quadrangle, a commodious auditorium and a completely equipped stage are provided.

So brief a summary of building accomplishments can not offer in any detail the interesting story of how thrifty management made possible some of these expenditures, for by no means all the money was provided by the General Assembly. A campus tea room has helped to pay for the indoor swimming pool, and is now equipping the college camp with adequate conveniences. The construction of an excellent nine-hole golf course on the campus was the mature result of careful management. The number of volumes in the library has doubled since 1919, six dormitories have been built, classrooms have increased from thirteen to thirty-six, faculty offices from three to twelve; in brief, the total replacement value of the physical plant has advanced from \$695,000 to \$1,623,000.

Building a strong faculty, building a magnificent plant, President Duke has maintained also a cordial relationship between students and their college. The student government organization has been heartily supported; a wholesome, optimistic attitude has prevailed toward work and play, toward scholarship and toward athletics; sound interests have been developed in music, in dramatics, in art. The student loan fund has been greatly increased, as well as the opportunities by which students may earn their expenses. Teaching contacts have grown more extensive, and students now are offered a wide variety of conditions under which their student teaching experience may be gained. Co-operative arrangements with Teachers College, Columbia University, have brought to the campus an intelligent

participation in the movement for professionalized subject matter in colleges for the training of teachers, and, latterly, supervisors for directed supervision in the Harrisonburg training schools. The interest of students after they have become alumnae is fostered by the alumnae organization with its paid secretary, first provided through President Duke's foresight.

Little wonder, with this sound and steady growth in standards, in achievement, in ideals, in cultural opportunities, that in February, 1924, the institution's name should have changed so naturally and so easily from normal school to teachers college, that membership in the American Association of Teachers Colleges should have followed. Little wonder, also, that in 1928 the Southern Association of Colleges and Secondary Schools, chief accrediting agency for Southern colleges, should have readily admitted this college into membership.

CONRAD T. LOGAN

THE DEVELOPMENT OF STUDENT TEACHING

STUDENT teaching at Harrisonburg has always been organized on certain basic principles. First, student teaching must be done under real conditions; hence the co-ordination with the city and the county public schools. Second, each student teacher must have a maximum of individual attention; hence the limited number of students assigned to one training teacher and the close contacts provided between students and director of training. Third, it is essential that the work on the campus and in the training school be closely connected; hence the participation of college teachers in supervision, in directing observation, and in organizing materials.

The new administration in 1919 felt that these beginnings in student teaching had been so thorough and so sound that general policies were modified rather gradually and only in response to changed conditions. The

first objective of the new administration was a more flexible lesson-planning scheme in keeping with the general movement at the beginning of the 1920 decade. Out of this came the emphasis on unit planning as an essential element in a progressive teacher-training scheme. Such planning was accepted as a definite training school policy in 1924-25; the Harrisonburg scheme was reported before the section of Supervisors of Student Teaching of the N. E. A. in February 1925, and was outlined in papers published in *Educational Administration and Supervision* for May and THE VIRGINIA TEACHER for October of that year. The series of units, which appeared monthly for several years in THE VIRGINIA TEACHER and which attracted such wide attention, was begun in April 1925 with Nancy Smith's *Knights of the Golden Horseshoe*, a fourth grade unit in Virginia history.

Unit planning with its provision for work sheets, or long assignments, always makes it possible to secure a high level of study habits. Beginning with 1928, the training school has laid special stress on directed study and the related problem of group teaching. This has proved particularly valuable because of the advocacy on the part of the Virginia State Department of Education of the hour period in high schools.

The home economics department began its stress on work sheets as an integral part of unit planning in 1926. A little later, about 1928, the department initiated its constructive program for furthering the cottage plan of teaching home economics in the high school. So successful has this been that in the summer of 1931 Harrisonburg will offer special courses for teachers of home economics in high schools and for county supervisors in home economics.

Three other distinct policies concerning student teaching have also seemed to come to a head during 1930-31. First, a rather definite technique in case studies of individual children has developed from experi-

ments in observation of children. Second, the practice of recording observations of teaching in running notes, such notes being termed a "diary record," has been devised to give a more objective basis for evaluating student teaching. Third, co-operative efforts to improve student teaching on the part of the department of education and training teachers have prompted the drawing up of a common set of basic educational principles. These are to serve as the unifying element between different courses in education, as a connecting link between campus and training school, and as a basis for guiding and evaluating student teaching.

At the very beginning student teachers were placed in both city and county schools. The majority of the professional students did their teaching in the city schools of Harrisonburg. Elementary and junior high school majors were assigned to training teachers jointly employed by city and college; kindergarten majors taught under the direct supervision of the supervisor of kindergartens until 1924, when a kindergarten training teacher was employed. Majors in household arts and in manual training were usually placed in one of the five Rockingham county schools affiliated with the college. These students were supervised by the head of the household arts department assisted by an extension worker.

The present plan for student teaching in home economics has been a gradual evolution from this work in the county schools. By 1919 the department offered student teaching in a number of nearby county high schools. An important event of this year was the purchase by the college of two Ford cars. This made it possible for the student teachers to meet schedule requirements in these high schools without too much disruption of their college programs. In 1922 the county work was centered at Pleasant Hill and Bridgewater. In the meantime the home economics teaching begun in the upper grades of the city schools had developed to such an extent that a two-

year course for the senior high school was devised.

In 1919 use of the Ford cars made it possible to assign high school majors regularly to Pleasant Hill for student teaching, and beginning in 1920 a supervising principal has been employed jointly by county and college. Another step in enlarging opportunities for professional student teachers was taken about 1926, when, looking forward to the completion of the Harrisonburg high school building, the physical education department of the college offered student-teaching credit in physical education. Still another such enlargement was made in 1930-31 when full-time credit in student teaching in music was accepted as a regular policy.

The training school has always been open in the first term of the summer school for demonstration purposes, but student-teaching credit was offered for the first time in the summer of 1920. In 1928 the training school was kept open all summer so that the student-teaching requirement could be met in the one quarter. But the number of teachers in service applying for student teaching in the summer quarter has increased so rapidly that even the full quarter of student teaching was insufficient to care for the August, 1931, graduates. So in the spring of 1931 student teaching is being offered as extension work to a number of Rockingham county teachers. The scheme is proving very successful; it provides a means whereby a large number of experienced teachers may meet the new Virginia certification requirements while on the job, and it gives the college an increased opportunity to relate its work to the rural schools.

In the spring of 1929, the department of normal school education at Teachers College, Columbia University, sent two graduate students to Harrisonburg for practice work in supervising student teachers. The experiment was so successful that in the ensuing fall a co-operative plan for such work was definitely arranged between the

two institutions. This co-ordination has brought to the college among other benefits frequent visits from the faculty of the normal school department of Teachers College, thus affording Harrisonburg the opportunity to share in their forward-looking program for teacher training.

KATHERINE M. ANTHONY

COMMENCEMENT SPEAKERS

- 1910—William Hodges Mann, Governor of Virginia
 1911—A. P. Bourland, Field Representative of the Peabody Education Fund
 1912—Henry D. Flood, Member of Congress
 1913—R. C. Stearnes, State Superintendent of Public Instruction
 1914—Joseph D. Eggleston, President of Virginia Polytechnic Institute
 1915—Fairfax Harrison, President of the Southern Railway
 1916—Rt. Rev. D. J. O'Connell, D. D., Bishop of Richmond
 1917—John R. Saunders, Member of Virginia Senate
 1918—George N. Conrad, Member of Virginia Senate
 1919—Henry Louis Smith, President of Washington and Lee University
 1920—William M. Davidson, Superintendent of Schools, Pittsburg, Pa.
 1921—Westmoreland Davis, Governor of Virginia
 1922—Julian A. Burruss, President of Virginia Polytechnic Institute
 1923—Waitman Barbe, Professor of English, University of West Virginia
 1924—Floyd W. King, former State Senator, Clifton Forge, Virginia
 1925—Harry Flood Byrd, of Winchester
 1926—William C. Bagley, Professor of Education, Teachers College, Columbia University
 1927—Ambrose L. Suhrie, Professor of Normal School Education, New York University
 1928—W. S. Gray, Dean of School of Education, University of Chicago
 1929—George D. Strayer, Professor of Education, Teachers College, Columbia University
 1930—E. Lee Trinkle, former Governor of Virginia

SUMMER SCHOOL

- 1923—G. L. H. Johnson, Superintendent of Staunton City Schools
 1924—R. Gray Williams, of Winchester
 1925—Hugh C. Pryor, Dean of State Teachers College, Aberdeen, South Dakota
 1926—J. N. Hillman, President of Emory and Henry College
 1927—Dice R. Anderson, President of Randolph-Macon Woman's College, Lynchburg, Va.
 1928—Thomas D. Eason, Supervisor of Teacher Training, State Board of Education, Richmond, Va.
 1929—Rev. J. J. Rives, D. D., Pastor Francis Asbury Church, Washington, D. C.
 1930—Jacob A. Garber, Member of Congress