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 “whoopee” 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. BURRUS.

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 cannot 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.

We do not want a teacher who is so unattractive that no one will want a date with her. We expect our teachers to enter into the social life of the neighborhood according to the best standards of the community; but we have found that one cannot over indulge in social activities and be in the best condition to do her work in the classroom the next day.

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 serious that one would expect their faces to crack if they smiled; a little joy, a bit of fun is an excellent medicine for anyone 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 heartaches.

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