

STATE NORMAL SCHOOL FOR WOMEN
HARRISONBURG, VIRGINIA.

April 15, 1915.

The Honorable, The Virginia Normal School Board

Gentlemen:

Understanding it to be your desire that the presidents of the several schools submit at the annual meeting a report covering the work of the past year, I have the honor to submit for your consideration the following. In doing so I have thought it not out of place, this being the first report of the kind submitted to you, to review briefly the history of the institution from its establishment to the present time. Full statements of the finances of the school for the year closing February 28, 1915, were submitted to you thru the Secretary-Auditor at the last meeting of the Board; a statement as to the real estate owned by the school has been made to the Secretary-Auditor recently; and a detailed statement of the insurance carried by the school has been submitted to the committee appointed by you at the last meeting. I take it to be unnecessary, therefore, to include these statements in this report, altho certain items will be referred to here.

ESTABLISHMENT AND OPENING

The State Normal School at Harrisonburg was established in March, 1908; and it was opened for students in September, 1909. A plan for a complete school plant was adopted as prepared by Architect Charles M. Robinson, and buildings erected have been placed in accordance with this plan.

LOCATION

The section from which the school draws most of its patronage comprises twenty-two counties and six small cities, which are located nearer and more conveniently to this school than to any other State Normal School. This territory embraces 23% of the area of the state, with 20% of the entire population, and 23% of the white population of Virginia. The section is in every sense a rural section, and is recognized as the richest agricultural portion of the state.

PROPERTY OF THE SCHOOL

The following table shows the amounts expended for site and permanent improvements from the time of establishment to the present time:

Year	Buildings	Equipment	Grounds	Totals	Appropriation
1908-10	\$ 53,211.89	\$ 9,601.50	\$24,396.80	\$ 87,210.19	\$65,000.00
1910-11	36,396.73	2,971.16	1,701.95	41,069.84	30,000.00
1911-12	9,278.13	3,958.65	1,617.65	14,854.43	35,000.00
1912-13	3,043.67	1,750.60	1,177.88	5,972.15	0.00
1913-14	12,388.70	3,324.34	2,975.67	18,688.71	25,000.00
1914-15	50,000.00	390.18	1,943.57	52,333.75	50,000.00
	<u>\$164,319.12</u>	<u>\$21,996.43</u>	<u>\$33,813.52</u>	<u>\$220,129.07</u>	<u>\$205,000.00</u>

In the last item is included the entire amount of the appropriation for the building now being erected, altho only about two-thirds of the amount has as yet actually been paid to the contractors. The remainder is in hand and will have to be paid very soon as the work nears completion.

The above funds have been derived from the following sources:

Appropriations by the State for establishment, buildings, grounds, and equipment, total for the five years	\$190,000.00
Appropriation by the County of Rockingham	10,000.00
Appropriation by the Town of Harrisonburg	5,000.00
Total appropriations from all sources	<u>\$205,000.00</u>

The remainder of the amount expended, namely, \$15,129.07 has come out of the appropriation for support, being used for work on the grounds, additions to equipment, and minor additions to buildings.

GROUNDS

The original cost of the grounds was as follows:

Newman Property, 43 acres,	\$18,500.00
Lurty Property, 6 acres	3,015.00
Total, 49 acres,	<u>\$21,515.00</u>

Since the purchase of the property, improvements to the amount of \$12,298.52 have been put upon it in the way of grading, roadways, trees, shrubbery, entrances, water-pipe and sewer lines. The property is connected with the town water and lighting systems, but the pipes and wires on the property belong to the school. The school built its own sewer line, which has since been connected to the town trunk line some distance away.

The town has recently agreed to lay a cement sidewalk along the frontage of the property, which will greatly improve its appearance from the street.

The grounds are badly in need of further improvements. Much grading should be done to protect our buildings as well as improve the appearance of their surroundings. Drainage should be taken care of in some permanent and effective manner, the present open trenches being a source of ugliness as well as a menace to safety. Cement walks should be laid, as the present board walks are very unsatisfactory, being constantly out of repair, dangerous, and a continual cost to the school. When the property was acquired there were practically no shade trees on the place and altho several hundred have been planted from time to time as means would allow, many more are needed and on account of slow growth should be planted at once. It may be remarked that the rocky condition of the soil makes the work of grading very expensive, and it also makes it a difficult matter to get good lawns started; yet nothing should be left undone to bring both of these necessary improvements as soon as funds are available.

BUILDINGS AND EQUIPMENT

The following shows the approximate distribution of the cost of buildings now in place, including the original contract, with plumbing, heating, electrical work, and architects' fees, together with additions of a permanent character made since:

Science Hall	\$30,000
Dormitory No. 1	25,000
Dormitory No. 2	42,000
Cottage (improvements)	2,600
Laundry	600
Servants' House	625
Barn	1,100
President's House	14,400
Dining Hall, etc.	50,000
	<u>\$166,325</u>

About \$2,000 of the above total was paid out of receipts from the boarding department. The Dining Hall Buildings will not ~~##~~ be completed with the available appropriation, and the amount necessary to complete the remaining portion of it will be included in the estimates to be submitted for the coming General Assembly. It is planned to finish only the first and second floors of the main portion of this building for use during the coming fall and winter, going as far as the appropriation will permit.

The Science Hall which has been used for all academic purposes for the past six years, and even for gymnasium purposes two years, has suffered as a consequence much hard usage, far harder than is usually put upon a building of much more expensive construction. The dormitories being used the year round, without cessation of even so much as a month at

any time since their first occupancy, have likewise been subjected to hard usage. These buildings cost only nine cents per cubic foot to erect. This is comparatively very low. The public school buildings in cities cost from thirteen to twenty-seven cents per cubic foot and do not have anything like the strain put on them that our buildings have had. As a result of this it is not to be wondered at that the cost of repairs has been heavy and that the buildings are now in need of considerable repairs. Unfortunately we have had very bad plastering to contend with in all of our buildings, and it will never be satisfactory in the Science Hall, and in at least a portion of the dormitories, until the plastering is torn down and replaced entirely. For the Science Hall metal ceilings are strongly recommended as the best remedy, as these can be put on under the present plaster and should prevent further trouble from this source. The buildings need painting both inside and out.

The equipment for the most part is of substantial type and is in good condition. Additional equipment is needed to provide for increased numbers of students in certain departments, and practically nothing has been done to equip a laboratory in biological subjects, which should be provided for as soon as practicable.

The school is proud of its little library, which at present contains about 3,000 carefully chosen volumes, purchased from time to time out of tuition fees paid by the students. Its present value approximates \$2,000.

FACULTY

The school has been extremely fortunate in retaining practically its entire faculty organization from the beginning to the present time. This has been due to an unusual spirit of comradeship and unanimity of purpose among the members. They have worked together unceasingly to serve the state to the fullest, and have assumed uncomplainingly many burdens in addition to what might have been ordinarily expected of them. Their work has been appreciated thruout the state; they have been called upon to direct the affairs of many important educational organizations; they have served on various committees to promote the educational work of the state; they have made addresses, and conducted demonstrations, at many teachers' meetings, farmers' institutes, and civic improvement league sessions, at various points, particularly in the Valley; they have prepared articles for the public press and for professional journals; and they have written textbooks of value.

The hold which they have had upon their students has been so great that a considerable correspondence developed after the students left to take up their work of teaching. This grew to such proportions that it was decided to organize a correspondence study department. This work is meeting with much encouragement, many teachers in service are being helped in this way to do better work, and no charge is made for tuition. It is being conducted almost without cost to

the school, since the members of the faculty conduct the courses without any additional compensation whatever. This is the first time home study courses have been offered in Virginia, and the school has received, and the instructors deserve, much commendation for their voluntary efforts in this direction.

Certain members of the faculty have given their services cheerfully and without compensation during the past year in a night school, conducted chiefly for adults, in connection with the town public high school. Other examples of public service rendered by our faculty might be cited, but these will suffice to show the spirit of the school.

Altho several departments need strengthening, the present organization is very satisfactory.

STUDENTS

Since the opening of the school in the Fall of 1909, it has registered 2,346 different persons as students. These have come from every county and city in the state.

The enrolment by years is as follows:

In Regular Sessions:	1909-10	209
	1910-11	249
	1911-12	308
	1912-13	318
	1913-14	295
	1914-15	291

Four years ago it was reported to the trustees that it was impossible to increase the enrolment of the school in its regular sessions unless further dormitory accommodations were provided, and that it was very advisable to reduce the enrolment to 250 students as a maximum, on account of the limited equipment. This policy being agreed upon, the school ceased to advertise for students (except in very rare cases, when advertisements were placed for other purposes than to attract students), and raised its entrance requirements by cutting off the first and second years of the high school course. The result of this policy is that the school declines for admission each year as many applicants as it accepts.

The students of the school for the most part come from the twenty-two counties for which the school is most conveniently located, but some come from all sections of the state. The average age of the students is twenty years.

The health of the school has been very remarkable, and fortunately so because we have no infirmary worthy of the name. When students are sick we are compelled to move other students in order to vacate the necessary rooms for the sick.

The conduct of the school has been excellent, and they have worked out and put into practice a complete student self-government and honor system. A wholesome, happy, and interesting student life characterizes the school, with particularly pleasant relationship between students and faculty.

STUDENT FINANCES

The per capita cost to the state for this school is \$118.64, not including the summer session, which is financed in a different manner from the regular session. If the summer session were taken into consideration the per capita cost would be reduced. The per capita cost can be reduced very materially if more dormitory accommodations are provided. As it stands at present, however, it is comparatively low.

The charge for fees and board for students is the same as at the other normal schools of the state. Every effort is made to reduce the expenses of students to a minimum.

The State Loan Fund, amounting now to \$2,087.92, has been of very great help to a large number of worthy young women. To supplement the aid given from this source, the graduates of the school have by their own efforts established a loan fund, which is used to assist seniors in completing their courses. Three private aid funds have been established by friends of the school.

Thru its system of employing students as waitresses in the diningroom, clerks and assistants in the library and office, etc., more than 10% of all the students in the regular sessions have worked their way thru the school, either in whole or in part.

ENTRANCE REQUIREMENTS

In the effort to raise the standards of the school and at the same time to limit the attendance to those applicants who might best profit by the work, the school in its third year took a very advanced stand as to entrance requirements. Since that time entrance to the school has been limited to applicants with at least two years of high school work, and the school has not offered the first and second years of the high school course.

From time to time we have had under consideration a still further elevation of entrance standards, and have contemplated the advisability of eliminating the third year of the high school course. An investigation of the high school situation in the territory from which the school draws its largest patronage reveals facts which make it seem inadvisable at this time to cut off the third year.

In the territory defined above the high schools of the different grades, as compared with the total number of the same in the entire state, are as follows:

	<u>In this District</u>	<u>In the State</u>	<u>% of all</u>
Two-year High Schools	24	79	30%
Three-year " "	32	139	23%
Four-year " "	55	211	26%
Total " "	111	429	26%

Per cent. of all high schools in the district which are:

Two-year High Schools	21.6%
Three-year " "	28.8%
Four-year " "	49.6%

Accredited (or standard) Four-year High Schools in the district--22, or 40% of the total Four-year High Schools of the district, and 20% of all the high schools of the district.

A study of the above will show that, despite the fact that this section is somewhat more fortunate in its high school facilities than some other sections of Virginia, and indeed it has one high school for every 3,670 people in the district as against one for every 4,805 in the state at large, still it would be very inexpedient at this time to eliminate the third and fourth years of high school work at this institution. The school believes, however, and has always endeavored to practice this belief, that no applicant with less than four years of high school work should be taken until she has exhausted the resources of her home high school, unless for exceptional reasons her superintendent of schools so requests.

The following student enrolment table covering the present session to date will show how the school has carried out its policy in this respect.

Students enrolled in each year of the work here:

Freshman Year (3d Year High School)	23
Sophomore Year (4th Year High School)	46
Junior Year (Professional)	113
Senior Year (Professional)	65
Special Students	<u>44</u>
Total Students	291

From this table it will be noted that only 23.7% are doing high school work, while 61.2% are in professional courses based on four years of high school work at entrance. The remaining 15.1% are mature students in attendance chiefly in order that they may prepare for the state examinations for teachers' certificates. This last number may be reduced considerably by a closer classification, but they have been classed as "special" for convenience. They can in most cases not be considered as "high school students", being past the high school age limit and teachers of experience. Of the new students admitted this session 62% had completed four-year high school courses.

COURSES

The above table gives the enrolment by class years. The Freshman and Sophomore years we call the "Preparatory Course". In the Junior and Senior years about one-third of the students are pursuing the special programs in Household and Industrial Arts, while the remainder are about equally divided between the professional course preparing for the primary grades and that preparing for the advanced grades and high school.

From its establishment this school has laid great emphasis upon the industrial side of education. No student has ever completed a course here without including in it some work in Household and Industrial Arts, and many have specialized in these branches. The facilities for teaching these subjects are somewhat better at this school than at most similar institutions, and our work in this line has received the most favorable comment in and out of the state. The school has viewed with satisfaction the increasing sentiment thruout Virginia favorable to this type of work, since it must feel that, as a pioneer in this field, it has contributed no little to the cultivation of such a sentiment. Graduates in this department have received full credit, year for year, in the advanced courses at some of the highest institutions in America; the school has sent out supervisors to a number of counties and cities in Virginia and neighboring states; and two heads of departments in this line in a sister State Normal School of our own state are included in this number. The work being done here has attracted the attention of leading educators in America, experts have come to study our plans, and men of high rank in the business world have become interested in it. Everything possible should be done to extend and provide fully for this important line of work in this school.

The school has a number of times considered the advisability of offering a special course for the preparation of rural school teachers; but has always come to the conclusion that this would be both useless and misleading. Practically all of our students teach in the country schools after leaving our school. They are country girls when they come and they go back to the country districts to teach. This is what we want them to do. Instead of announcing a special course for the preparation of rural teachers, and so differentiating this group of students from the student body at large, it has been our policy to make all of our courses be courses for the preparation of rural school teachers. Every department of our school emphasizes the importance of rural education and endeavors to develop in the students a zeal for rural service. So far as we have been able to ascertain this school was the first educational institution for white people in the state to offer a course in "Rural Sociology" and in "Rural School Problems"; and it is certainly one of the very first in all America to affiliate with itself rural public schools in the surrounding county and use them as practice and observation schools for its senior students. It had a Rural Supervisor the second year of its existence, and the work under her direction has grown as the demands for such practice-teaching have grown, until at present we are giving with our senior practice-teaching students instruction to 1,125 boys and girls in Rockingham County. It has been no easy task to secure the sympathy and co-operation of the country school authorities and patrons for these new methods of school work, but the results for the State Normal School

are very valuable. The rural work of this institution has been commended in the highest terms by the United States Bureau of Education, the Southern Education Board, and by educational experts who have come from a distance to study our methods, and to go back to their own states and put into practice similar work.

TRAINING SCHOOLS

From the beginning of its work this institution has used the public schools of the town and county as training schools. At the time this plan was adopted we were met on every hand with the statement that it was a foolhardy undertaking and that it could never be done. The school had to have practice-teaching facilities and it had no money with which to build a training school. Had the means been available there is a possibility that a different method would have been followed, and certainly there can be no question of the fact that another plan would have been very much easier for those in charge of our school. However, many advantages of such a method as we adopted may be pointed out, and it has been a success. But the use of the town school is becoming more expensive every year. There is always a feeling of uncertainty as to a continuance of the arrangement on the part of the town. It would not be safe to forecast how long the present situation will remain undisturbed. A change in the composition of the town school board, factional differences in the town council, or agitation of one sort or another, are liable at any time to overturn the entire scheme. This statement is made that the Board may recognize the delicacy and uncertainty of the situation, and not be surprised when difficulties of a serious nature arise, as they most probably will at some time.

The situation with reference to the county schools is similarly uncertain, but hardly of so serious a character.

GRADUATES

The following statement shows the number of full graduates of the school since its establishment:

1910-11	22
1911-12	46
1912-13	53
1913-14	55
Total	176

~~$14 - 15 = 61$
 $15 - 16 = 69$

305~~

These graduates form the Alumnae Association of the school. They have taken a lively interest in the affairs of the school, and are loyally devoted to its every interest. They have established an aid fund to assist worthy students to graduate. They have no votes in public affairs and consequently do not carry as much weight as the alumni of institutions for men, yet their influence will mean much in creating a wholesome public sentiment for better education-

al standards and a better understanding of the purposes and work of the normal schools.

In addition to the full graduates listed above, the following shows the number of students who have been awarded certificates for the completion of courses at least one year in length--some of them were at the school as much as three years.

1909-10	25
1910-11	40
1911-12	68
1912-13	62
1913-14	<u>54</u>
Total	249

This table does not include the large number of students who have secured certificates as the result of summer school work, nor does it include those who have prepared in the spring or other terms for the state examinations.

The requests for our graduates and partial graduates as teachers have increased from year to year, and at no time have we been able to supply completely the demands made upon us.

SUMMER SESSION

At the outset it was decided to conduct the school thruout the entire calenday year, and to divide the year into four quarters, maintaining a full summer quarter of about twelve weeks in addition to the three quarters comprising the regular nine months session. Up to the year 1910 no summer school in the state had been conducted more than four weeks except the one at the University of Virginia, which had for several years maintained a six weeks term. We were told that there was no demand in the state for more than six weeks summer work and that the University Summer School fully met the demands for that. Nevertheless, in face of many discouragements, our school conducted a full quarter of twelve weeks work in the summer of 1910 and has continued to do so every summer since that year. It has had the satisfaction of seeing the enrolment in its August Term, which even our best friends considered a hopeless undertaking, increase over 300% in the five years. The school has patiently built up a patronage for its August term which makes it worth while to conduct it. This has been done at a sacrifice on the part of those deeply interested in the plan. Our experience has shown that one such school is needed in Virginia, but we doubt if more than one is needed; and if some other institution can make a greater success of it than we have made we are willing for our part to leave this particular field. We haveno desire to see any other institution restricted, but we believe if other schools attempt this work it will result in replacing one, which is just now after many years labor getting on a good footing, with two or more small and weak schools.

The following table shows the attendance on the summer session by years:

1910	207
1911	360
1912	502
1913	642
1914	592

From this table it will be noted that about twice as many students attend in the summer as attend in the regular session. This is readily explained. In the summer the students are considerably more mature and are willing to occupy rooms and take boarding accommodations at a considerable distance from the school, while such is not the case with the regular session students. Again, the faculty is considerably larger in the summer session than in the regular session.

The support of the first term of the summer session is borne by the State Department of Public Instruction together with certain fees charged to students. The support of the second term comes from fees charged students and a fund which has been accumulated from year to year in the past in connection with the summer session work; so that no appropriation is necessary from the maintenance funds of the school for the summer session at present, altho conditions will likely arise calling for some provision in future years.

The school has learned from experience that the summer school work is one of the most fruitful lines of service which the normal school can render to the state; and it wishes to do everything possible to forward its success.

This policy seems a sound one, namely, that a school plant should be used thruout the entire year for rendering a maximum service to the state, just as a manufacturing plant is used continuously to produce maximum returns for the capital invested in it. It is true that this means a somewhat greater annual depreciation in the value of buildings and equipment, and a consequent increase in the cost of repairs and renewals; it is true that it requires sacrifice and a greater expenditure of energy and nervous force on the part of those in charge; but its increased service to the state seems to justify it.

EXTENSION WORK

The school has constantly sought to extend its influence by means of various extra-mural activities, in addition to providing special terms of training for teachers in service thru spring and summer terms. This extension work has fallen along the following lines:

1. Addresses and demonstrations to public high schools, teachers' institutes, farmers' institutes, women's organizations, civic and school improvement leagues, etc.
2. Bulletins on various timely subjects, containing helpful suggestions and advice for rural school teachers and homemakers, and for boys' and girls' clubs.

3. Teaching of special branches in the schools of the surrounding county by practice-teaching students, under the direction of the Rural Supervisor; and assisting the county school authorities in improving the public schools in various directions.

4. Directing home study thru correspondence instruction in a large variety of subjects, fifty-five different courses being offered in this way.

All of these efforts have met with success.

When we began our work the complaint came frequently that our public educational institutions were not reaching out to the people of the state. At that time comparatively few lecturers were sent out from the various schools. The University of Virginia had not at that time initiated its extension lectures. While we claim no originality in this feature, we do claim that we have always done our part in this phase of educational extension, which is everywhere considered so important.

When this school began its work, so far as we have been able to ascertain, no educational institution in Virginia except the Polytechnic Institute and Hampton Institute published a regular series of bulletins for free distribution; and in the former case these publications were those of the Agricultural Experiment Station and intended for farmers, while in the latter case the bulletins, excellent tho they are, have been intended chiefly for negroes. The bulletins of our school have been sought far beyond our own state and most of the editions have been exhausted soon after publication.

The pioneer conditions under which our school began its work in the surrounding county, have been referred to above.

The latest effort of our school to render a wider service to its state has come in the offering of home study courses by correspondence. It was led to this plan by a recognition of the fact that the resident work of such an institution as ours is limited to a comparatively small proportion of those who need such help as it is established to give; and by a firm conviction that it is as much the province of such an institution to offer instruction to those who cannot attend its regular sessions as it is to provide instruction for those who are able to register as resident students. The faculty of our school entered upon this plan of giving instruction by correspondence free of charge to the student absolutely without hope of extra remuneration for the additional burden thus assumed. The sole motive prompting it was the desire to serve the state in a wider and more efficient manner. If the work grows to such proportions as to make it impossible to conduct it on its present basis, it is believed that its worth will be recognized to the extent of providing adequately for its maintenance. At present it costs the state nothing and occupies the position of a free-will offering on the part of our instructors. It is helping a number of Virginia's public school teachers to do better teaching and this is our reward.

BOARDING DEPARTMENT

The boarding department of this school has from the beginning been on a self-supporting basis, altho from time to time there have been deficits which have been later balanced with profits from the same source. The receipts of the department are about \$32,000 annually. This is distributed in expending approximately as follows:

Food Supplies	57%
Laundry	11%
Salaries and Wages	13%
Repairs and Renewals	7%
Fuel, Lights, Power, and Water	8%
Room Rent for Students	4%

The students are charged the same as at the other normal schools, namely, \$15.00 per month for board, this covering food, lights, heat, furnished room, and service. This amount is distributed approximately as follows for the monthly cost per student:

Food	\$8.55
Laundry	1.65
Salaries and Wages	1.95
Repairs and Renewals	1.05
Fuel, Lights, Power, Water	1.20
Room Rent for Students	.60
	<hr/>
	\$15.00

The school has at present the following dormitory accommodations:

	<u>Rooms</u>	<u>Students</u>	<u>Employees</u>
Dormitory No. 1	24	66	4
Dormitory No. 2	39	72	5
	<hr/>	<hr/>	<hr/>
	63	138	9

In Dormitory No. 1 we have three girls in each room, altho the rooms were built for two occupants only. In Dormitory No. 2, where the rooms are smaller (11 x 14 feet), we have two students to the room. We have a number of servants and two teachers rooming in the old building known as the "Cottage", which is also used partly as infirmary and partly for much-needed classrooms. We also have a number of colored servants rooming in a servants' gottage.

In order to accommodate as many boarding students as possible the school has rented a number of rooms in private homes in the neighborhood, the students occupying them and taking their meals in the school diningroom. This arrangement has proved very unsatisfactory, being expensive and troublesome. It is the cause of much complaint from the students and their parents, much annoyance from those in charge of the homes, and general dissatisfaction all around. So often have we been tempted to abandon the arrangement, that only our desire to accommodate as many students as possible has enabled us to suffer it thus long. We usually have about fifty students rooming in this very unsatisfactory way.

All dormitory rooms are engaged each term fully three months before the opening; and it is very difficult to persuade parents to send their daughters, and very difficult to induce the students themselves to come, when they know that they have to room outside the dormitories. This is becoming more and more difficult each year, so that little relief can be hoped for from the rented room plan in the future. The students do not want to live outside and they ought not to be forced to do so. It is a bad plan from the standpoint of the school as well as of the student. This means that it is impossible and undesirable to increase the enrolment of the school until further dormitories are provided. It can but be believed that the Board will recognize the fact that this school has comparatively very limited dormitory facilities, and that they will do everything possible to make further provision as early as practicable.

It is essential that the school be in a position to increase its enrolment. This is the only way in which the per capita cost of instruction can be reduced without injury to the school; and it is also the only way in which, with the increasing cost of food supplies and of labor, the boarding department can be maintained on a self-supporting basis without increasing the charge to students. While the school is not over-anxious to have a large enrolment simply for the sake of numbers, still it feels that it is to be regretted that each year more students have to be denied dormitory reservations than can be promised them, and it has the natural desire to increase its usefulness by permitting more young women to come under its influence and to share the benefits which they seemingly so eagerly seek.

ADMINISTRATION AND BUSINESS MANAGEMENT

It has been the effort of those in charge of the school, from the beginning, to administer its affairs as economically as is consistent with efficiency. To this end positions in the school have not been multiplied. The school has followed the policy of dividing up the administrative work as much as practicable among members of the teaching staff, and in a few cases has employed student-assistants because they were secured for less than regular instructors and officers.

The school has never had a Business Manager, the work performed by such an official at other institutions being done by the several departments concerned, the Treasurer, the Matron, and others, sharing the responsibility. This has undoubtedly put more work upon these officials, but it has been done and will continue to be done cheerfully, to the best of their ability. When the school grows larger, it will doubtless be necessary to employ a Business Manager, but we do not consider this necessary at present.

In the boarding department we have a Matron, who with the assistance of her daughter directs the affairs of the department, except in the laundry. We have never had a Housekeeper, a Head of the Home, a Trained Nurse, a Steward, or any

other official of this sort, as the Matron has included all such duties in her work. Here, again, this has been done in the interest of reducing the expenses to a minimum, and as the school grows it will no doubt be necessary to employ other officials, in fact we shall need a Housekeeper when we move the dining department into the new building.

The salaries of our officers and instructors are not as large as they should be, altho they have been as much as the income of the school has seemed to justify. Increases, in certain directions at least, should be made from time to time as the means will allow. We have been able to hold together so splendid a corps of workers simply because of the spirit which has characterized their work, the fine spirit of co-operation and unselfish service which has given an individual atmosphere to this institution. Had we not been so fortunate in our choice of these men and women, our history would without question be a very different one.

It is considered proper to add that the former Board of Trustees served the state faithfully and well. It sought to give the state the very best possible results for the investment made in the school. These men rendered an unselfish and devoted service which makes them worthy of all honor. They even assumed personal financial responsibility for the school and at times went to personal expense simply in order to reduce the expense of meetings and other necessary and proper charges in their work. No one of them at any time used his relationship to the institution in any way to promote his own interests, financially, politically, or otherwise; and everything they did was open to public scrutiny. There may possibly be some slight difference of opinion, on the part of those not in possession of all the facts, as to some of their acts; but the president of the school, having been present thruout every meeting of the Board and every committee meeting since his election, can testify that never was an act performed, which was not, according to the best judgment of the members of the Board, in the interest of the state. Mistakes have doubtless been made at all institutions, and we cannot claim to be perfect by any means; but this institution can safely challenge any one to point out a single case of wilful or serious mismanagement.

NEEDS OF THE SCHOOL

The most urgent needs of the school at present are means for:

1. The completion of the new building now in process of erection, and its proper equipment.
2. A building and equipment for a combined power-house and laundry. The present heating-plant will be very inadequate when the new building is completed, and moreover it should be removed as early as possible from its present location in the dormitory, as there is constant danger of fire. Two fires in the dormitories have already started from the heating apparatus, and altho no considerable damage was done in either case, yet it caused anxiety for the safety of the students. The present temporary laundry building is entirely too small and the equipment is utterly inadequate to the

demands upon it. It has suffered one rather serious fire and is liable to be totally destroyed at any time.

3. Dormitories to accommodate at least 150 more students, for reasons stated fully above.

4. Improvement of the grounds, as stated under that head above.

Detailed estimates will be furnished at the proper time. It is considered advisable now merely to present in general form the greatest needs of this institution. This is done in the belief that it is the purpose of the Board to develop its schools on a co-ordinate basis, and in the faith that the justice and merit of these requests--for such they will later become--will be fully recognized by you who are responsible to the state for the conduct of the several schools under your care.

CONCLUSION

This institution feels that it can justly claim that, in the five years of its existence, it has rendered as full and complete service to the state as its facilities would allow. When it began its work, and frequently since, its motives and aims were misunderstood, sometimes wilfully so, and at times attempts were made to discredit its plans and its work. Because it did not elect to follow in the beaten paths, because it exercised its own initiative and blazed a new trail for itself, various unjust criticisms were made of its efforts. It has had the satisfaction of seeing, in so short a period as five years, some of its critics approve and adopt the very methods which they formerly criticized, and not only so but sometimes even to take to themselves the credit of originating them.

Among the innovations which this institution may claim to have introduced in Virginia, may be mentioned the following:

1. The use of the public schools for training school purposes. This idea was scoffed at and attempts made to hinder its successful application; but recently two of our sister normal schools have adopted the same plan, which in some measure testifies to its success.

2. The quarterly system, which includes a full summer quarter and keeps the school plant in operation the entire calendar year. This was for awhile purposely misunderstood, and various attempts were made to discredit the work and to prevent it from receiving due recognition in the state. Since then one of the other normal schools has adopted the scheme in its entirety, and the other two have expressed themselves as favoring a change to it so far as the three quarters of the regular session are concerned.

3. The policy with reference to entrance requirements. When this school opened the only normal school in the state was admitting girls from the seventh grade of the elementary schools, and indeed it announced in its catalog a one-year program of elementary school branches. Our school began by taking applicants who had completed the elementary school, but after one year it raised its entrance requirements to one year of high school work and the following to two years of high school work, which standard it has since maintained with in-

creasing strictness. It can be shown without question that this school has since its opening maintained higher entrance requirements than any other similar institution in the state, yet various attempts were made to discredit its initiative in raising the standards, and to offset the approval which high school principals naturally gave to such a progressive step. Time has abundantly justified the innovation.

4. The important place given to the teaching of industrial branches, or vocational education. At the time of the establishment of this institution as an "Industrial School for Women", little attention had been paid in Virginia to the training of white women along this line. Hampton Institute afforded excellent facilities for negroes. A limited amount of work in domestic science and in formal manual training was offered in the one normal school for white women. Comparatively little dignity was, however, given to this kind of education, and almost no students were specializing in it. The terms "Manual Arts", "Rural Arts", "Industrial Arts", "Household Mechanics", "Vocational Courses", and similar terms, were hardly heard of in Virginia until used by our school; and the term "Household Arts" had been used but slightly. These terms, now so glibly used, and the work for which they stand, now so commonly accepted, may be truly said to have been introduced in Virginia by this institution.

5. The emphasis on rural life problems and the training of young women for country school and community work. As stated above this phase of educational work has always received the greatest attention here. Until this institution began its work little or no attention was paid in Virginia to the needs of the rural school as a distinct institution, with its own peculiar problems. Courses of study were shaped with reference to the needs of teachers in large graded town and city schools. Nobody seemed to care much about the special needs of country communities so far as making a serious effort to train workers for such communities was concerned. The record of this institution speaks for itself. Suffice it to say that its plan of work in this direction has served as a model for other institutions in Virginia and elsewhere, and has received commendation from some of the highest educational authorities in America.

6. The inclusion of extension work as described above. This institution justly claims a place as a leader in initiating work of this character in Virginia, that is, on such extended lines as have been developed here. It believes no school can show a greater interest in reaching out and helping those beyond its walls, or a greater measure of achievement in this respect.

Still other items might be included, but what has been stated is sufficient to explain our conception of our duty to the state, and to clearly establish the fact that this institution has been a leader and not a follower in the state educational work; that it has not sought a lofty pinnacle from which it could view with indifference the needs of the people, but that on the other hand it has tried in every way

to make itself a vital part of the life of the state; that it has adopted the attitude that the school is established for the service of the people of the state and not for its own employees or any favored class. It feels that its worth has not been fully recognized at times, and that it has suffered from political differences and from the jealousy and prejudice of those who should have been its best friends: but it has satisfaction in the conviction that it has rendered and is rendering a service to the state which cannot be measured in dollars; that it has returned to the state with manifold increase the investment made in it; that it has kept free from political, religious, and social bias; that it has the proud record of never having let a worthy young woman be forced to leave the school for lack of funds for her expenses (altho it has been compelled by lack of accommodations to close the door of hope to many new applicants each year); that it has contributed in no mean degree to the establishment of higher educational standards and new lines of public service in Virginia; and that its aims and work are being more and more appreciated as time proves their worth.

This lengthy report has been written not in a spirit of boasting, for there is no place for that since so much remains to be initiated and accomplished for the young women of our state; but with the sole purpose of fully informing you gentlemen, friends of public education and sponsors for the State Normal Schools of Virginia, as to the history, aims, and present status of the State Normal School for Women at Harrisonburg. We went under your administration with hope, and continue firm in the belief that the new system of managing these four schools will result in their proper and co-ordinate development with due provision for a continuance of the progress which has characterized them in the past.

Respectfully submitted,



President of the
State Normal School
for Women at Harrisonburg.