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Salem College

Its

Past, Present and Future

Salem, West Virginia

1924

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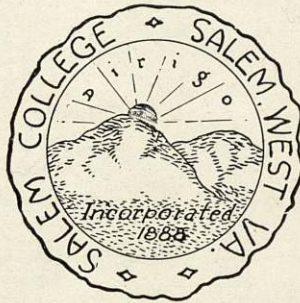
Salem College

Its

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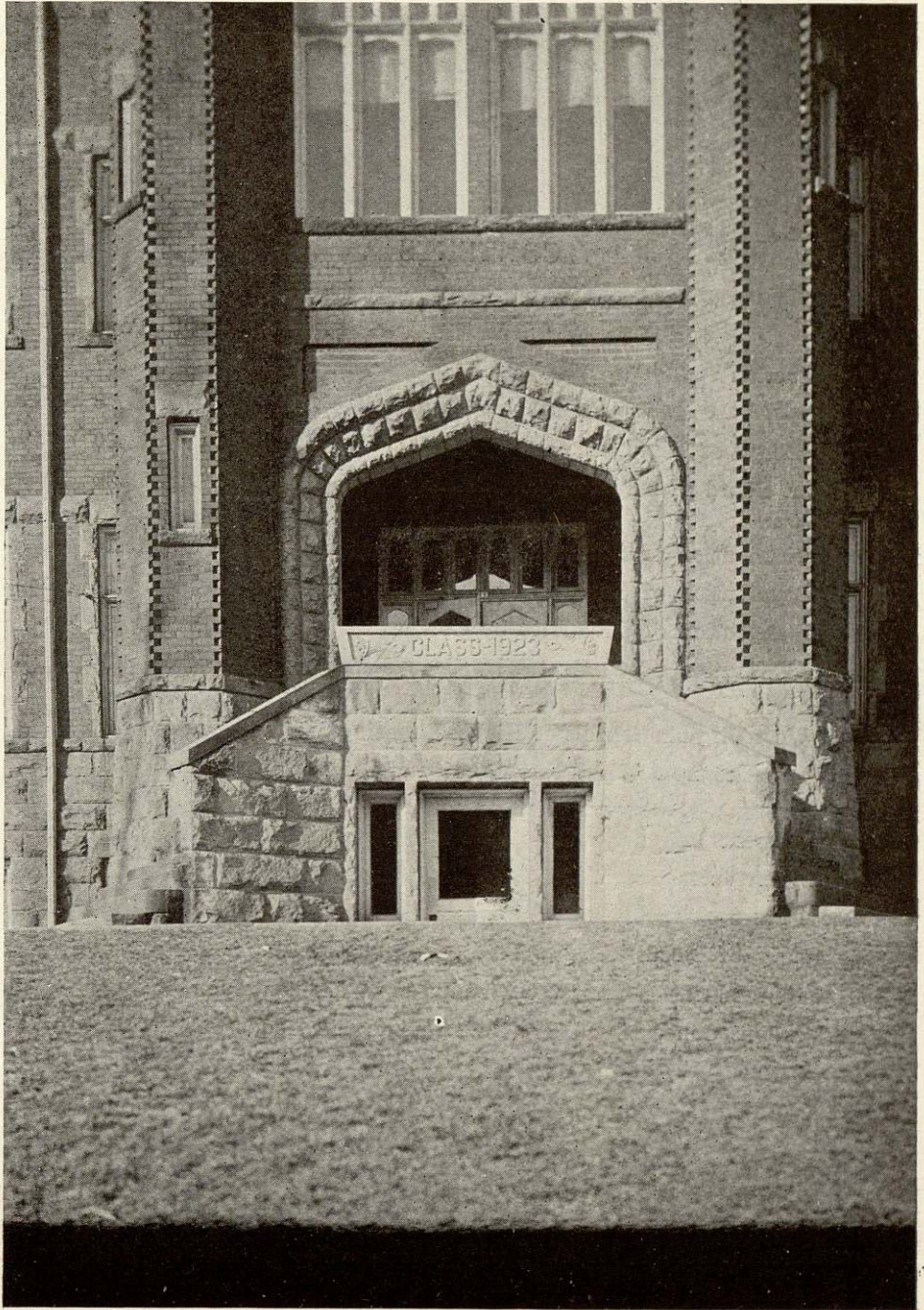
By

S. ORESTES BOND



Published by
THE BOARD OF DIRECTORS
of
SALEM COLLEGE
Salem, West Virginia
1924

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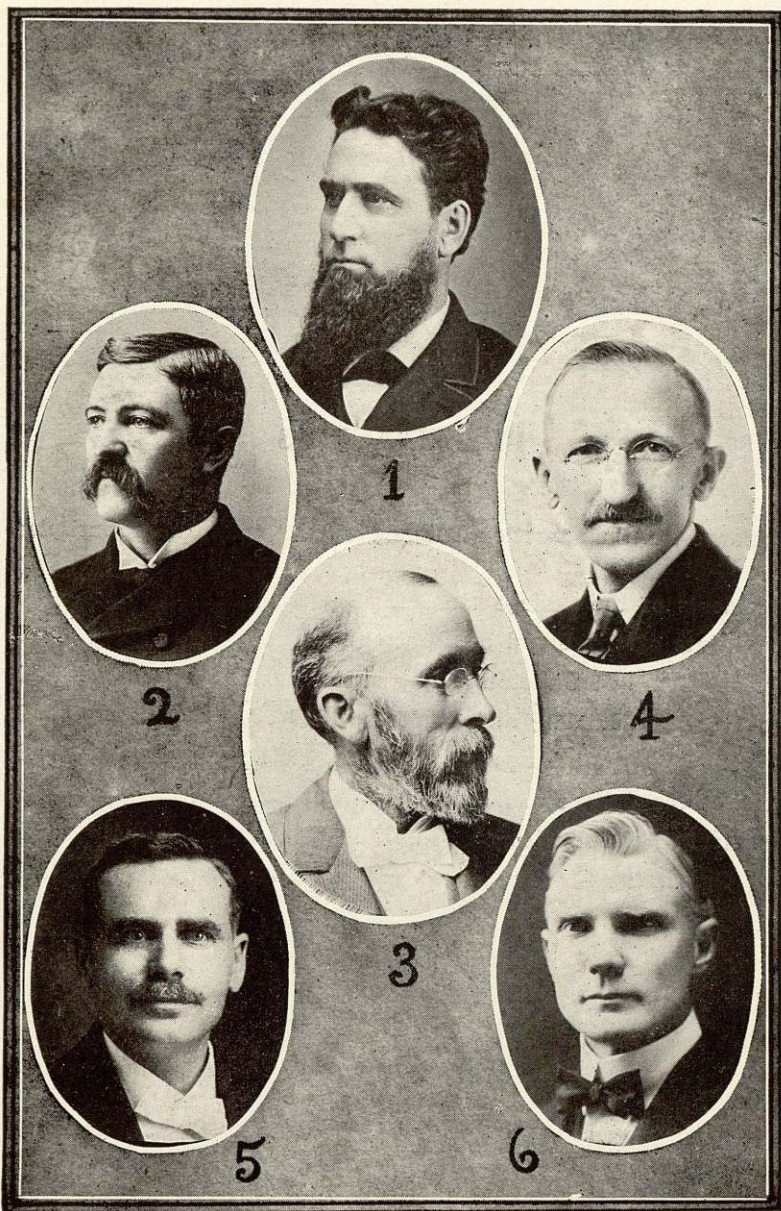
ENTRANCE TO ADMINISTRATION BUILDING

CONTENTS

	Page
Introduction	7
History	8
First Board of Directors	20
Present Board of Directors	21
Tables	
Distribution of Students by Denominations	24
Distribution of Students by Counties	24
Distribution of Graduates by Courses	25
Distribution of Graduates by Occupations	26
Maps	
West Virginia Schools of Higher Learning	27
Counties from Which the Majority of Salem College Students Come	28
The Present	31
Kindly Tributes	38
The Future	43
Summary of Needs	49
Christian Education from the Standpoint of Eminent Men.....	51
Suggestions Concerning Gifts, Endowments and Bequests.....	54

ILLUSTRATIONS

Entrance to Administration Building	Frontispiece
	Page
Presidents of the College	6
Presidents of the Board of Directors	22
Present Board of Directors	23
First College Building and Students, 1899	29
Present College Buildings and Students, 1924.....	30
Dean of the College	37
Principal of the Academy	37
The Gymnasium	50



PRESIDENTS OF SALEM COLLEGE

- | | | |
|----|---------------------------------|-----------|
| 1. | John L. Huffman, D. D..... | 1888-1889 |
| 2. | S. C. Maxson, A. M..... | 1889-1892 |
| 3. | Theodore L. Gardiner, D. D..... | 1892-1906 |
| 4. | Cortez R. Clawson, A. M..... | 1906-1908 |
| 5. | Charles B. Clark, Ped.D..... | 1908-1919 |
| 6. | S. Orestes Bond, A. M..... | 1919— |

INTRODUCTION.

THE purpose of this little booklet is quickly told. It seeks to state briefly for busy readers the important facts of the history of Salem College, its present opportunities for service, and its pressing needs. It is hoped that those who have read thus far will be willing to invest enough time in this institution to read carefully this brief story.

Many who have shared in making the history of the college will supplement these very brief statements from memory's pages. Many, perhaps, will read this story who have heard it from the lips of those who helped to make it. To all such the writer apologizes for its brevity. Such a great and significant work is worthy of more adequate treatment. Others who have neither experienced nor heard, will find here a very brief account of a great work done in the heart of West Virginia for young people, largely by West Virginia's self-sacrificing philanthropy.

The part entitled *Kindly Tributes* could be extended indefinitely. The part entitled *The Future* deals not with dreams of a visionary but with carefully estimated plans which in the immediate years ahead could be made to pay the largest dividends in trained young men and young women. For the most part these statements are the result of an honest attempt to give the needs of the institution, analogous to those which the manager of a factory or other industrial plant would seek to give to the stockholders when the volume of business demanded of it had outgrown its plant and equipment. His plans would not merely cover the needs that have been pressing for months or years but they would cover the most probable needs in the months and years just ahead.

Certainly the youth of central West Virginia who would avail themselves of these privileges are worthy of them. Millions of dollars have gone into the coffers of other states because West Virginia brain did not develop its own natural resources. A thorough training of the young people will do much toward the conservation of the wealth of the state.

The tables give some valuable information as to the past growth which is also some prophecy of the future. The summary of needs is but a brief of the article on *The Future* with some additional suggestions for men with wealth. The Quotations from Eminent Men will reinforce the reader's own estimate of the value of such work. The illustrations show not only the present equipment but also something of the growth during the years.

HISTORY OF SALEM COLLEGE.

THE best history of Salem College may be read in the lives of those who have been trained by it. Any recorded history which does not accord with these living records will soon be discarded as only partial truth or as wholly false.

About the year 1887 the people of all the churches in Salem joined in extending an invitation to the Methodist Episcopal denomination to establish a school here. Other towns, however, were bidding for this proposed Methodist school. The committee having the location in hand gave Buckhannon the preference by one vote. The people of Salem and vicinity still wanted a school and felt the need of it so strongly that the Seventh Day Baptist denomination was invited to take part in establishing one. The result was Salem Academy, founded in 1888, which became Salem College by State charter, January 21, 1889.

Purpose.

Perhaps the purpose of the institution may be stated best by two quotations. The first is taken from the catalog for 1895: "Salem College is the outgrowth of a strong desire on the part of the people to furnish better opportunities for the higher education of their young people.

"While here and there one among the many was able to seek college training away from home, the great majority in the 'homes among the hills' were unable to meet the necessary expenses. If these were ever to secure college culture it was clear that it must be brought within their reach. Therefore, the men of the surrounding country, none of whom were men of great means, determined to enter upon the undertaking. Subscription lists were started, and a stock company of subscribers was formed with \$25 for a share. These stockholders elect annually a board of managers."

Again in the opening paragraph of a catalog fifteen years later are these words: "Salem College was founded in the broadest Christian interest in humanity, and has been maintained through sacrifice and devotion to this ideal. It is a Christian but an undogmatic and non-sectarian college. The purpose of the founders was to provide for the young men and women of the Middle South an education which would be thoroughly practical and at the same time furnish the highest culture of body and mind. The trustees, through a carefully selected fac-

ulty, seek to provide thorough instruction in the courses specified in the college curriculum. Not less is it the purpose of the institution to maintain such environment and such moral principles as will develop the highest type of manhood and womanhood. The college seeks to develop a standard of character and intelligence that will enable every graduate to make good."

While the interpretation of the purpose as expressed in these quotations has been expanding with the years there is perhaps no need for any change in its statement. The need for a broad cultural education is certainly fundamental, and the emphatic need for Christian education is not growing less.

The Earlier Days.

Within the limits set for this pamphlet one can but mention briefly a few of the events and personages of chief significance. Reverend John L. Huffman was elected the first president in the fall of 1888, before there was a building, a faculty or a student. The spirit of this period can best be understood by quoting from a paper prepared by Mrs. George H. Trainer. It reads as follows: "Through the long dreary months of the late autumn and winter the real father of the school, John L. Huffman, traveled up and down the mountains, through the valleys, across the turbulent streams, many times in rain, snow, and slush, sometimes to the knees of his good steed, seeing people and soliciting subscriptions and money for the starting of the school. The next year the name of the school was changed from 'Salem Academy' to 'Salem College.'"

In those days people were poor and money was scarce. A gift of ten dollars represented often-times more personal sacrifice than a gift of a thousand dollars now. It is also true that small sums of money would make possible accomplishments requiring much larger sums now. An illustration of this is found in the early minutes which record one item of \$5.50 for preparing the charter and other legal papers as well as the recording of the same. Such a service today would require nearer the same figures with the decimal point removed.

A few rented rooms sufficed until the first frame building was completed in 1890. This building served its day well. In it there were seven rooms on the first floor, a part of which were used as living rooms for the second president, Rev. S. L. Maxson. The entire second floor was given to an auditorium. It was used for the daily chapel service, and also for the commencement programs.

Many men and women today prominent in affairs of county and state, spoke their first orations and received their first diplomas from the stage in this room. In December, 1914, the building was burned. The origin of the fire was unknown but it probably resulted from defective gas pipes.

While Dr. John L. Huffman, installed in 1888, was one of the most active spirits in the founding of the college, he did not aspire to its presidency. He accepted it only with the thought of service until another suitable candidate could be found. He chose rather to continue his ministerial duties and to act as field agent soliciting funds and students.

The second president, Rev. S. L. Maxson, installed in 1889, remained three years. During his administration the curriculum was amplified. A business course was added in 1890. It gave many young men valuable training for lives of usefulness in the business activities of central West Virginia. Lack of funds, and the need of room for teachers in regular college subjects caused the department to be discontinued after four years.

President Maxson having resigned, Rev. Theodore L. Gardiner was elected as his successor. He was a native of New York State and a graduate of Alfred University. He had come to Salem about three years previous as pastor of the Seventh Day Baptist Church. His knowledge of and sympathy with young life fitted him for the duties of this presidency. He accepted the responsibility of the office in the most critical period of the school. The novelty of beginning had largely passed, and people needed to be taught the lessons of persistence in prosecuting a worthy cause. Often when hope had fled from the bravest of home supporters he would go East, North, and West, and bring back the funds without which the institution must surely have been compelled to close its doors. His personal acquaintance with men of great hearts if not of great wealth brought help to the college in many a trying hour. After nine years of this service he said, "It has been literally a walk by faith."

Dr. Gardiner remained as president fourteen years. In the future those must be considered as years of beginnings. If it were possible, however, to estimate all the results of those years when president, faculty, students and others were laying the foundation stones on which later generations were to build, they would reveal a magnificent work.

One of the marvels of that early day was to establish and run a college with such success on such small gifts.

Two of the largest gifts for establishment or maintenance during the first fifteen years were made by George W. F. Randolph and by Jesse F. Randolph. The former gave a five-acre site for the college. Forty shares, aggregating a thousand dollars, were issued to him for this gift. The latter gave a like amount in cash. There were a few other gifts representing three figures each, but the major part of the donations were in sums of ten, twenty-five and fifty dollars.

The salaries of the teachers in those days were but a fraction of what they might have commanded elsewhere. Out of those small salaries they often gave back to the college gifts entirely out of proportion to their incomes.

It is interesting to read from the minutes which relate to the employment of the second president. He was to have a salary of \$500 per year "and whatever surplus there is after the payment of other teachers and the running expenses of the school." It will suffice to say that his salary was never over \$500.

Though some of the early records are not entirely plain, it seems that the following persons gave fifty dollars or more at one time toward the college indebtedness for running expenses: J. F. Randolph, A. S. Childers, P. F. Randolph, J. L. Huffman, Wm. Jeffrey, Dr. D. C. Louchery. These men, together with many others who gave lesser sums, continued to give year after year. The treasurer's reports show many gifts of twenty dollars, thirty-three and one-third dollars, sixty-six and two-thirds dollars, three hundred and thirty-three and one-third dollars, and other sums which indicate that larger pledges were made to be paid in a certain number of installments. The reports to January, 1890, show thirty-one gifts of less than five dollars, forty-seven of five to ten dollars, forty of ten to twenty-five dollars, ten of twenty-five to fifty dollars. The great number of gifts proves the interest of the people in providing for themselves opportunities for higher education. The smallness of their individual gifts shows their inability to give largely.

The aggregate of the gifts of many of these donors reaches a thousand dollars each, and in a few cases several thousands. These came, however, in small sums, which represented the meager savings of the donors year by year.

First Permanent Endowment.

In looking over the minutes it is found that one of the earliest actions relative to permanent endowment was under date of November 19, 1902. A letter from the

Woman's Board of the S. D. B. denomination, signed by Mrs. L. A. Platts, stated that this Board was willing to establish a scholarship, the interest on the sum given for this purpose to be used each year to pay the tuition of some worthy young woman. On motion of M. H. VanHorn the offer of the Woman's Board was accepted, and the amount of the scholarship was fixed at eight hundred dollars.

At the same meeting, on motion of M. Wardner Davis, the following committee was appointed to formulate a plan by which a permanent endowment might be established for the college: President T. L. Gardiner, M. H. Van Horn, F. J. Ehret.

At a meeting of the College Board, February 24, 1903, this committee made the following report:

To the Board of Directors:

Your committee to formulate some plan for permanent endowment would offer the following recommendations:

1st. We have had printed 100 each of two scholarship contracts: one for a fully paid scholarship of \$800, and the other for the same amount, only on the annual installment plan of fifty-dollar payments.

Copies are herewith presented, and we recommend their adoption.

2nd. We recommend an endowment plan by which notes may be given, payable in ten years or fifteen, as the case may be, the givers to pay interest on same each year until they are ready to pay the principal. These notes when paid shall go into a general endowment fund, the interest only to be used, forever. And the annual interest of the notes until the principal is paid shall be used for current expenses the same as the five-year subscriptions have been used.

Signed:

F. J. EHRET,
T. L. GARDINER,
M. H. VAN HORN.

While the minutes of earlier years use the word endowment they evidently refer to permanent funds invested in buildings, grounds, et cetera. It is not possible in so short a story to even name all of those who contributed so generously to this early equipment. Three persons, however, may be mentioned because of their special activity and generous gifts during the early days. The first is Hon. Jesse F. Randolph, who, with the exception of two years, was president of the Board of Directors for the first eighteen years of its existence. He has

probably given more toward the equipment of the college than any other man. Mr. A. S. Childers served on the Board, and also acted as treasurer. He was a generous giver and strong supporter until his death in 1921. Mr. Wm. B. Van Horn was also a member of the Board for many years and was its president from 1906 until his death in 1912. He gave generously during those early years. It is not possible or desirable in this brief account to follow step by step the accumulation of endowment funds which today amount to approximately sixty thousand dollars besides a small endowment in the hands of the Education Society and a conditional endowment with the Seventh Day Baptist Memorial Board, from which the college has been regularly receiving income for many years.

There are now eleven scholarships, as follow: Sarah G. Davis Scholarship, founded 1903; Lloyd F. Randolph Scholarship, founded 1903; J. Alexander Randolph Scholarship, founded 1904; Salem Ladies' Aid Scholarship, founded 1905; Salem S. D. B. C. E. Scholarship, founded 1908; Booth and Rebecca Bond Scholarship, founded 1910; Mary E. Rich Scholarship, founded 1912; William B. and Elsie Kennedy Van Horn Scholarship, founded 1914; Jesse F. Randolph Scholarship, founded 1917; Asher S. Childers Scholarship, founded 1921; and Lowther Fitz Randolph Chapter D. A. R. Scholarship, founded 1921.

It may be interesting to say here that free scholarships were occasionally awarded to winners in oratorical contests during the early days. Such added nothing to the income of the college but they did help worthy young people.

No great effort had ever been made to secure endowment until the spring of 1921, when Rev. A. J. C. Bond was employed on half time to solicit permanent funds. Through his efforts more than twenty thousand dollars were added to the endowment. Approximately one-half of this sum was given by Mr. and Mrs. George H. Trainer, of Salem. They have also contributed much in the past to the permanent equipment as well as to the payment of the yearly deficits on running expenses.

Board of Directors Consecrated Men.

The Board of Directors, chosen by the stockholders at their annual meeting in May of each year, is now made up of twenty-four men. In the earlier days there were but sixteen members. One of the marvels of the age is the value of a dollar in the hands of these consecrated

men. They have been able to maintain a school offering opportunities for the highest scholastic attainments on a budget so small that any state-supported institution must have been forced to give up in despair. During times of greatest financial need these men have met week after week and prayed and planned that the good work might not be discontinued. Oftentimes it was necessary to borrow large sums to tide the school over a period of financial depression. These men obligated themselves personally for such sums because their hearts were consecrated to their trust. No one of them ever received any remuneration for the hours of labor thus spent in counsel.

“ In for the Spring Term.”

In those early days the school year was divided into three terms. The attendance during the fall and winter terms was always small. It ranged from forty to sixty. The spring term, however, was always much larger. Those who had taught during the winter came in bringing their most advanced pupils with them. This often swelled the numbers to seventy-five or one hundred.

It took a good financier to save enough money from two years' teaching at thirty dollars per month to remain in college two spring terms and one year. More than one young man graduated, however, under such conditions. The business men of Salem have always extended credit to young men with character and have frequently made it possible for them to earn small sums of money after school hours. Many of the graduates have gone into other communities to pass along such help as they themselves received in Salem.

“ By Faith.”

In 1906, after fourteen years of continuous service, President Gardiner resigned. Probably no other man could have been found who would have done so much for the school during those early years when men must work by faith and not by sight.

The Good Work Continues Under President Clawson.

Dr. Gardiner was followed by Professor Cortez R. Clawson, who had been a member of the faculty since 1894. President Clawson's long service and intimate acquaintance with the workings of the school enabled him to continue the good work without a break for another two years. Declining health on his part, and especially

on the part of his wife, brought his resignation in 1908. Dr. Charles B. Clark, of Alfred, New York, was then chosen president.

President Clark and His Associates Build and Rebuild.

With the beginning of Dr. Clark's presidency began what might be termed the second period in the history of the college. As early as February 23, 1904, a committee was appointed "to devise means by which a building fund may be started." In 1905 Holmboe and Lafferty were asked to make plans for a new building. These plans were accepted in April, 1906. The corner stone was not laid, however, until 1909. The building known as Administration Building was completed in 1910. It has fifteen rooms besides offices, halls, and a large auditorium, which has a seating capacity of more than a thousand. It will be difficult to find a structure more commodious and with so little waste space.

In December, 1914, when the old frame building was swept away in a night by fire, the Board of Directors and other friends of the college met around the smoldering ruins before the first sun had set and began plans for the future. This old building represented not only the sentiment of other days but it was still an important unit of college activity. The old chapel hall had been made over to meet the needs of a gymnasium. The lower rooms were used for certain classes in connection with the model school and the music department. There were conflicting opinions, of course, as to possible procedure. The progressive spirit finally won out, and trusting in the same divine power which had made other steps possible, the beautiful new building known as Huffman Hall was planned and finally completed in 1916. It is a structure of unusual beauty and represents all the most modern improvements in school architecture. It has four large basement rooms, nine rooms on the first floor and nine on the second, besides offices, cloak rooms, wide halls, et cetera.

In 1915 the need for new provisions for athletics became so strong that a modern gymnasium was included in the building program. This is made of wood but it is modern in every way, having dressing rooms, lockers, and shower baths for the players. It has a seating capacity of more than six hundred.

The present splendid equipment as represented in these three buildings and the excellent home for the president are monuments to the wisdom and perseverance of Presi-

dent Clark and the faithful workers who toiled and sacrificed with him. It should be remembered that these were years of material improvements in scholastic standards in the state, such as had not been known before. The college kept pace with this progress; indeed, it helped to lead it. Before the State Normal schools required two full years of work above the standard high school for graduation Salem College required this amount of its normal graduates. For many years it has required sixteen units for graduation from the academy or preparatory course. The unit of measure for work done on the college course had been the subject which usually meant the amount of work which could be done on one of four subjects in a term of twelve or thirteen weeks. Forty-eight such subject units were required for graduation. This measure was changed to the standard semester hour in 1914. It is now easy for students having done a certain number of semester hours to have them fairly evaluated in other schools. At the same time one hundred twenty-eight hours were fixed as the requirement for graduation, which number is usually required by the best colleges and universities.

Departments of Instruction.

The college from time to time has conferred the degree of Bachelor of Science on those of its graduates who have done the larger part of their work in the field of science. For the past six or seven years, however, it has encouraged the majority of its students to work for the Bachelor of Arts degree, with major work in any one of the following departments: Social Science, Philosophy and Education, Foreign Languages, Chemistry and Physics, English, Mathematics, Biological Science, Home Economics.

The Normal department has always been one of the most important in the school. It has had a larger number of graduates than any other department. The service of these graduates in elevating the school interests of this part of the state has been especially marked. For the past thirty years many of the supervisors, principals, superintendents and other school executives in Central West Virginia have had a part or all of their special training in Salem College. In the early years of the school the degree of Bachelor of Pedagogy was conferred on graduates of the Normal department. The work required for this degree never represented the equivalent of that of a regular college degree. Rather it paralleled very closely the requirements for the Normal course in the various State Normal schools. Such a degree has not been given for many years. All graduates of the Normal

department now receive a diploma similar to that conferred in the Standard Normal schools of the state.

Home Economics was first introduced in 1914. The work was at that time meant especially to meet the needs of normal students who were required to have six or eight hours in this subject. Interest in it grew until in 1921 a two-year diploma course was offered by that department. In June, 1922, the first graduate of the department received a diploma.

A Music department was established at the opening of the school and has been maintained continuously. Its graduates receive either a certificate or a diploma according to the amount of work done. In recent years two teachers have been giving their entire time to the work of music and one or more additional teachers have given part time to it. At present a director is in charge of the entire department with special teachers for the various kinds of work. Regular instruction is given in voice, pipe organ, piano, violin, and other stringed instruments, and all band instruments. Special attention is given to the Department of Normal Music.

Conferring Degrees.

All degree graduates have for many years been held to a strict compliance with the requirements of the best degree-conferring institutions. This applies both to quality and to quantity of work done.

The college has pursued a conservative policy in conferring honorary degrees. Only those have been chosen for such honor who have demonstrated in some very evident manner high scholastic attainments and great public service. Out of the entire thirty-three commencement exercises held, only eight have witnessed the conferring of such honorary degrees. They have been conferred for special service in the affairs of church, school and state.

Summer School.

A summer session was first held in 1910. The number of students enrolled was seventy-three. Only three teachers were employed. The summer school met a number of important needs. It gave to teachers who must continue to teach each winter an opportunity to further their education. It gave to students who on account of sickness or other causes had fallen behind in their regular classes an opportunity to make up work. It also gave to a few pupils who entered the school with advanced standing, an opportunity to complete the regular course in less than the standard number of years.

The attendance at the summer sessions did not increase greatly until about 1920. At that time the need for trained teachers had become so acute in the state that the State Department of Education at Charleston passed an order granting temporary certificates to all high school graduates who would take the summer term, devoting the time chiefly to professional subjects. This order, together with the rising tide of interest in the work of the college, swelled the attendance in the summer of 1922 to four hundred fifty-two. For that session ten teachers were required. A large majority of those students taught in the public schools of the state during the following school year. It would be difficult to estimate the service which comes to the children of the state through the careful training of so large a group for even a quarter of a year. All the facilities open to normal students during the regular year are provided for these summer sessions. A model school with trained critics offers excellent opportunities for observation and practice.

Extension Work.

In 1919 the college provided for the organization of an extension class in Clarksburg. The members of the class were largely teachers who wished to get a few hours of college credit while they were teaching. The experiment seemed so satisfactory that other classes were soon organized. The subjects offered have usually been professional or semi-professional from the standpoint of the teacher. Boards of education and superintendents have felt the value of this work and have encouraged their teachers to join such classes. In some cases a monthly bonus has been given to such teachers. Frequently young ministers and young mechanics and business men have joined these classes. Since the beginning at Clarksburg in 1919 classes have been organized at Bridgeport, West Union, Pennsboro and Lumberport.

Salem College and the World War.

A history of Salem College, however brief, would not be complete without some reference to its service in the late world catastrophe. A flag with one hundred forty-five stars hung for many months in the front of the auditorium. During that time eight of those stars were changed to gold ones. The names of the brave young men who made the supreme sacrifice are now recorded on a memorial tablet which hangs in a conspicuous place in the reading room.

Members of the College Board, of the faculty, and of

the student body did important work in behalf of the various liberty loans and draft boards. During the war and during the first years of the reconstruction period, all effort to raise money, even for current needs, was abandoned in favor of the government and in favor of the starving peoples of the "Near East" and southeastern Europe. The students themselves have often taken the initiative in these drives for humanity's sake.

During the war period the loss in attendance lessened greatly the college income. The diversion of gifts to other needy fields made it much worse. The slump in the purchasing power of the dollar made the income from the small endowment count for less than formerly. Many unpaid pledges on previous indebtedness were made impossible of collection on account of the shift of economic values. All of these abnormal conditions, coming together at a time when patriotic sentiment denied to college authorities the privilege of planning campaigns to meet them, made deficits grow at an alarming rate. There are at present, however, many evidences of returning prosperity which will make possible new pledges to cover past deficits as well as meet new needs in permanent endowment. No official connected with the college regrets the emphasis put on war-time activity. The college exists only for the service it can render. It is true, however, that it must now look well to provisions for perfecting this service. It is the hope that this brief story of a glorious past will lead men of this generation to make possible a more glorious future.

Salem College Non-Sectarian But Deeply Christian.

It is fitting to say that Salem College teaches consciously the principles of peace and the principles of the "Prince of Peace." It has always been non-sectarian in all of its teaching and must ever remain so. Nevertheless it does attempt, in class and out of class, to develop evangelical Christianity. There is no place on its faculty for a skeptic or an agnostic. The teachers from its beginning to the present represent a wide range of denominations. There are now seven different denominations represented on the faculty. These conditions are typical of those that have always existed in the past. The same thing is true of the Board of Directors. Men from any denomination are eligible to its membership.

The writer of this brief sketch acknowledges his inability to give these truly heroic events a proper perspective. Until a more nimble pen can be found to record them the readers' imagination must supply to chronicled facts the true glory of their original setting.

FIRST BOARD OF DIRECTORS

Elected January 21, 1889

Rev. John L. Huffman	Flavius J. Ehret
Edgar S. Davis	James N. David
David M. Boyer	Frederick M. Swiger
Asher S. Childers	Jesse F. Randolph
Charles N. Maxson	George W. F. Randolph
Herman B. Davis	Granville H. Davis
William B. Van Horn	James Tonge
Lloyd F. Randolph	Festus P. Ford

OFFICERS OF THE BOARD OF DIRECTORS

Elected on the same date.

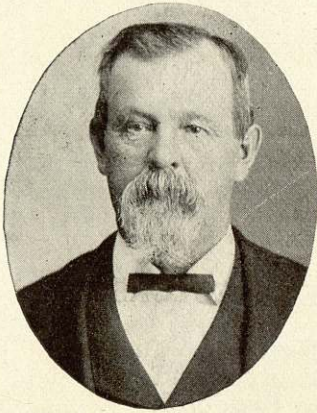
Jesse F. Randolph	President
Levi B. Davis	Recording Secretary
Franklin F. Randolph	Corresponding Secretary
Preston F. Randolph	Treasurer

PRESENT BOARD OF DIRECTORS

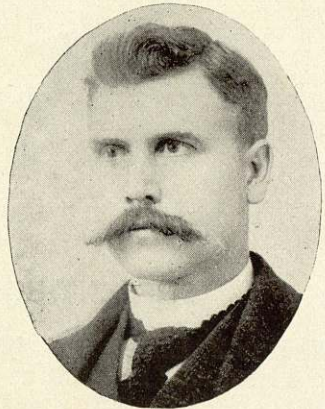
Flavius J. Ehret	M. Hoffman Van Horn
J. Alexander Randolph	S. Orestes Bond
Ottis F. Swiger	Clete Randolph
Rev. Ahva J. C. Bond	Lucian D. Lowther
Charles A. F. Randolph	Glenn L. Ford
Owen T. Davis	Edward B. Robinson
Hon. Jesse F. Randolph	S. Orlando Davis
(Elected a Trustee for life)	Dr. Edward Davis
Dr. Elsworth Childers	Jennings F. Randolph
George H. Trainer	M. Wardner Davis
Earl L. Ford	Ernest O. Davis
Rev. Herbert C. Van Horn	Roy F. Randolph
Thomas M. Bond	

OFFICERS OF THE BOARD OF DIRECTORS

Charles A. F. Randolph	.....	President
George H. Trainer	.....	Vice-President
M. Wardner Davis	.....	Secretary
M. Hoffman Van Horn	.....	Treasurer

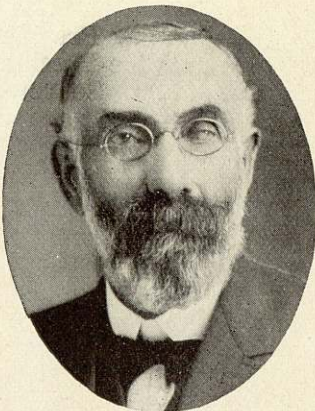


JESSE F. RANDOLPH
1888-1892
1894-1906

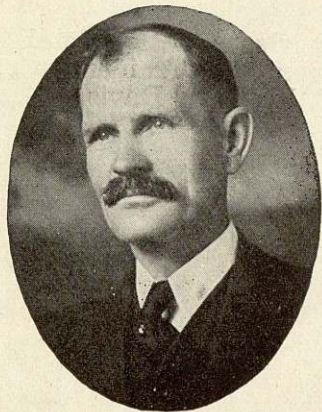


C. LATON FORD
1892-1894

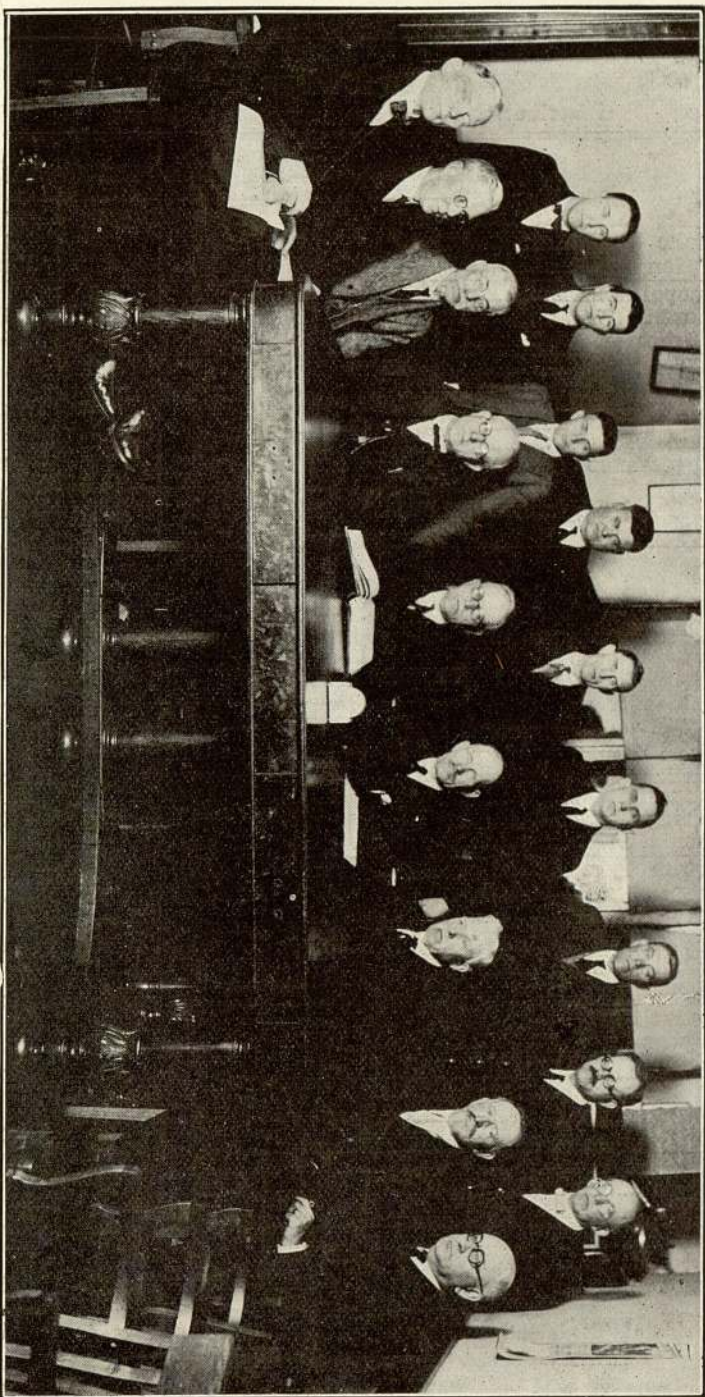
PRESIDENTS
OF THE
BOARD OF DIRECTORS



WM. B. VAN HORN
1906-1912



CHAS. A. F. RANDOLPH
1912—



PRESENT BOARD OF DIRECTORS

TABLE NUMBER I
Distribution of Students by Denominations.

	1919-20	1920-21	1921-22	1922-23	1923-24
Baptists	92	140	238	293	296
Catholic	10	12	13	20	14
Christian	15	21	22	32	40
Episcopal		1	6	12	3
Lutheran		10	12	7	15
Methodist	90	150	209	300	271
Presbyterian	12	9	10	22	30
Seventh Day Adventist		1	1	2	2
Seventh Day Baptists	66	75	72	82	71
United Brethren	18	36	40	52	84
No preference	2	10	9	15	14
Total Registration	305	465	632	837	840

TABLE NUMBER II
Distribution by Counties.

	1919-20	1920-21	1921-22	1922-23	1923-24
Barbour	2	2			1
Braxton	1				4
Brooke	1				
Calhoun			1		
Doddridge	28	42	70	90	92
Gilmer	1	2		1	5
Harrison	236	363	442	601	613
Jackson	1	1			
Jefferson			2		1
Lewis	8	4	8	15	15
Marshall		1	1		2
Marion		1	1		
Monongalia			2		1
Pleasants					1
Preston	2		2	2	
Randolph		2			6
Roane			2		1
Ritchie	7	17	56	64	53
Taylor	2	7	13	3	5
Tyler	3	1	2	7	3
Upshur	1	1	3	4	3
Wetzel			3	19	10
Wood	2	3	2	3	4
Other States	10	18	22	28	20
Total Registration	305	465	632	837	* 840

* This number will be slightly increased before the end of the year.

TABLE NUMBER III.
Distribution of Graduates by Courses.

	Honorary	A. M.	A. B.	B. S.	Ph. B.	Standard Normal	Short Normal	Preparatory	Home Economics	Business	Music	Art	Totals
1891	1					2				5			8
1892								6		12			12
1893						2				16			24
1894			1					4		14			19
1895						2							2
1896						3							3
1897			4	1	1	1					1		8
1898						2					1		3
1899						6					1		7
1900						3					1		4
1901						6							6
1902	1	1				3							5
1903			4										4
1904	1		2			4							7
1905						3					1		4
1906				3		2					5		10
1907				2		7					6		15
1908			1			4					2		7
1909						5		1					6
1910	1					10		7			2		20
1911	1		1			18		6					26
1912	3			1	2	17		6			3		32
1913	1		1			31		8			3		44
1914	1	1	1			23		18			4		48
1915	2		2	2	1	24		28			11	1	71
1916			12			32	13	29			3	3	92
1917			7			24	17	20		2	4	2	76
1918	1		5			6	15	12			2		41
1919			4			8	8	12			4		36
1920			7			5	9	23			4		48
1921			7			17	5	14			7		50
1922	1		11	1		19	29	31	1		9		102
1923			25			22	55	36	8		6		152
Totals	14	2	95	10	4	311	151	261	9	49	80	6	992

*There are 246 duplicates which leaves a net total of 746 graduates.

†Those listed under Business include also those who took the course in Telegraphy.

‡Those listed under Standard Normal before 1909 received the degree of B. Ped., but it was not much beyond the Standard Normal course.

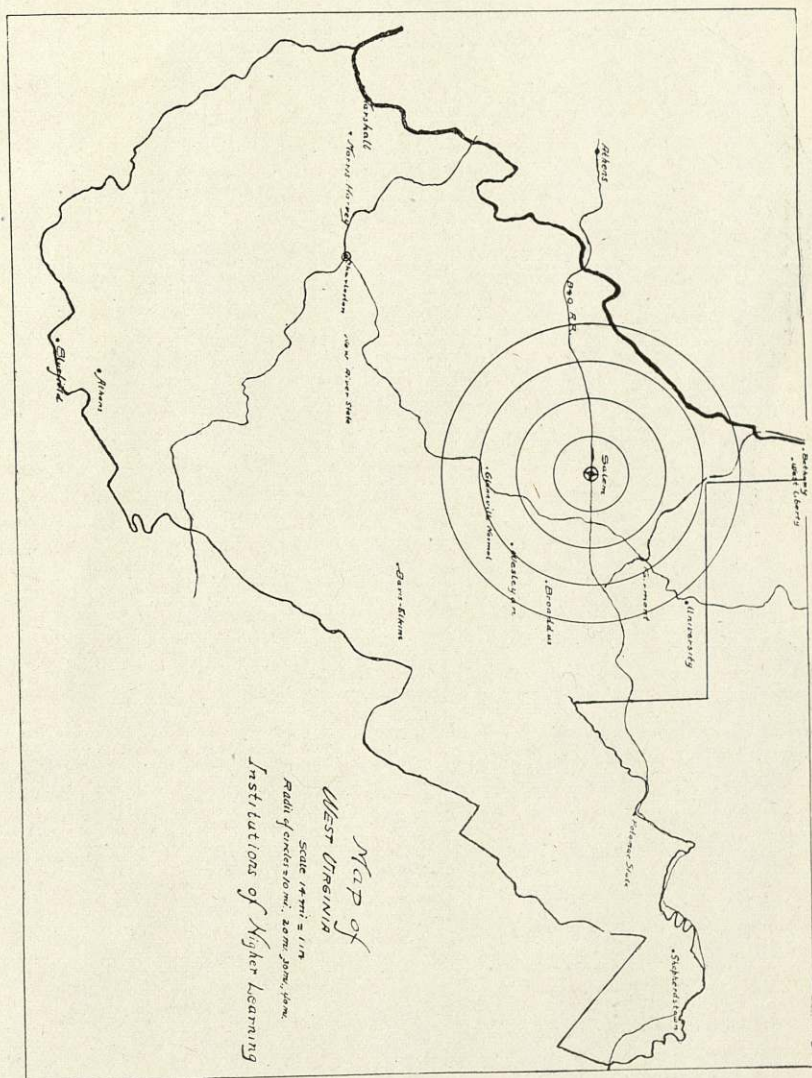
TABLE NUMBER IV.
Distribution of Graduates by Occupations.

	Ministers	Teachers	Lawyers	Physicians	Home-makers	Business Folk	Farmers	Students	Other Callings	Totals
1891	1	1			1	4	1			8
1892		1				4	4		3	12
1893	1	5			1	11	4		2	24
1894		1	2	1	4	6	2		3	19
1895		1				1				2
1896		2				1				3
1897		2		3	1	1			1	8
1898			1		1	1				3
1899		3			3	1				7
1900					3					4
1901		1	1		2	1	2			6
1902		3		2						5
1903	1	2			1					4
1904		2	1	1	1		2			7
1905					2	1			1	4
1906	1	2			3		2		2	10
1907		6		2	4	3				15
1908		3		1	1				2	7
1909		3			2		1			6
1910		8		1	9	2				20
1911	1	10		2	10	2			1	26
1912	1	13	2	1	9	3	2		1	32
1913		14			21	6	2		1	44
1914	1	13		4	19	7			4	48
1915		27	2	1	25	10	3	1	2	71
1916		38			30	14	2		8	92
1917		42		2	21	6	2	1	2	76
1918	2	24		2	7	3	2		1	41
1919	1	19			11	2		2	1	36
1920		30		2	9	2		1	4	48
1921		35			11	1		3		50
1922	4	67			6	3		19	3	102
1923	2	117			10	3		19	1	152
Totals	16	495	9	25	228	99	31	46	43	992
Duplicates	6	137		5	57	18	2	14	7	246
Net Totals	10	358	9	20	171	81	29	32	36	746

NOTE: Since individuals sometimes change their vocations the above table may not be entirely correct.

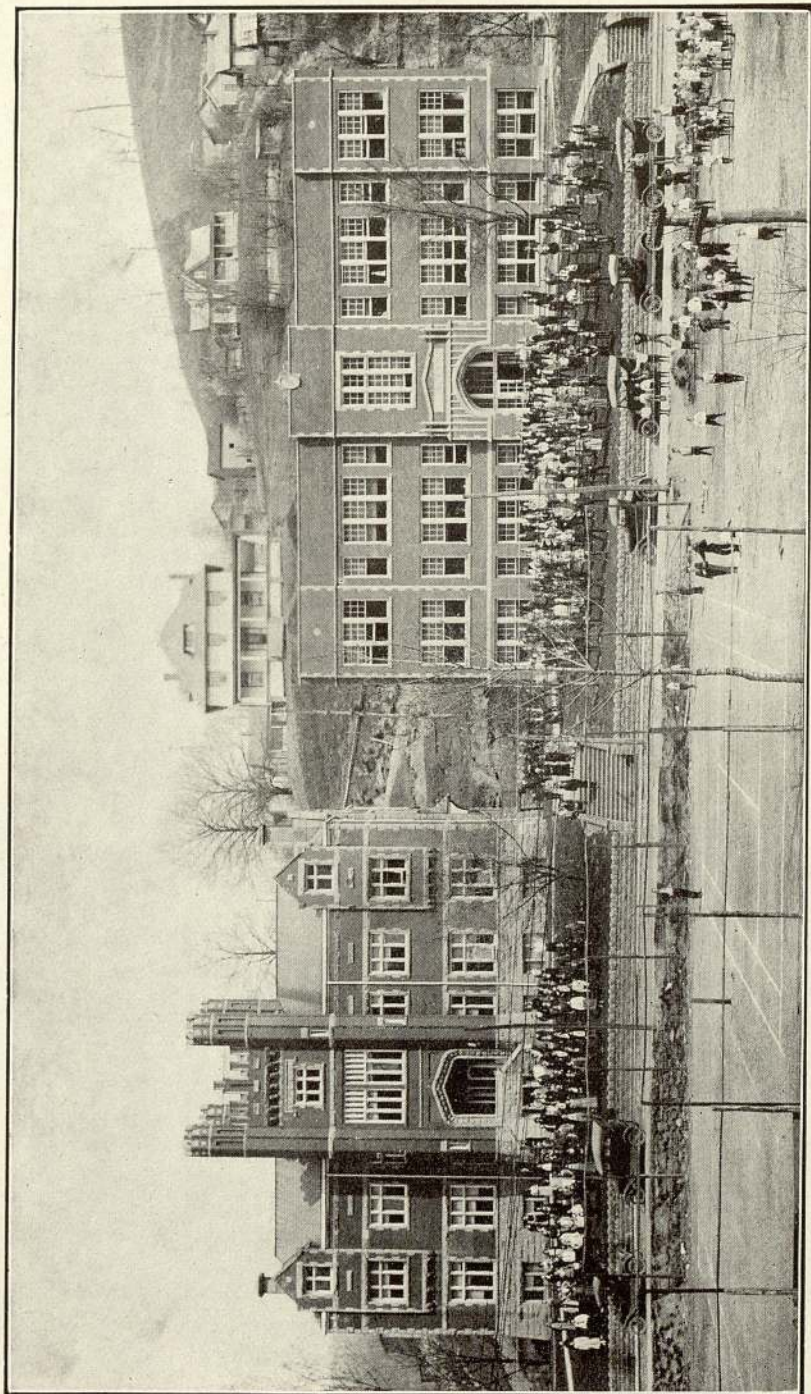
The group included under Homemakers have nearly all taught before becoming Homemakers.

WEST VIRGINIA SCHOOLS OF HIGHER LEARNING.





FIRST COLLEGE BUILDING AND STUDENTS.



PRESENT COLLEGE BUILDINGS AND STUDENTS, 1924.

THE PRESENT.

IT is always a difficult problem to adequately interpret the present. It has grown out of the past but it looks into the future. What is, determines in no small degree what is to be. For the sake of a clearer analysis of the college's present, the following heads will be considered in turn: Present physical facilities, as buildings, grounds, equipment and endowment; present teaching force; present service; and present indebtedness and how to meet it.

The Plant.

The present plant, including grounds, buildings, equipment, and furniture, is a gift of the past. At a very low valuation, the net value is \$195,000. The past provided also for the present endowment which amounts to more than \$62,000. This places at the disposal of those charged with the present responsibilities of the college something over \$257,000 in assets. When one considers the limited resources of the small group of people who provided these things, one can not but exclaim, a magnificent gift! The plans, material and workmanship, all proclaim faith in a glorious future.

It is true that many parts of the grounds show evidences of neglect, and very little perhaps would satisfy the trained eye of the landscape artist. The reason for this condition is not far to seek. The funds available will not supply all of even the most pressing necessities. Graduating classes have, from time to time, contributed small units toward the great program of beautifying the campus. The college seniors of 1922 provided an excellent cement walk leading from the street to the west entrance. The seniors of 1923 followed their example by presenting the beautiful Biddlestone flower box at the front entrance of the Administration building. These and many previous classes have planted trees and otherwise helped to replace neglect and ugliness with convenience and beauty.

Those who work year after year in the college, either as students or teachers, do not envy those who have better things. They do wish, however, that some who spend so extravagantly on private grounds could know of the blessing that thousands of young people would experience from a beauty gift for the college campus.

The Faculty.

The present teaching force must seem large to those who knew the college twenty-five years ago, with its faculty of six or eight members. There are now twenty-seven on the payroll, though a few are for part time only. The same self-sacrificing spirit as of old possesses the teachers. They take all the classes they can and then take some more, just because a group of earnest young people needs another subject in a given department.

Nearly all the teachers have done post-graduate study. Some have had as much as four or even six years beyond the A. B. course. Breadth of scholarship and experience each count for much in this day of specialization. The small pay envelope at the end of the month does not lessen the amount of the service rendered. The frequent resignations are nevertheless an evidence that there is a reasonable limit to the time which the average teacher, with no other income, can afford to remain. The teachers seldom complain of the inadequate salaries. They know the difficulties of the college and try hard to content themselves for the time being with a salary which often provides for only the most meager necessities of one holding such a position.

The present faculty is inadequate to meet the pressing needs of the service demanded. Each part-time instructor now employed should be giving full-time service and at least four more teachers should be added. The classes are of course not so crowded as in some larger institutions, yet many would be the better by being divided. The teaching hours of the instructors forbid such divisions at the present time except in the most urgent cases. Probably the teacher problem, both as to increase of the force and more adequate pay, is now the most difficult one.

Present Service.

The third division suggested for this discussion is the present service of the institution. This is, in some ways, the most difficult to set forth. The real use of the buildings and equipment, and the aim of the faculty, is service. The primary purpose is service to those enrolled as students. Perhaps a cross-section of the year's activities may illustrate this. A co-operative boarding club in the basement of the Administration building is always ready to feed the hungry at a minimum cost. Long lists of approved rooming places are on file at all times, and various members of the two Christian Associations are al-

ways ready to assist in finding suitable homes for the new-comers.

All teachers are willing and even glad to give extra help to any student at any time possible. Near the beginning of each year teachers are chosen to act as special advisors for the various classes. Such teachers, in a very true sense, become not only intellectual but moral, social and spiritual advisors.

The courses of study provided meet the needs of all for a liberal education, enough special courses being added to satisfy all except those who wish to take up extremely technical work. The college degree course provides for major work in any one of eight departments. The Home Economics course and the two Normal courses provide for needs common to the community.

Students who take the degree course find ready recognition in other states and in other schools, either as teachers or as post-graduate students. Those completing the shorter courses are granted certificates by the State Department of Education which entitle them to hold certain teaching positions, and receive certain salaries provided by state law.

All kinds of clubs and other organizations exist for the purpose of developing the special aptitudes and tastes of each student. At least fourteen of these organizations are active this present year. Membership is voluntary but students are urged to join at least two such societies.

In addition to musical, literary, scientific and religious organizations, there are athletic groups, active in all the common college sports. A skillful and efficient coach is provided, who takes a personal interest in each student willing to train for the contests.

The social gatherings have many purposes. The first is the added pleasure and profit given to school life. They increase the number and deepen the quality of one's friendships. They strengthen the ties that are to bind students together in life's fellowships. These associations, when prevented from becoming clannish and exclusive, do much toward laying a foundation for community brotherhood, and give poise and grace to the inexperienced student. At all college functions of this nature the management strictly forbids types of entertainment commonly tabooed by those interested in the highest moral development. The many kinds of wholesome games and other forms of innocent entertainment are encouraged.

Each year there are social gatherings to which all members of the school are invited. Such large occasions are

usually arranged by the executives of the school, the Christian Associations, the Faculty, or the Student Federation. Other groups, as for example the classes, meet at suitable times for an hour's pleasure. Simplicity in dress marks all these occasions.

The students have the privilege of hearing some of the best lecturers and the best musicians on the American stage. These are provided through a regular lecture course and through special attractions secured at times by the college itself and at other times by the various organizations of the school or town. All these things do much to broaden the student's outlook on life, and tend to give him a sympathetic attitude toward world problems and world needs.

Certain students are frequently appointed to represent the school in state, national, and international gatherings of special interest to young people. Four students have recently returned from the International Student Conference at Indianapolis. They occupied the chapel period each morning for practically a week, giving most interesting accounts of this great meeting.

The admirable team work of the entire school is seldom weakened by factional dissensions. Unity of purpose has carried us over many a difficult place. Citizens trained in such an atmosphere prove valuable assets to the community and to the state of which they are a part.

The world is now in sore need of a citizenry that can develop to the fullest extent individual efficiency without loss of interest in the greatest good to society as a whole. Salem College is running to practically its full capacity turning out such citizens. The community, the state, the world, offer them positions of responsibility in which they may serve largely and those who have gone out testify to the fine qualities of those who are now in preparation.

The school has not only radiated culture and refinement in society, but it has given permanence to the community that would have been secured in no other way. It has furnished many leaders in state and nation. The material now in school is full of promise. On a board of eighteen members representing the student interests of all the schools in the United States, Salem College has one. The young man carrying this responsibility was recently called into council with this board for four days during which time the solution of many reconstruction problems was considered. Two years ago at the initiative of Salem college students, there was organized the West Virginia Intercollegiate Press Association. A year later a State Forensic Association was organized in the

same way. This latter organization has arranged for its first annual contest in which is to be represented practically all the schools of the state, and which is to be held in Salem College, some time in May. It may thus be seen that the young people who are today sharing the blessings of this institution are not inferior in purpose or in accomplishment to their brothers of former days.

The loyalty and love of the students have in the past few days been most beautifully and practically expressed by a voluntary gift to the college representing some hundreds of dollars. The thing which occasioned this gift was the knowledge that the year's deficit was becoming embarrassing at a time when a general call for relief might hinder the endowment program.

Viewed from many other possible angles it would be easy to extend this account of present accomplishments into a volume. What is written must suffice to give the reader some knowledge of our day by day activities.

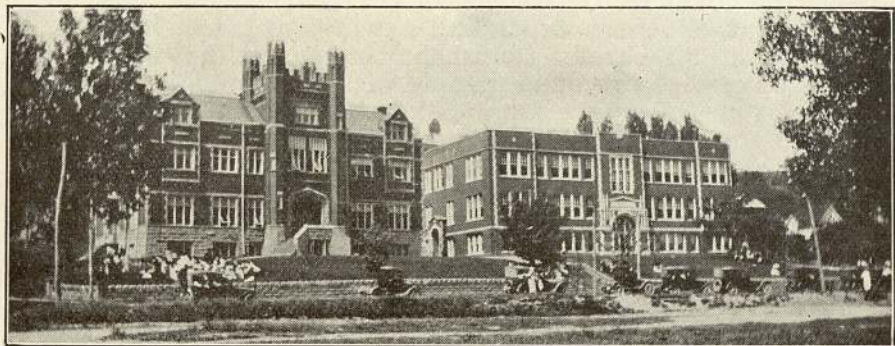
Solving the Debt Problem.

The writer, however, would be untrue to the future if he did not make some statement concerning the present financial difficulty. The least thoughtful knows that such a work requires money in sums totally unthought of by the founders of the school. The deficits must ever grow larger in this expanding service until sufficient endowment is secured. Retrenchment means the sacrificing of service to young people of these hills in whose veins runs the purest Anglo-Saxon blood on this continent. Such an action would be unworthy of our magnificent past, and of our faith in the future.

It must needs be said, however, that faith in the future when reduced to its simplest terms means faith that godly men and women will dedicate some of their present blessings to present and future needs. The present indebtedness is between forty and fifty thousand dollars. While this does not yet endanger the plant, it does handicap the work of the school. Interest must be paid, notes must be renewed, and current bills must be met. The future of the institution hinges on the solution of this its most difficult problem. Thirty days would be ample time in which to secure from friends of the college subscriptions to cover the present indebtedness, if such subscriptions would solve the problem of future needs. But it would mean only temporary relief. The present effort of the Board of Directors and of the faithful alumni looks toward an endowment sufficiently large to pay all current

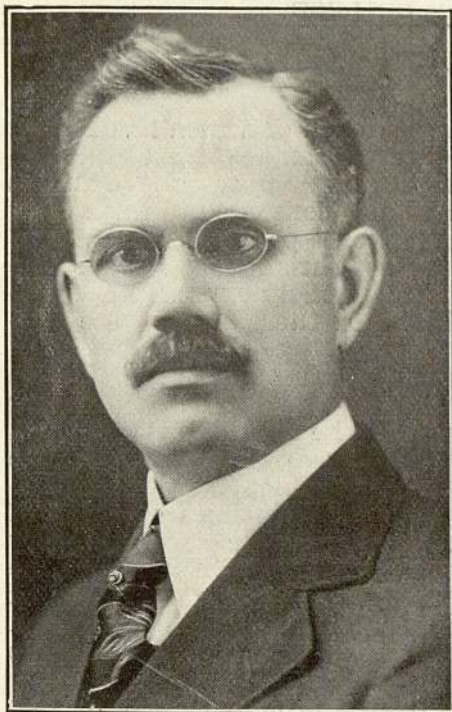
expenses in an enlarging service, and at the same time pay off the present obligations. Such a program looks to a future of permanence and security.

Some who read these lines will doubtless want to give toward the discharge of these obligations of indebtedness. Perhaps this will be especially true of those who were students here when such obligations were being made. Others will be glad to place their gifts in the permanent funds which will continue to work for humanity as long as youth need to be educated. In either case the gift will help to solve the most difficult problems of the present.



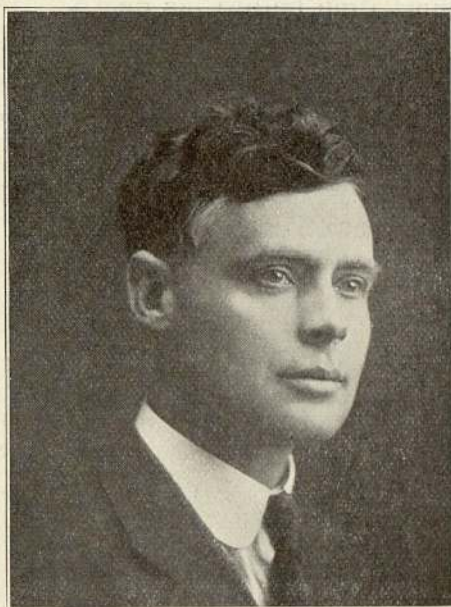
ADMINISTRATION BUILDING.

HUFFMAN HALL.



M. HOFFMAN VAN HORN
Dean of Salem College.

ORLA A. DAVIS,
Principal of Salem Academy.



KINDLY TRIBUTES.

TWO years ago five persons, each of whom had known Salem College from different angles, were asked to write frankly their opinions concerning the college and its work. They responded, and also consented to have their letters used in any way that would promote the cause of education. In the interest of Christian education, the writer of these lines wishes to publicly express appreciation of the kindly way in which these men wrote concerning the institution.

The first letter reproduced came from Dr. D. C. Louchery, who, for nearly twenty-five years, was a leading physician of Salem. Late in life he moved to Clarksburg, where he continues to practice, giving most of his time to special cases of eye and ear trouble. Few men have known the college more intimately during its period of existence than has Dr. Louchery. His words carry special weight because he saw the school established, he knows its entire history, and he knows the character of its graduates. His deep and abiding interest in education has made him far more conversant with the work of the institution than the average citizen.

The second letter came from a prominent man of this county, the Hon. E. F. Garrett, and was written only a short time before his death. He was one of the early graduates and distinguished himself both in the profession of the law and the Christian ministry. He had a mind capable of serving in almost any capacity. He chose, however, to serve the people of his own county and community, as his Alma Mater has done. His letter shows his interest in the things that endure. One of Mr. Garrett's last requests was that his only daughter should be sent to Salem College.

The third letter was written by Mr. C. A. Coffindaffer, who represents a combination of business interests centering around agriculture. He attended the college in its early days and has since sent six children to it. Since these have usually done both preparatory and normal or college work, there have been from one to five members of this family in the school constantly for more than ten years. One daughter, graduating this year in the degree course, has been here for practically eight years. It would be difficult to estimate the value to the world of a family of trained young people such as this. If the college has simply inspired one such family to radiate culture, refinement, and service, its founders have not lived in vain.

Hon. J. E. Law, of the firm of Law and McCue, Attorneys-at-Law, wrote the fourth letter. He, like Mr. Garrett, was one of the earlier graduates who soon became distinguished in his chosen profession. His letter is doubtless typical of what scores or perhaps hundreds would say if interrogated. His loyalty is founded on a feeling of the genuine worth of the institution.

The last of these communications came from the Reverend Dr. John H. Howard, now of Shadyside, Maryland. Dr. Howard had known of the college for many years, but his intimate knowledge began in the autumn of 1920, when he came to Salem as pastor of the Methodist Episcopal church. His own scholarly attainments, together with his interest in young life, soon brought him into the closest touch with the work of the college, which touch he continued during his pastorate in the city and has since continued. His thorough scholarship and wide and varied experience should make his words specially significant.

Clarksburg, West Virginia,
February 3, 1922.

Dr. S. O. Bond,
Pres. Salem College,
Salem, W. Va.

Dear Doctor Bond:

When the West Virginia Wesleyan College was originally founded, about thirty-five years ago, Salem competed so earnestly for the school that four of the nine men selected as a committee to locate it cast their votes for Salem. So the people of Salem came near securing the school. The Seventh Day Baptist people earnestly and generously supported the cause.

About one year afterwards, Jesse F. Randolph, George F. Randolph, Lloyd F. Randolph and Asher Childers inquired of us whether or not we would assist them in establishing a school under the patronage and management of the Seventh Day Baptist Church, and we heartily encouraged the undertaking. A frame house, costing four or five thousand dollars, was built for the purpose, and Salem College was established under the teaching and direction of Elder Huffman, a man of broad views and a pulpit orator of the old times. It was a very small beginning, but that was a day of small things and little money. The college began to grow and flourish with such increased influence and power that all of us were

proud of the institution, and I learn it has so increased attendance that it now has a matriculation of more than three hundred pupils.

A very great influence has been exerted by this school in educating and developing the minds, hopes and characters of many young students. It has contributed largely to the number of business men, lawyers and doctors in Clarksburg, and it now, more than ever, deserves our support and patronage.

When the above-named men approached me about the founding of a college I was astonished at the temerity and boldness of a religious sect in establishing a school among so small a body of its people. However, statistics show the Seventh Day Baptist people lend more interest and support to their institutions of learning, in proportion to their numbers and financial ability, than any other Christian body in the United States.

Long may the school prosper and continue its incomparably good work, and may it always deserve and receive the support and patronage of all the people and all the churches within its vicinity and surroundings.

Very truly yours,

(Signed) D. C. LOUCHERY.

Clarksburg, West Virginia,
January 25, 1922.

To Whom It May Concern:

I attended the first term of Salem College, more than thirty years ago. I have known of the college and its work during all the years of its history, and am glad to speak a good word for an institution which has rendered the highest service to the cause of Christian education and citizenship.

The teaching force, the ideals cherished, the character of the student body and of the community, and the work done, have been, and are, of the highest quality. Salem College has high rank among the schools of higher learning in West Virginia, and is well and favorably known without the state. It does not claim to be a university, but it provides preparatory, normal and collegiate courses of standard grade, taught by teachers of more than average character and efficiency. Those having young people to be educated, and, as well, those having money for profitable investment, should investigate the opportunities which this college offers. Within the four or five states with which I am acquainted there is no

better place for the investment of money in Christian education.

Sincerely,
(Signed) E. F. GARRETT.

Miletus, West Virginia,
January 24, 1922.

President S. O. Bond,
Salem, W. Va.

Dear President Bond:

In reply to your letter concerning my estimate of Salem College, may I say that taking our normal and denominational schools the state over, I think there are none better than Salem College. I believe that it is putting out as many efficient teachers as any school in the state, perhaps more. Our best teachers in Union District are its graduates.

I was a student of Salem College twenty-seven years ago. I am proud that my children have access to the school and can have it for their Alma Mater.

Sincerely yours,
(Signed) C. A. COFFINDAFFER.

Clarksburg, West Virginia,
February 4th, 1922.

Prof. S. O. Bond,
Salem, W. Va.

My Dear Sir:

Replying to your letter of recent date, I desire to say that I shall regard Salem College as my Alma Mater, notwithstanding after I left your school I spent four years in our State University.

The close relationship between the teachers and the pupils, the community of interest which exists among the students, the spirit of the community towards the school and institution, go to make up and constitute what might be termed the spirit of the school, which is not duplicated in schools situated in larger cities and having a large student body.

In the larger schools the personal touch and individual influence is negative, and it has always seemed to me that little is done to ground the student in the great facts and principles of the philosophy of life and the purpose of living. In my opinion, the location of Salem College, its surroundings, the limited number of students and the disposition of the faculty to make their work and their in-

structions direct to the student, all combine to make an ideal place for the education of young men and young women.

With kind personal regards, I am,
Very truly yours,

(Signed) J. E. LAW.

Shady Side, Md.
January 28, 1922.

Dr. S. O. Bond,
Pres. Salem College,
Salem, W. Va.

Dear Doctor Bond:

My appreciation of Salem College is expressed when I say: If I had sons and daughters of college age and attainments, I would send them to Salem, W. Va., to secure an education, if they were not already there.

Taking it all in all, I regard Salem College as a most desirable school for both young men and women. Its teaching is safe, sane, and thorough. It is a Christian college, and while it was projected and fostered largely by a particular denomination, it is perfectly free from the spirit of sectarianism. In my relations with the college, I was never able to discover anything but the very best religious atmosphere without the smallest degree of churchianity. It is certainly worth while to have a school distinctively Christian, but where the Bible is not in the realm of debate.

Should this fall under the eye of any man or woman with money to invest, permit this writer to say, that there are no stocks or bonds of any kind half so remunerative as an investment in brains and character such as the output of Salem College. A quaint philosopher said, "It is the best investment I ever made because it pays a handsome dividend every time I think about it."

Sincerely,

(Signed) JOHN H. HOWARD.

FUTURE.

PAST history and present status are the best criteria for any statement of the future. When opportunities for higher education were meager everywhere and when there were no such opportunities for the young people of this section of West Virginia, the need for Salem College was apparent to all thoughtful persons. Thirty years ago the great problem was to get young people into school. The securing of the mere necessities of life was then quite difficult and usually required the combined efforts of all members of the average family. Today all this is changed. Going to school is the rule, not the exception. The great problem now is to provide schools to care for the hosts who yearly seek higher learning.

State universities and practically all older privately endowed universities find themselves completely swamped with students. They are becoming unwieldy because of the large attendance. The need for the small college is increasing rather than diminishing.

Salem College aspires to be a small college affording large opportunities. Efficiency experts have reckoned that with present day needs and present day facilities for equipment and organization, the small college should provide for five hundred to eight hundred students. This number may be easily obtained from this immediate college neighborhood, which includes three or four counties. If Harrison County should choose to do so it alone could fill the college to overflowing if only one-fourth of its high school graduates desired to go to college.

Expansion Necessary.

There are many ways in which to show the growth in attendance during recent years. In the early part of October of each year before the school is scarcely started the State Department of Education asks for the enrollment. The past five years show the following reports during early October: 188, 224, 283, 305, 330.

The enrollment at the summer sessions is also a measure of growth. It shows 89, 149, 263, 452, 450. The net enrollments of the past four years, which include all students who have been enrolled in any department of the college during the year, are as follow: 305, 465, 632, 837. The present year will doubtless reach 850.

These figures show a growth that necessitates rapid expansion of the teaching facilities. This has been made

very largely on faith that those can be found who will provide the needed funds to make this expansion permanent. Each generation makes its contribution to the permanent good of the world. Dangerous wild beasts and poisonous reptiles have largely been destroyed. The lands have been cleared and their cultivation made easy. The present generation should esteem it a privilege and a duty to make a liberal cultivation of the mind not only possible but relatively easy for all.

Salem College does not aspire to draw students from distant lands or far-away states. Rather it desires to furnish the best possible facilities to the young people of central West Virginia. If educated at home they are more likely to spend their lives at home helping to build up home institutions and to develop home resources. If this and other small colleges within the state will give broad and thorough cultural courses, the State University will have more time and opportunity to develop its highly specialized and technical schools.

Salem College further desires that its future may be as rich as its past has been in the development of those stalwart qualities of manhood and womanhood which have always been the backbone of civilization. It wishes to so enrich and expand its work as to be able to fit the average student for a life of usefulness and happiness and also to give a broad cultural foundation to those who wish to take advanced and highly specialized courses.

To launch an institution such as Salem College required heroic faith. It was not founded for a single generation but rather for all the future. Its founders believed that the youth of their own day and the youth of generations yet unborn would profit by the opportunities thus provided. They believed that the generosity of the rank and file of men a third of a century ago would build the institution, and they also believed that the generosity of others who would follow them would maintain and enlarge this work. Men with limited means have given most generously, and they will doubtless continue to do so. The time is now here when the work of the college must be put on a more permanent foundation. Endowment must be secured that will relieve the strain which board, faculty and administrative officers feel at all times. Much of the energy and thought now spent on problems of finance can then be spent on problems of efficiency in service.

Professorships.

There are many needs which will doubtless make their appeal to different people but they will be discussed here in the order of their importance to the immediate future. The largest item in the yearly budget is and must ever continue to be the salary item. "As is the teacher so is the school" is an old saying but it remains true. Commodious buildings and modern equipment will always be of great importance but the efficient teacher will continue to be, for all time, the determining factor in all good schools. Thus the first need of the college is endowment in the form of professorships or in some other form that will insure reasonable salaries for well prepared teachers.

The Board of Directors has fixed \$40,000 as the amount necessary to found a professorship. Four or five per cent interest on that sum would not give to one who had spent the first twenty-five years of his life and many thousands of dollars getting ready for the position a very lucrative income, but it would give the assurance of a living not wholly dependent on the generosity of the people from year to year. In order to provide for growth that is already practically assured, the school needs within the next five years, twenty such professorships or their equivalent in non-conditional endowment for salaries alone. Donors may name these and thus, through them, continue to live as long as youth are to be schooled. No monument, however magnificent, erected in a cemetery for the dead, would call the attention of later generations to a life as would such a provision. When the children to the hundredth generation shall have been blessed by this gift, it will be as powerful as on the day on which it was given to this great cause. According to Mr. Babson and many close observers and careful investigators, large sums of inherited money are not always a blessing. Indeed, statistics show that in a host of instances such inheritances have been a curse to individuals. It is almost never so with benefactions for institutions whose purpose is high service.

Dormitories.

The second need of the institution is dormitories. One of the excellent features of the school has been the provision for rooming in the best homes of the city. There is a limit, however, to suitable accommodations. Any considerable future growth will necessitate regular, commercial, rooming accommodations or college-controlled

dormitories. A girls' dormitory large enough to accommodate one hundred would cost approximately \$100,000. Such a gift would stand for hundreds of years blessing generation after generation. Also at the present rate of growth a men's dormitory will soon be a pressing want.

Scholarships.

The third great need is for additional scholarships. There are now ten of \$800 each. In 1920, the Board set \$1,000 as the minimum amount for each future scholarship. It is intended that these shall each pay the tuition only, of one student for one year. There ought to be at least twenty-five more which could be offered to worthy young people who have not funds with which to continue their educational preparation. There should be also a few scholarships representing larger sums, perhaps \$5,000, with which to aid especially worthy young people in preparing themselves for the largest service in missionary fields. These larger sums might be called "Special Scholarships."

Demonstration Farm.

Salem College is situated in the midst of a section of the state which has great possibilities for live stock industry and other forms of agriculture. Hence a fourth great need is a demonstration farm properly equipped for teaching the best practices in farming in this state. Such a farm and its equipment would cost probably \$50,000, but it would add many thousands to the value of this industry in the counties served. The experimental work must continue to be done by the College of Agriculture at the State University, but such a demonstration farm would serve as laboratory equipment for the fundamental courses in this subject. It could be made also to serve a valuable purpose in providing employment for deserving students who must work out a part of their expense money. And its products could be utilized by the boarding club. A large number of the graduates of the future will continue, as those of the past have done, to go into the teaching profession. This farm would do much to give them a practical knowledge of the best methods of modern agriculture. A large number of the students will doubtless continue to come from farm homes. This demonstration farm would enable them to carry back enough practical knowledge to greatly enrich the rural life of the community.

Science and Music Hall.

The fifth coming need is a science hall and a music hall, or perhaps some combination of the two. This building with its equipment would cost at least \$75,000, but with it Salem College could give to its young people fundamental courses as thorough as are given anywhere.

Campus Additions.

A sixth need, and one which is evident to all who look with hope to the future, is additions to the campus. When the school was first organized no one could foresee its need of grounds. Such has been true of practically all the older schools. The property near any institution of learning grows in value very rapidly. Additions here should be made soon before the desirable places are impossible of purchase.

A Big Program But Not Too Big.

This is a big program but it represents great needs. The youth of central West Virginia today and throughout the centuries to come are involved in it. They are worthy of a big program.

The resources of nature have never been so generous to any generation as they have been to the present one. Private wealth has increased at a remarkable rate. It is not asking too much to ask those who have been greatly blest to contribute largely. The wealth of houses and lands, of bonds and bank accounts, can not be taken into the next world. It can, however, be left here in such a way that it will continue through the ages to bless the world in which it was accumulated. Such a thought must surely lighten the weight of the grave and brighten the bliss of paradise.

The Directors of the College Board are plain men who have the spirit of philanthropy. Each year they give many hours and even days of earnest thought to this great work. They are practical business men, but they are not men who have, by fortune or by planning, accumulated much wealth. They represent the best pioneer stock of this state, but they have always been more interested in the progress of the whole of society than in the personal gratification of the spirit of gain. Every man on the board contributes regularly to the support of the college. Some of them have done much, by their own personal subscriptions, to make possible the small endowment already provided. Every dollar contributed

will have the constant care of these men and will be kept invested so as to bring the greatest possible income and at the same time insure perfect safety to the original. The treasurer is under bond, and his books are carefully audited by an auditing committee chosen by the Board. As the funds increase every method which these men can devise to make them safe will be used. Loans are now made on real estate first mortgage only.

About a year ago the Board members passed an order looking to an aggressive campaign to raise \$500,000. They did not feel that such a sum would meet the needs of the institution for many years of rapid growth but they did feel that it would give opportunity for a program of expansion that is sorely needed.

The purpose in stating thus fully the major needs of the years just ahead is to enable those who would like to help such a worthy cause to choose the type of gift they would prefer to make.

SUMMARY OF NEEDS.

PERHAPS no institution which has for its purpose the serving of humanity, can circumscribe its needs for the distant future. It is even difficult, if not impossible, to cover the present needs, because each one when met reveals other opportunities for larger service. Not all the opportunities for serving the youth of central West Virginia through Salem College are enumerated in this summary, but only the ones which are already clearly seen and keenly felt by those who know best the work of educational institutions.

In addition to the items referred to in the article on The Future, certain other things are listed here without comment. It is not too much to hope that individuals who have made more than the average financial success may find here suggestions for gifts that will appeal to their ideals of service and philanthropy. Or it is possible that certain organizations whose purposes are philanthropic may find a challenge which they will delight to accept.

SUMMARY

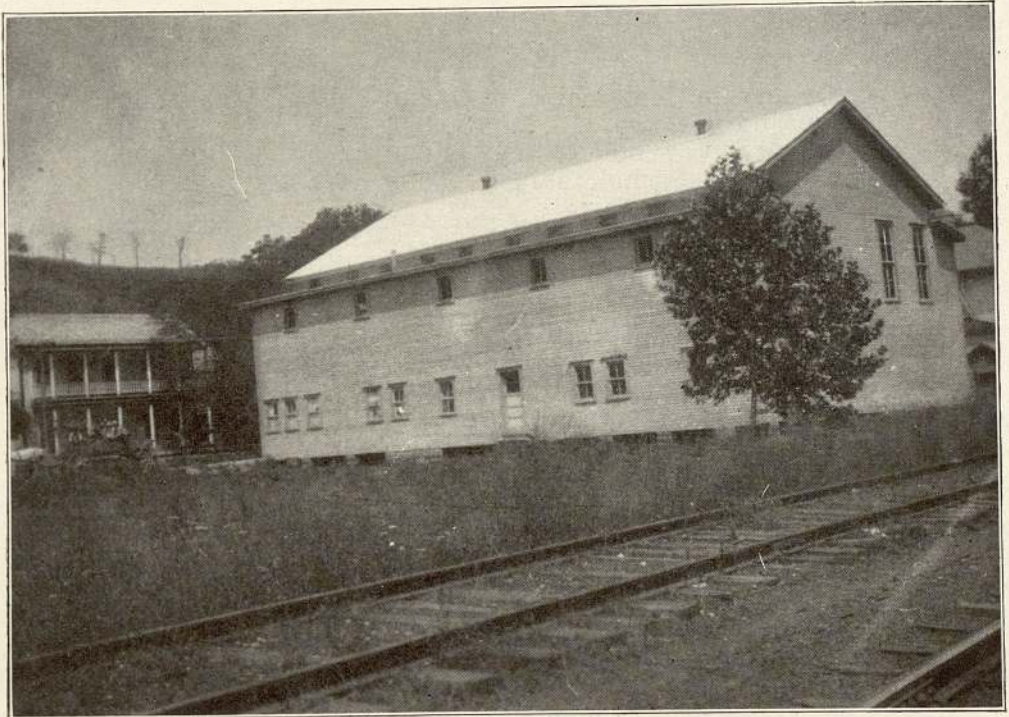
Twenty professorships, \$ 40,000 each	.....	\$800,000
Two dormitories	..... 100,000 each	..... 200,000
Twenty-five scholarships	1,000 each	..... 25,000
Five special scholarships	5,000 each	..... 25,000
Demonstration farm	.....	50,000
Science and Music hall	.....	75,000
Library and Fine Arts building	.....	100,000
Library Improvement Fund	.....	25,000
Campus additions	.....	50,000
Beautifying campus	.....	25,000
Special Lecturer's Fund	.....	25,000
Student Loan Fund	.....	25,000
One professorship of research	.....	75,000

Insuring the Future a First Concern

The \$500,000 program recently projected by the alumni and the Board of Directors of the college, is, in the opinion of those most interested, sufficient to absolutely insure the future of the college. It will continue the good work now being done but will not provide for the ever-enlarging usefulness of the institution. The raising of such a sum may be so distributed as to work little hardship on any, yet all who

know of the struggle of this college must be willing to make some sacrifice for it. When this amount is secured it is confidently expected that men with large means will find pleasure in meeting the other various needs. A good beginning has already been made by the alumni and intimate friends of the college. However, very little of this initial \$500,000 is being designated for any particular thing, hence the man of wealth has a wide choice.

Practically every one who has enjoyed the benefits of the school is serving somewhere in some important capacity, but no one of these has, as yet, accumulated any great amount of wealth. However, when they give freely of their small savings surely other good men and women with large possessions will supply the remaining needs. Better a monument here, designated by some part in this great work, than a magnificent tomb in some lonely graveyard.



GYMNASIUM.

CHRISTIAN EDUCATION FROM THE STANDPOINT OF EMINENT MEN

THE following quotations from a few of the most distinguished men of America will help the reader to know more clearly the place of Christian education. These clippings were taken more or less at random, but they emphasize a need that, for many generations at least, will be met only by the Christian college. It will be noticed that men prominent in many walks of life agree in commending the work of such schools.

“Knowledge is in every country the surest basis of public happiness.”

“Promote, as an object of primary importance, institutions for the general diffusion of knowledge.”

—Washington.

“A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it shall be the latest of all the public concerns in which I shall permit myself to take an interest.”

—Jefferson.

“There is no single cause that has greater influence upon social life, for weal or woe, than has the nature of the education that lies within the opportunity of the average child of a community.”

—Edward Harrison.

“We must make character building a part of the school and college curriculums. Souls must have equal attention with minds, or more.”

—Des Moines News.

“Christian education is not different from any other sort unless it bears Christian fruit. It does not mean that teachers and students are a mere bunch of ‘psalm singers or Holy Rollers.’ It does mean that the teachers will pray and work to the end that all study and research are done in an atmosphere of Christian fervor. It does mean that Christian theories are daily objectified in the lives of faculty and students. It does mean that no apologies are necessary or tolerated for activity in plans for church life and mission endeavor at home and abroad. It does mean that efforts are active to call out young men for the ministry, and young men and women for service

as teachers and doctors and dentists and nurses. It does mean to popularize human service on the campus of learning."

—President S. P. Brooks.

"Religious education has greater practical value than quadratics or trigonometry. It has all the cultural value of history, literature and philosophy. As to general interest, no subject has been more universally or more intensely interesting to normal people everywhere. No subject touches life at more points. No subject is more fundamental as a background of thought."

—Harry C. Monroe.

"One of the two greatest forces in our present civilization is science. Within the last fifty years science has brought into existence a new world. There are no wonder stories in all history equal to the wonder stories of modern science. The other great force of our civilization is the force of religion. The church college understands that revelation makes a contribution to truth, as well as science. It knows that men had discovered much truth before modern science existed. It does not hesitate to recognize the validity of revealed truth as well as scientific truth. Much of this truth is to be found in the Bible."

—Robert L. Kelly.

"With the forces of evil backed by men and money, systematically organized to destroy, we should back with men and money campaigns for religious education. Surely the need of the hour is not more factories or materials, not more railroads or steamships, not more armies or navies, but, rather, more religious education!"

—Roger W. Babson.

The following quotations are among the answers to the question, "Why the Christian College?" which were published in leaflet form by Gooding College:

Answer of a capitalist: "The small Christian college is the hope of America."—James J. Hill.

A statistician: "The safety of our nation depends on Christian education."—Babson.

A Yale leader: "To produce character, education must call to her assistance religion."—Hadley.

A true American: "To educate a man in mind and

not in morals is to educate a menace to society.”
—Roosevelt.

A nobleman: “Secular education is only half an education with the most important half left out.”—Pell.

A Harvard man: “Exclude religion from education and you have no foundation upon which to build moral character.”—President Eliot.

A statesman: “I believe that the American boy has a better chance for education, for making a true success in life, in a college of not more than three hundred students.”—Elihu Root.

A lawyer and a judge: “The difference between a large university and a small college is that in a large university the student goes through more college, but in the small college, more college goes through the student.”
—Peters.

A man of vision: “Scholarship has usually been more fruitful when associated with religion, and scholarship has never, so far as I can recall, been associated with any religion except the religion of Jesus Christ.”
—Woodrow Wilson.

Our late president: “It is the small college that democratizes the higher education. Here the student finds that intimate association with his instructors which is impossible in the large universities.”

Warren G. Harding.

A state university builder: “I would bet my money on a graduate of a college of liberal arts who had decided to go into engineering and had never studied engineering a single hour rather than on a graduate engineer without this liberal outlook. I would rather take a man who goes out from college without any training in the specific things that lead to medicine than the man who has spent two or four years of that time in a medical school and failed to get this fundamental training.”—Edmund J. James.

SUGGESTIONS CONCERNING GIFTS, ENDOWMENTS AND BEQUESTS

SINCE the establishment of the school thirty-five years ago, there have been each year those who found pleasure in giving something toward the running expenses of the college. Such gifts have often come unsolicited. Sometimes the donor defines the use to be made of his gift. At other times it is sent with instructions to use it for the greatest need. Such gifts have done much toward making possible the continuance of the school. There will doubtless still be need for such gifts. Whenever the use is designated the authorities of the college will find pleasure in following the instructions of the one making the gift.

In addition to money gifts for running expense it frequently happens that some one desires to give a valuable book or set of books to the library. There are also those who have in the past given many valuable specimens and relics of scientific worth. Such gifts are always valued.

Endowments may be made in any one of many forms. The great need in the immediate future is for additions to the general endowment fund, or for professorships. The college authorities will delight to name a professorship for an individual, or for an organization which will furnish enough money for its establishment.

There have been those who have provided for the endowment of the college in their wills. There will doubtless be many more such in the future. The following forms are suggestive paragraphs to be inserted in wills. If a will were made containing such a paragraph the college would seek in so far as it is possible to carry out the wishes of the one making it.

I give, devise, and bequeath to Salem College, located at Salem, W. Va., the sum ofdollars, to be safely invested, and called "The.....General Endowment Fund," the net income only to be used for the general expense of the college.

I give, devise, and bequeath to Salem College, located at Salem, W. Va., the sum of forty thousand dollars to be safely invested, and called "The..... Professorship," the net income only, or so much thereof as may be necessary, to be used to pay the salary of the incumbent of said professorship; the surplus income, if any, to be at the disposal of the college.

“When an opportunity comes to do some charitable deed, do not sit too long thinking whether the people are worthy, but do what you can ‘in His name’ and all will be well.”

—Phillips Brooks.

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