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State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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The Virginia Teacher

January, 1936

WILBUR C. HALL
Chairman Virginia State Commission on Conservation and Development
Conservation of Virginia's Resources

ARGUS TRESIDDER
An Amateur Dramatic Theory

THE READING TABLE

FILM ESTIMATES

Published at the State Teachers College of Harrisonburg, Va.

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CONSERVATION OF VIRGINIA'S RESOURCES

I need not assure you of my deep and genuine appreciation of the invitation extended to me to speak to you on this occasion. In this excellent idea of a series of talks arranged by your President on the vital activities of your state government, I am glad to contribute something about the State Commission on Conservation and Development—its aspirations and its accomplishments and its relation to our State government.

I consider this a most appropriate time to talk on such a subject, as November has been designated National Conservation month. We have our "days" and our "weeks," but the importance of conservation to the nation and to all its citizens well merits a whole month for its emphasis. Indeed, it should be brought before the public year after year, for it is of paramount importance to our individual, state, and national well-being.

I am especially happy to address you on conservation because as prospective teachers, business women, and homemakers you will play no small part in the intelligent direction of the affairs of this and the next generation of our citizens. Your opportunity and your role in education may be peculiarly significant.

My address treats more or less of four aspects of conservation: The rise of civilization upon a foundation of natural resources, a brief summary of the growth of the conservation movement in this country, a review of Virginia's natural resources, and an outline of the work of the State Commission on Conservation and Development.

Natural resources have been the lifeblood of all civilizations. The most primitive groups in the early stages of the human race lived close to Nature. Primitive peoples have done so through all time. Their meager existence depended upon the simple bounties of Nature—at times offered lavishly, at others almost withheld. Early man was literally a helpless infant on the lap of Nature.

The rudiments of civilization developed very slowly in that remote period known to anthropologists as the Old Stone Age. During the succeeding New Stone Age many of the nuclei of our modern institutions and many of the habits of our civilization were germinating. The dawn of civilization was coming. As the scroll of Time unfolded, Man subdued some of the wild beasts and learned to grow a few fruits, grains, and other foods. His life became slightly less that of a nomadic hunter and fisherman and more agrarian. His wants were few, and Nature usually supplied them. Man was toiling slowly up the steep ladder of civilization. He was, however, still most dependent upon the natural resources at hand.

Then an epochal discovery was made! Man somehow learned that the earth contained metals that he could use in place of some of his stone implements and utensils. Copper appears to have been the first mineral used; probably in Egypt between 5000 and 4000 B. C. Bronze implements and utensils were made about 3500 B. C. The dawn of history was approaching. Iron was used about 1200 B. C. in southeastern Europe. Man in becoming its master soon also became its subject, helpless without it in one form or another. The great power...
source, coal—"petrified sunshine"—was discovered in England in the 15th century.

As Man has walked across the stage of historic time, he has come to rely more and more upon natural resources as a catalyst to his creative intelligence and as the vehicle of his expression of the spirit of art within him. Our modern civilization would wither like choice flowers in a summer's drought if suddenly deprived of many of our familiar natural resources. Man can not live creatively upon the soil alone, supplemented only by the implements of the chase.

We speak of familiar natural resources. Do we realize that willy-nilly we have been living for decades upon a dole? As most aptly stated by J. N. Darling, famous cartoonist and Chief of the U. S. Bureau of Biological Survey, "The dole came from a rich inheritance of natural resources which were present on the continent when the white man came. . . . This dole originated as a gift of nature in the shape of public forests, rich mineral deposits, water, and an abundance of wild life seemingly inexhaustible in its profusion. . . . Back of everything that we as a people have accomplished in the production of our broad national wealth has been the magnificent abundance of natural resources, free to the hand that would put forth the slight effort necessary to pluck them from the soil. . . . Living off Nature's gifts has grown to be a national habit. It's nobody's fault but our own that we have so long resisted conservation that we must now go on short rations. . . . Neither from Nature's storehouse nor from a Government treasury can more be taken out than is put in indefinitely, world without end, without coming to a point where there isn't any more. We aren't at that point yet, but we are on our way; and it's time to stop, look, and listen."

The germ of conservation is at least as old as civilization. Social groupings were first for the conserving of the family, then the tribe, and later the nation. The principles of conservation widely and appropriately applied would aid in the solution of the pressing problem of preserving civilization. Although the elements of conservation and development are innate in Man, paradoxically he is the most thoughtless and wilful destroyer of age-old resources. In many ways he lives for the present with little heed to the utter dependence of his children and his children's children upon products of the earth.

Darling reminds us that "Untold wealth in forests, minerals, soils and wild-life resources has been extracted, fabricated and largely dissipated. You cannot rob the soil, denude the forests and remove mineral treasures and still have as much as you had to begin with. . . . Even golf players learn to replace the divots torn up by ill-directed midirons, in order that the fairways may be fit for playing next week and next month. Civilization hasn't yet discovered that principle. . . ."

"So much has been said about conservation, so many organizations exist with conservation as their objective, that it might be presumed by the average citizen . . . that the job was being well and properly taken care of." What is conservation? In this month of special heed to the need of conservation and the broadcasting of its principles, what is implied and what is needed? What is being done about it in Virginia?

Conservation has many definitions, mostly according to the viewpoint of the conservatist. It has been defined as "the efficient utilization of the natural products of the earth whereby the greatest good for the greatest number and for the longest time may be assured." Gifford Pinchot, formerly chief of the Forest Service, U. S. Department of Agriculture, defined it simply "as the wise use of our national resources." Similar views are expressed in stating that "Conservation in its present day sense is not merely preservation or hoarding of natural or other resources, but means their careful, well considered use, with the avoidance of waste and prodigal-
ity, and with a consideration of their exhaustibility, or the difficulties of their replacement. In a word, true conservation implies abundant use of the inexhaustible in place of the exhaustible.

As teachers and prospective teachers in many fields, all dealing directly or indirectly with natural resources and the dependence of this and succeeding generations upon them, you will be interested in a brief review of the early history of the conservation movement in the United States.

Only within the past half century has it been realized that our natural resources are not inexhaustible. Even at present the belief is far from being universal. Some resources, like our magnificent primeval forests, were regarded as obstructions, to be removed as rapidly and thoroughly as possible. Waters in streams and underground have been looked upon with an indifference that verged upon contempt. Soils were considered permanent and Midas-like in their richness. Most raw mineral resources, including coal, petroleum, and the metals, were little known to the public, and, even by their ardent exploiters, were considered illimitable. Few of our indispensable resources have been considered in their true light of priceless heritages from an aged earth to a youthful industrial civilization.

The modern conservation movement was initiated and accelerated by the rapid destruction of our fine forests. As a result of memorials presented by the American Association for the Advancement of Science, a forestry bureau was established in the United States Department of Agriculture. The first national forest reserve was created in 1891. Geological studies of the arid Southwest led to the establishment of an irrigation division of the United States Geological Survey. In 1907 President Roosevelt appointed the Inland Waterways commission. The first report of this commission emphasized the interlocking character of the problems of natural resources and their conservation. There followed, in May, 1908, the memorable White House Conference devoted to an intelligent and thorough consideration of the conservation of the natural resources of the nation. The personnel of the Conference was indeed noteworthy, including the President, Vice-President, the Cabinet, the Supreme Court, the Congress, governors of 34 states, and representatives of 68 national societies, as well as many others. Minerals, soils, forests, and waters were discussed and startling facts were announced. The governors drew a strong series of resolutions "pointing out the extravagance and waste of the past, and making it clear that upon the conservation of our natural resources depends the foundations of our prosperity."

Not long after the Conference, the President appointed the National Conservation Commission. Four sections were assigned to the study of minerals, waters, forests, and soils. The report of the Commission, its technical experts, and the secretaries of the sections was transmitted in 1909 to the President and later published in three volumes.1

It has been said that "these volumes gave the first available inventory of the natural resources of the nation." The inventory was a marked advance over guesses about the natural wealth of the nation. Many things happened in subsequent years. One of the most important is that many millions of acres of land have been set aside as parks, forests, and other reservations for the use of all citizens in this and future generations. Other millions of acres have been withdrawn from uncontrolled private exploitation of inherited stores of mineral wealth.

The publication in 1910 of a text book on the "Conservation of Natural Resources in the United States," by President Van Hise of the University of Wisconsin, did much to focus attention on the growing importance

of the problems of conservation. This book appeared in a new edition by several authors in 1930 and is useful both to teachers and the general public. All in all many strides forward have been made during the 20th century in attempts at the wise conservation and development of our resources. But plenty of real work remains to be done. Much of it must be educational, for the problem is one that concerns future generations. Outside of forests and wild life, when most of the inherited resources are used, there is little possibility of renewing the supply—the mills of the gods grind too slowly. Depleted mineral deposits and lowered water levels can not be restored. Each of us has a selfish interest in the conservation of natural resources irrespective of our great moral obligation to our children's children. There is, perhaps, no other single problem of such fundamental importance to the future welfare of our citizens.

President Franklin Delano Roosevelt recently made a distinct contribution toward the solution of the modern problem, of potential far-reaching significance, by the creation of the National Resources Board. The report of this Board was made to the President in November, 1934. The five parts dealing with planning plans, land planning, water planning, mineral policy, and the national mapping plan, are crowded with significant data of deep interest to everyone. The reports may be bought from the Superintendent of Documents, Washington.

Many states have long had various bureaus or divisions for the investigation of their forests, mineral deposits, water supplies, and fish and game. Strangely enough relatively few comprehensive state surveys have been made of soils, the most fundamental of all natural resources. Even more strange, only three states have had an accurate topographic map made of their domains—and accurate contour maps are the essential basis of all engineering projects and surveys of natural resources, as well as being very useful for other purposes. Numerous states have organized commissions to inventory and aid in the wise use of their natural resources. In Virginia, this organization is the State Commission on Conservation and Development, created in 1926 by action of the General Assembly. It is now composed of five business and professional leaders from different parts of the Commonwealth, a Chairman, and an Executive Secretary. Its divisions include the Forest Service, Geological Survey, History and Archaeology, Parks and Landscape Engineering, State Publicity, and Water Resources and Power.

A State Planning Board was created in 1933. It is making a survey of the elements that enter into a well-ordered plan for the development of the basic resources of the State. Many data are being compiled as a basis for future plans of action. The value of looking forward and of having a complete collection and analysis of the facts upon which to base mature plans for the proper use of all of our natural resources should be obvious.

Conservation is a word that should in this day and age have a significant meaning for every citizen of the United States, and especially for every resident of Virginia. Supremely rich in historical records and traditions, the Old Dominion has been endowed also with a large variety of natural resources. But alas! how general is the ignorance of the kinds, distribution, present values, and future possibilities of these resources. How general too is the lack of an appreciative understanding of the origin of these "gifts of Nature" and of their future duration.

We are not wholly to blame for this lack of knowledge of the "stuff" on which modern civilization is built, for seldom have we been taught many facts about these resources, even within our own state, or of their profound significance. These resources have been largely taken for granted or left
to the attention of scientists, engineers, industrialists and others who have been primarily interested in their exploration and exploitation. But “everybody’s business is nobody’s business,” and the results bid fair to become tragic as the generations pass.

You young women, who in part hold the education of the rising generation of Virginia’s sons and daughters in your hands, have a responsibility to teach well our future citizens about the resources of their native land. The traditional three “R’s” merely equip man to work and live better; real knowledge of another “R”—Resources—that bring him his livelihood, and also comfort and pleasure and are the warp and woof of the civilization in which he lives, enables him to live and work more intelligently and usefully, and, therefore, more happily. After all, that is the purpose of true conservation.

Virginia is richly endowed with natural resources. Soils are the most fundamental though not of the greatest antiquity. They have been an unrestricted gift of Nature, formed through age-old geologic processes of rock disintegration and decay. But how commonly have they been tilled with little knowledge of their really temporary character and fertility under intensive or improper cultivation. Man has thoughtlessly treated this basic resource with almost criminal negligence. Perhaps, some future generation will wonder in deep perplexity why its intelligent forbears robbed the continent of a virgin resource that came to them as a priceless heritage to be conserved for all time. Not only has the fertility of many soils been seriously impaired, but a loss that is irremediable is the rapid erosion of soils and their wastage into the oceans. Possibly you have sometime been halted at a railroad crossing while an unusually long train slowly passed. Each year the amount of soil carried by the Mississippi River alone into the Gulf would fill enough 50-ton coal cars to make 200 daily trains of 100 cars each! One such train every seven minutes! Fortunately, the Federal Soil Conservation Service, recently created, is scientifically attacking the problem. Erosion once entrenched is a foe that is hard to overcome and eternal vigilance on all fronts must be the general policy.

The State Commission on Conservation and Development does not make soil surveys; they are done by the Virginia Polytechnic Institute in co-operation with the United States Bureau of Soils. But the Commission participates in some of the work through the Geological Survey, in making geologic maps showing the character of the parent formations and topographic maps on which the soil surveys are plotted, and through the Forest Service in conserving the forest cover and in reforestation.

Virginia contains a diversity of mineral deposits. I shall not take time to enumerate them in detail but they comprise large bodies of coal, numerous metals scattered over the state, and vast resources of the nonmetallics. The coal is found chiefly in the southwestern counties, in Montgomery and Pulaski counties, and in the Richmond Basin. Some of the coal is of anthracite grade. The first coal mined in America was near Richmond. The metals include gold, iron, lead, manganese, titanium minerals, and zinc. The most important nonmetallic deposits are barite, cement rock, clays, dolomite, feldspar, gypsum, limestone, salt, sand and gravel, slate, soapstone, and talc. Although Virginia does not have the good fortune to have large stores of gold and petroleum, as have some other states, the value of annual mineral production has exceeded $80,000,000. The value of raw materials mined and quarried in Virginia during the last quarter century has been more than one billion dollars. Data about these deposits, in the form of published bulletins and maps, may be obtained from the Geological Survey at Charlottesville.

The natural wonders of Virginia are a most attractive and invaluable resource.
They illustrate numerous processes of landscape sculpture and are interesting records of geologic history. Their aesthetic values and those of our diverse scenic features are unquestioned but their service in alluring visitors to the state is not often or fully realized. Here in the Shenandoah Valley you have no doubt visited some of the unrivaled caverns, annually visited by hundreds of thousands of tourists from many states. Natural Bridge is not far distant, but somewhat like a prophet it is more or less without honor in its own country. Then there is Natural Tunnel, in Scott County; Burkes Garden in Tazewell County; Mountain Lake, almost 4,000 feet above sea level, in Giles County; the Pinnacles of Dan in Patrick County; and Dismal Swamp southwest of Norfolk. Myriad other scenic gems might be mentioned. Nearly thirty mountain peaks rise 4,000 feet above the sea. Neighboring Massanutten Mountain is a unique landscape feature. The Old Dominion has been blessed in the turn of geologic events with an unsurpassed assemblage of sea coasts, tidal rivers, plains, plateaus, and mountains that are destined to bring increasing recreation to our own citizens and to the innumerable visitors who will come if we but make our treasures known to them. Shenandoah National Park and the state parks will for all time conserve some of these features in their natural state.

Virginia fortunately is blessed also with an abundance of water, both surface and underground. That may not seem to be exactly true when the recent droughts are recalled, but they are probably only swings in the climatic cycle. Surface waters, however, are not illimitable. The shortsightedness of man has done much to destroy the regularity of their flow, to reduce their volumes, and to pollute them beyond use. They depend not only upon atmospheric precipitation but also upon underground storage that replenishes them during dry periods. Ground waters are invaluable also in affording domestic, municipal, and industrial supplies. The need of conserving the quantity and quality of all of these waters is almost too obvious for discussion. Unfortunately, too much pollution has occurred. Available information about our water supplies is too scant to meet all of the demands for it.

About 55 per cent of the State is forest land. Most of our superb virgin forests have been destroyed, in part usefully to advance the welfare of our citizens, but in part rather wantonly. Great National Forests are helping to conserve some of the present stock. The annual inroads of forest fires, mostly due to human carelessness, is a deplorable loss to the state.

The above-mentioned resources are tangible natural resources, evident to all who will look and see them. More intangible, but of equal importance, are the history resources of the state. As residents of Virginia and as students you are no doubt fully aware of the incomparable and imperishable records and traditions of our history. They allure countless visitors to the state every year, in response to the innate urge to visit in person the scenes of great historical and social events.

I have mentioned that the State Commission on Conservation and Development deals primarily with the forests, mineral resources, and waters of the state as well as its parks, history and archaeology, and appropriate publicity for all of the resources within our borders. It is our task, along with all other groups having similar objectives, to aid as much as possible in the full development of a great commonwealth. It is our duty to afford adequate technical service in the field of conservation and development of the state’s natural resources to all of our citizens and to all others who may become interested in those resources. The Commission is supported by state appropriations and its service is to the state. Permit me to outline briefly some of its chief activities.
January, 1936]

THE VIRGINIA TEACHER

You are familiar, at least from accounts in the press, with some of the great developments under way in recent years. They include the Shenandoah National Park and its magnificent Skyline Drive; the Colonial National Monument; six State Parks, and a host of other undertakings by the various divisions of the Commission which, though less spectacular, are none the less of great importance to the Commonwealth.

At this college, almost in the shadow of the Shenandoah National Park and in an area where the idea of a great national park in Virginia was first translated into action, you have the opportunity to see and know at first hand some of the beauties and charms of the park. One may wonder, however, how many have not yet visited the park itself. You may be surprised to learn that for the national parks “travel year,” which ended on September 30, 1935, 4,284,615 visited the National Parks of America, and that 516,637 entered the Shenandoah National Park area, more than in any of the long-established and much publicized national parks. When it becomes a real national park, with the care and attention of the National Park Service, its value to this part of the state and to all of the state can scarcely be forecast. Not alone in the dollars and cents that will enter manifold channels of commerce and bring financial aid to many families, but in the first-hand knowledge of the charm of Virginia will be much of the real future value of the Park.

The unique Colonial National Monument—the cradle of the nation, the birthplace of representative government, the seat of our Colonial capital, and the place where American independence was finally won—has become the shrine and mecca of throngs of tourists from many states. The magnificent authentic restoration of Colonial Williamsburg by Mr. John D. Rockefeller, Jr., has added immeasurable attraction to that historic area. If you have not seen it, let me urge you to do so at the first opportunity.

Our developing system of state parks will afford many possibilities of re-creative recreation to all residents of Virginia. When made fully available to the public next year they will no doubt be visited annually by thousands of tourists. There are seven parks in the chain: Chesterfield Park, southwest of Richmond; Douthat State Park, in Bath and Alleghany counties, northeast of Clifton Forge; Fairystone State Park, in Patrick County, northwest of Martinsville; Hungry Mother State Park, in Smyth County, just north of Marion; Seashore State Park near Cape Henry; Staunton River State Park, in Halifax County; and Westmoreland State Park, along the south side of the Potomac between historic Wakefield and Stratford.

Much of the lands in these parks was donated by public-spirited citizens and some was acquired by purchase. The total area of the State Parks is now approximately 18,000 acres, of which more than two-thirds was given to the state through the activities of the State Commission on Conservation and Development. Chesterfield Park, when added to the system, will probably contain an additional 7,600 acres.

The parks have been carefully chosen in regard to their natural attractions, accessibility, and suitability for rest and recreation. Two of the parks—Seashore and Westmoreland—front on unsurpassed natural bodies of water. Lovely lakes will be developed in Douthat, Fairystone, and Hungry Mother Parks, due to the splendid services of young men in the CCC camps. Douthat and Hungry Mother parks are not far from main-traveled state highways, yet are in the midst of bold mountains. With the exception of seven or eight counties, some state park is within fifty miles of every resident. Ample recreational facilities, trails, camp sites, cabins, and other structures are being constructed in the parks. All of these activities are under the
supervision of the Park Division of the Commission.

In the well-ordered conservation of these natural resources for the benefit of this and of future generations, many young men through the CCC camps are being conserved and given valuable new contacts with Nature. In many ways this conservation and rehabilitation of thousands of our young men will aid also in the prompt conservation of natural resources. The educational values of that work are apparent.

Our forests are one of our most perishable resources. The Commission through the Virginia Forest Service is constantly on the alert to safeguard them as much as is possible. A most important activity is the prevention of forest fires and the rapid suppression of fires before they cause great losses. In co-operation with 61 counties a group of 1,600 part-time forest wardens and fire-fighting crews of 3,000 men have been established. Nevertheless, carelessness by brush burners, hunters, campers, and others annually result in large losses to individual property owners and to the state. Many miles of trails and roads have been made and scores of look-out towers erected. The Forest Service has a fine nursery at Charlottesville, from which young trees for reforestation are distributed in quantity at a nominal cost. The steady work done by this Division adds not only directly to the wealth of the state but also adds much indirectly in the control of floods, water supplies and soil erosion and in providing areas for wild life to propagate. The recreational and aesthetic values of our forests are priceless.

The work of the Geological Survey is primarily to investigate and inventory all of the mineral resources of the state and to publish the results in the form of bulletins and maps. Developed mineral resources have become more and more a vital necessity of our mode of living. Most of our daily activities depend in some way upon the development of very old mineral deposits. Even the most common minerals are not found in stock to be ordered as needed, but they have been stored in the rocks by geologic processes for millions of years. The Geological Survey applies the known principles of mineral occurrence and distribution in making its surveys of various parts of the state. It has published 43 bulletins and numerous maps. A few of the publications, like Caverns of Virginia, have been written for use in schools and by the general public.

Much assistance is given also to property owners in the determination of mineral deposits on their lands and in advising them as to their commercial possibilities.

One of the projects of the Geological Survey of wide general importance is the making of a topographic map of the state. Such topographical maps show all of the surface features of the mapped area; that is, the contour of the land, the drainage features, and all of the structures built by man, even the trails and individual houses. Hence they are indispensable for many projects. This work is being done, section by section, in co-operation with the Federal government. In view of the prime importance of these maps, the work is progressing too slowly.

The water resources of the state have always played an integral part in the civic and industrial development of the state. It is sometimes overlooked that the routes of migration across the state were largely controlled by water supplies, whether used for transportation, mill sites, or the daily occupations of the settlers. The Water Resources and Power Division is making daily measurements, by means of gaging stations on the principal rivers, of stream volumes. These data are vital to industry and to towns and cities depending upon a minimum flow. Thus the power resources of our streams are being accurately determined. Unfortunately, these investigations did not start until 1925, and it is imperative that the data cover as long a term of years as pos-
sible. This Division also studies the springs of the State. It has published bulletins on them as well as on stream measurements. Included in its recent work has been the survey and location of adequate water supplies on top of the Blue Ridge in the Shenandoah National Park area.

The results of some of the work of the Division of History and Archaeology are evident along all of our primary highways. It is a relatively small matter, though not an inexpensive one, to have a history marker made and erected. Each of those succinct inscriptions, which brings history forcefully to the motorist as he travels, has required long and patient research to make it accurate. Some 1,200 markers have been placed and other historic spots are yet to be marked. They are the wonder and delight of history-minded tourists and the lead of Virginia in this work has been copied by several other states.

The Division is constantly searching out old records, in the libraries and in the field, in order to catch up numerous priceless threads of Virginia history before they are lost forever. It has been making a photographic survey of the old Colonial houses in the state, that these types of architecture may be preserved for future generations. The State Historian has prepared an outline history of Virginia, for use in schools and by the general public when funds are available for its publication.

Conservation and development of the state’s resources would fall far short of its complete objective if we were content only to make surveys and inventories of our forests, mineral deposits, water supplies and historical records and to develop parks for the preservation of selected areas for the use of our own people. As richly as Virginia is endowed with a genial climate, natural resources, scenic beauty, historic traditions, and charming hospitality, all of these would be of relatively little worth unless advertised beyond our borders. Through the Division of Publicity the Commission is striving to reach the traveling public and to inform it accurately and appropriately of the pleasures and profits that await it in Virginia. Our resources are publicized by means of attractive advertisements in periodicals having national circulation, by publications distributed by all of the divisions of the Commission, and by replies to an almost endless stream of inquiries. The educational value of this work is manifest. The commercial value may be simply expressed by the fact that tourists now annually bring $75,000,000 to $100,000,000 to the state and leave it widely distributed through all parts.

Each resident of Virginia is in a sense a participant in the work of the State Commission on Conservation and Development as he is in the state government. Much of the basic information passed on to our rising citizens depends upon the teachers of the state. Many of the impressions of Virginia’s beauty and charm and hospitality depend upon what we as individuals do to make those things attractive and imperishable and cause them to linger long in the memories of our passing guests.

Wilbur C. Hall

AN AMATEUR DRAMATIC THEORY

Would it be heretical, at a time when, in spite of Little Theatre movements, eager dramatic departments in universities, and post-post-Romantic experimentation in dramatic structure, the living theatre is ailing, to suggest that we are gorged with dramatic theories? Of course we cannot blame Aristotle and Sarcey and Brunetière and Hugo and Gordon Craig and William Archer for the present stagnation of American and British drama, and perhaps the reason that even cultured Americans prefer talking pictures of racketeers and of lovely blondes who go wrong and then join the Salvation Army to Ibsen and Barrie is inherent in our temperaments. Perhaps too we have fo-
cused short-sightedly on the stage and are not merely halting between the Hauptmann-Ibsen-Shaw-O'Neill-Lady Gregory revolt against the Scribe "well-made play" and some indeterminate future school or method which will have its appropriate label. Perhaps the stream-of-consciousness, slice-of-life, and expressionistic plays will have been more significant in the history of the drama than they now appear to be. That the annual record of failures in Broadway productions is well over 70 per cent of all plays presented, and that the highest formal dramatic award of the year should go to a play like Zoë Akins's *The Old Maid* may be superficial indications of the decay of our drama (if we ever had a drama!). In any event, fewer and fewer of us continue to enjoy the theatre. One explanation may be that we spend so much time in analysis of how plays have been and should be written that we neither write noble plays nor observe with pleasure what we do have.

I quite realize that I am airing an extravagant notion which is induced by two things: one, the presence in my mind of a number of more or less conflicting theories of drama, and the other an honest conception of my actual behavior during a play. I know that the drama progresses steadily, though at a somewhat crazy pace with many pauses and leaps. I know that one generation of playwrights profits by the errors and excellences of the preceding generation, and that dramatic criticism with its inevitable theories sets up necessary standards. I know too that though at various times dramatists have been enslaved by rules evolved by scholars and that Aristotle has done just about as much harm as good to the drama, in their leisurely time come Congreves and Victor Hugos and Ibsens who create technique of their own. I should like, nevertheless, to take a shot or two at modern dramatic theory from my secure amateur and personal position as a member of audiences. Since, as Sarcey long ago admitted, an audience is essential to any play, I am not taking too serious a liberty if I make my judgments as a fairly typical spectator.

When I was an undergraduate, I read Aristotle's *Poetics* and the essay on the Sublime attributed to Longinus. At that time my knowledge of drama was a very rudimentary one. I had seen Walter Hampden in *The Merchant of Venice* and thrilled to a spectacular dramatization of *Ben Hur*; I had written themes on the character of Lady Macbeth and memorized Mark Antony's funeral speech in *Julius Caesar*. When I had gone to the theatre, I had always naively lost myself in the action and became, as the occasion demanded, a Roman mechanic or one of Oberon's fairies or a bloodhound pursuing Eliza. Once I had taken a very minor part in a civic production of a Passion Play, and from behind my high-priest's beard I had been what I then thought was the perfect kind of onlooker, one who surrendered himself to the spectacle, taking part without interfering with or influencing the action. Aristotle quickly showed me how wrong and adolescent my method had been. Henceforth I must be more critical, studying the effect upon myself of pity and fear or, as Lane Cooper proved a parallel catharsis for comedy, of anger and hatred, and making sure that the play had a beginning, a middle, and an end. I must watch for the sublime quality in the hero who must be good, but not too good. In my conscientious awareness of ethos and dianoia and hamartia I did not have much enjoyment at the theatre for many months.

My acquaintance with the drama began to broaden, mostly through my reading, though an occasional Shakespearean company wandered through my city or a stock company established itself during the summer months. As I read Horace and Pope and J. Q. Adams and William Archer, I realized that the days of pleasant passive appreciation were forever lost. I must examine exposition in a play and be prepared to scorn an artificial introductory narration of past events, as in the plays of Euripides;
I must watch for the climax, always in Act III, and be able to diagram the rising and falling action; I must see whether the conflict has proper motivation and whether it is internal or external struggle. I learned that the plays of Webster and Ford and Fletcher and those of the Restoration comedy-writers, though demonstrating social decadence, were magnificently constructed. Then Archer showed me that the modern drama is better than the old drama. I tried unsuccessfully to test the theory by my still Aristotelian rules-of-thumb, and plunging to the edges of my chaotic opinions found myself bewildered by the rushing down upon me of a host of plays, Gammer Gurnion's Needle, Plautus's Self-Tormentor, Brieux's Red Robe, O'Neill's Lazarus Laughed, Shaw's Man and Superman, Wilde's Salome, Chekov's Cherry Orchard, and dozens of others, which I could not catalogue according to any theory.

Meanwhile I saw Macbeth in the Gordon Craig settings and liked nothing but the skinny witches, the glint of helmets in the dim light, and the drunken porter. My critical perception, which should have been looking out for pity and fear, was upset by my proximity to elderly women in audible raptures and by the fact that I was seeing the performance from an oblique remoteness in a cheap seat. Hamlet I saw twice. The first time, I was so busy remembering what I should remember, the hypothesis of melancholia, the inexorable motivation, the great lines, that I missed most of the action and came away with the vague impression that Hamlet played by an amateur company can sound like melodramatic rant. During the second presentation, quite a respectable one, I felt, blasphemously, that five acts are terribly long and that though I like blank verse when I read it, I am rather bored with it on the stage. One thing I realized as I saw plays during this time was that, however good a play might seem on paper, the impression it made on an audience depended chiefly on the merits of the actors who gave it. No book of criticism had ever told me this, possibly because it was too obvious a fact. It was new to me, though, rather shockingly. I noticed that, safely removed from Aristotle, I fell back into old habits and lost myself in the plays: Journey's End, Strange Interlude, Street Scene, The Green Pastures, Hedda Gabler. Afterwards, a little shamefacedly, I'd try to think about exposition and climax. Always, however, my interest was in the characters as people. Even in fairly poor plays, such as St. John Ervine's First Mrs. Fraser and Belasco's It's a Wise Child, where the characters were amusing, my critical contempt was suspended.

Then, in a formal graduate course, I discovered how much I did not know about dramatic theory. Professor A. C. Bradley, for instance, says that great Shakespearean tragedy produces in the spectator the consciousness "of a world travailing for perfection, but bringing to birth, together with glorious good, an evil which it is able to overcome only by self-torture and self-waste." He says elsewhere that a cynic ceases to be a cynic as he reads this perfect tragedy. Professor Allardyce Nicoll, on the other hand, speaks of tragedy as "the form of dramatic art in which the serious and miserable side of life is emphasized. All men vaguely, and the wise men consciously, realize the utter vanity of living, and in tragedy we are given prime representation of the worthlessness of all things." This definite opposition of opinion is illustrative of the general critical method: each scholar believing thoroughly in his idea dogmatically states it as a theory. Even though both writers adduce convenient evidence to prove their cases, however, I have not been convinced that I either rejoice in the ultimate goodness of the world or accept life as

empty vanity, when I see a tragedy played. In fact, I don’t believe that I think about these things at all.

Professor Nicoll, in his book on The Theory of Drama, has postulated many emotional and intellectual reactions that he considers the proper effects of tragedy and comedy. He declares that we must discard our archaic idea of pity as one of the emotions produced by tragedy. We are impressed, he says, by the hardness of the great tragic dramatists, Aeschylus, Shakespeare, Alfieri, Ibsen. Must I then be ashamed of being sorry for Cassandra in the Agamemnon; for Macbeth in his sere and yellow, bitterly lamenting that life is a tale told by an idiot; for the Oreste in Alfieri’s play; for Oswald Alving and Rebecca West? I confess that I wept bitterly when I saw Journey’s End, and that I felt some emotion gentler than admiration for hardness in the dramatist at the grief of the doctor lover of Nina in Strange Interlude.

Nicoll makes much of Universality in great drama, the intangible quality that imparts power and dignity to a play grandly conceived. Yet when I read a play or watch a play, I do not say to myself, “This is life itself. This goes beyond mere individuals and is symbolic of all mankind.” I see Lear and Othello and Oedipus and Stockman as men, greater than any I know, but always as men whom I proudly know, just as I might have known Matthew Arnold, Thoreau, Cavour, or Andrew Jackson. Why should I, as dramatic theory requires, merge the mighty one in the ignoble many? We do not need external or internal symbols to know that a character of fiction is tremendous. When a Becky Sharp or a Joseph Andrews or a Jolyon Forsyte is created, the writer does not have to make him eternal by explicit mystic linkings with the Oversoul. Neither does Ibsen have to prove by mechanical devices like sub-plots and tragic irony and pathetic fallacies that Nora in the Doll’s House is emblematic of all womanhood.

In truly understanding drama, Professor Nicoll goes on to assert, we ought to have a well-indexed filing box for the different kinds of plays. In the tragedy we must distinguish between the hero whose tragic flaw is revealed in conscious error and the hero whose flaw is impotence and ambition. We really should call what we know as the Jonsonian comedy of humours something else and call the Shakespearean comedy the comedy of humor, being careful to designate our humor, intelligent laughs as humorous, our satirical smiles as witty, and our guffaws as farcical. We must keep separate eleven different categories of plays, ranging from pure tragedy through tragicomedy and the drame to the pure comedy.

Indeed, what have we, in attending the theatre, to do with classification of plays? Does it matter whether The Wild Duck is a tragedy or a drame? If Hedda knows or doesn’t know why she is a loathsome reptile of a woman, do we have to put her in a special compartment? If we laugh at Engstrom in Ghosts or at Falstaff in Henry IV, do we have to consult Bergson to know why?

These are not vastly important criticisms of dramatic theory. I am fully aware as I write that in scholarly analysis classification and dogmatism, even tempered by “perhaps” and “in general” and “probably”, are essential. I see the value of ideas like those of “waste” in Shakespearean tragedy and “universality” in all high drama. My objections are delivered pettishly from an orchestra seat, where I like to sit between the acts hating Hedda or musing about Candida or sympathizing with the Emperor Jones instead of wondering whether or not the exposition is skilfully handled or whether the play is a true comedy of manners or a satire or whether the heroic grandeur of the protagonist is sufficient to allow me to classify the play as pure tragedy. I do not mean to deprecate the definitions that are useful in any contemplation of drama as a form of art that may be dissected and
studied, but speaking as an amateur, I’d rather see a play as a part of life, more intense than life, beyond my control. The analysis, if there must be one, is academic and remote. It cuts open a dead body. It may be that the technical examination and the emotional appreciation can coexist, and that the one may strengthen the other. Not yet, however, have I felt that this is true. When I read Mr. Nicoll’s dictum that “tragedy has for its aim not the arousing of pity, but the conjuring up of a feeling of awe allied to lofty grandeur,” and that for the pain and tragedy there must be some high-minded relief, I ask myself why we cannot stop all this putting of tears under the microscope and measuring laughter with a foot-rule. Speaking again as an amateur, I feel that the pleasure of tragedy or any drama is simply detachment from self in a concentrated absorption in life, that, but for the grace of God, might have been ours.

ARGUS TRESIDDER

THE TEACHERS’ JOE MILLER

ANOTHER GAME

Customer: “Good morning! Have you Dickens’ Cricket on the Hearth?”

Shopman: “No, madam; but I can show you a very good ping-pong set.” —Whitley Seaside Chronicle.

“The nerve of that woman offering me only $8 a week,” raved Tillie the maid. “What does she think I am, a college graduate?”

SH—SH—SH!

Ball: “What is silence?”

Hall: “The college yell of the school of experience.

Small Boy: “Father, what’s a committee?”

Father: “A committee is a body that keeps minutes and wastes hours!”

HOLDING

“What is a holding compan-ee?”

Said little Robert Reed.

“The answer isn’t hard to see,”

Said teacher, “No, indeed!

As we with care proceed, my son,

Investigations show,

A holding company is one

That never will let go.”

—Washington Star.

ANOTHER RADISH

A Topeka woman was having lunch in a restaurant and just as the waitress was removing the plate, the Topeka woman spied what she took to be another radish and made a hurried grab for it. To her amazement she found herself clutching the bright red thumb of the waitress.—Kansas City Journal-Post.

HIS DIFFICULTY

A teacher was telling the class about the conquests of Alexander the Great.

“When Alexander had conquered India,” she said, “what do you think he did? Do you think he gave a great feast to celebrate his triumph? No, he sat down and wept.”

The pupils seemed disappointed at this childish display on the part of the hero, so the teacher hastened to explain. “Now why do you think Alexander wept?” she asked.

Up shot a hand.

“Please, miss,” said Freddie, “perhaps he didn’t know the way back.” —Answers.

PROGRESS

“A telegram from George, dear.”

“Well, did he pass the examination this time?”

“No, but he is almost at the top of the list of those who failed.”
EDUCATIONAL COMMENT

THE IMPORTANT STAUFFER REPORT

Special importance attaches to the report of Dr. William H. Stauffer, state tax economist, recently prepared at Governor Peery’s request and now in process of printing for transmission to the Virginia General Assembly which is to meet on January 8.

The Stauffer Report, to judge by the advance newspaper summary, has made recommendations only after a comparative study of costs of operation and instruction in all of Virginia’s ten state-supported colleges. And shot through all the recommendations there seems to be a consideration of the general good of the state; the recommendations are designed to insure the educational welfare of the state as a whole, not to provide private protection to entrenched groups.

The report proposes that state support of state colleges should “be based upon the number of Virginia students to be instructed in the several institutions.” It points out that scholarships, fewer and more valuable, should be awarded only to superior students, undergraduate and Virginian.

It urges that differences in salaries and teaching loads in the several state institutions shall be “rationalized”—in other words, that variations should be based on reason, and not on tradition, sentiment, or prejudice.

Dr. Stauffer’s principal recommendations, as reported in the Richmond Times-Dispatch of December 15 last, were as follows:

(1) State appropriations to the various state-supported institutions of higher learning should be made in the future with consideration to the number of Virginia students in attendance rather than on the basis of total enrollment.

(2) The whole system of state scholarship aid should be drastically revised in such a way that (a) aid shall be limited to undergraduate Virginia students; (b) aid shall not be granted to more than 20 per cent of the Virginia students in each institution; (c) that scholarships shall be worth a great deal more than at present, amounting to one-half the instruction charges; (d) that these scholarships shall be awarded only on the basis of highly selective competitive examinations conducted by the State Board of Education, and (e) that they shall be renewable from year to year if the student’s record is such as to justify such renewal.

(3) Control of state student loan funds should be taken entirely out of the hands of the state-supported colleges and universities and placed directly under the supervision of the state comptroller.

(4) This fund should provide for approximately 1,500 loan fund scholarships of an annual value not exceeding $200 each, to be limited to Virginia students graduated from public, private and parochial high schools whose financial circumstances would not otherwise permit attendance at college, and to be awarded on the basis of competitive examinations set by the State Board of Education. “These loans should be properly guaranteed and should be paid back in installments beginning not later than the second year after graduation. Payment in
full should not extend beyond the sixth year following graduation."
(5) Further study should be made of variations in the teaching loads, salary scales and consequent unit costs of instruction in the various institutions with a view to rationalization.
(6) The overlapping and duplication of functions among the several institutions demands a reallocation of the functions respectively to be performed by each. However, the abolition of no institution is recommended.
(7) The University of Virginia school of education should be discontinued unless some reorganization is effected to bring down the costs of instruction to a reasonable level. This should be done either through enrollments sufficient to justify the present expenditure or through direct reductions in the instructional staff. In any event, "the charge to students in this department should immediately be raised to a level more nearly comparable with the costs of the service."
(8) For simplicity in accounting records, all charges imposed for the purpose of providing instruction should be combined into a single "tuition fee." Where special charges exist, unrelated to instruction, they should be kept separate.
(9) The practice of remitting college fees to students for services rendered should be discontinued, and payment made on a strictly commercial basis.
(10) Charges to out-of-state students should be materially increased in order that they may cover in all cases the costs of instruction to this group.
(11) Instruction charges to Virginia students, which range from nothing at all in some cases to 152 per cent of the cost in others, should be more nearly equalized.
(12) More complete records regarding all phases of the fiscal operations of the institutions of higher learning should be prepared for the information of the Governor and the General Assembly.

FOOTPRINTS, RUNNING AWAY


The more a writer has to say, the less space he may take to say it. Thomas Wolfe, trying to compete, apparently, with Theodore Dreiser in elephantinity, takes 912 pages to record what the average person, busy with his own life, would prefer in 200. Robert Nathan's Road of Ages, a miniature epic in theme and significance, and reading almost like poetry, runs 232 pages; Thornton Wilder, writing Heaven's My Destination, one of the really important as well as most intriguing books of last year, uses 304 pages of large print; Willa Cather in flexible and gentle prose, employs 231 to tell the story of Lucy Gayheart.

If the book is romantic and dramatic, as some critics, more concerned, perhaps, for their own cleverness than for an honest review, assert, its romance and drama are afire with conviction. And life may be both romantic and dramatic; one knows it through Miss Cather if he does not in his own experience.

Not that Miss Cather strives for an effect. She is reporting, not producing, one. Yet every word counts. While her art is artless in its quiet convention, she never fails to be vivid and compelling. Her phrasing is simple and flawless, gleaming with its own inner light. Listen to this:

... When she looked off at that soft promise of spring, spring already happening in the colours of the sky before it had come on earth, such a longing awoke in her that it seemed as if it would break her heart. That happiness she had so lately found, where was it? Everything threatened it, the way of the world was against it. It had escaped her. She had lost it as one can lose a ravishing melody, remembering the mood of it, the kind of joy it gave, but unable to recall precisely the air itself. And she couldn't breathe in this other kind of life. It stifled her, woke in her a frantic fear—the fear of falling back into it forever. If only one could lose one's life and one's body and be nothing but one's desire; if the rest could melt away, and that could float with the gulls, out yonder where the blue and green were changing!
It is not a book to be read lightly. But though it leaves your heart sad, it also leaves it compassionate towards all who must live and die. And it is good for the human heart to be made to feel. It does feel, keenly, for all of them whose lives produce and suffer the tragedy here recorded, even for those in the background—good, fussy, tiresome Pauline Gayheart, whose face could “clabber, the flesh curdle,” like milk, when she was disagreeable, who resented everything that was most individual and characteristic in her sister but was loyal to whatever she thought was Gayheart; her father, who had nice tastes, but lacked the moving energy which would have got him somewhere; and Mrs. Ramsay, whose house had the color and warmth of her own personality and who said to Lucy, “Nothing really matters but living. Get all you can out of it. I’m an old woman and I know. Accomplishments are the ornaments of life, they come second.”

To those in the foreground the response is still stronger: to Sebastian, the singer, with his simplicity that must have come “from having lived a great deal and mastered a great deal,” whose life, if you brushed it ever so lightly, responded as to a tapping on a deep bell—“you felt all that you could hear;” and whose destiny was summarized when he thought, leaving Lucy, “Ein schöner Stern ging auf in meiner Nacht;” and to Lucy, who could be wildly happy over trifling matters, tingling, expectant, like a wild spring shower, who annoyed her sister by spending what money she had gaily, refusing to be poor in spirit, who preferred to burn herself up in the city than to smoulder alone on the edge of the prairie, though she loved her little town with a “heart-breaking love, like loving the dead who cannot answer back”—the poignancy of that!—who found in her love an authority for liking and disliking, for taking what was hers and rejecting what was unimportant, who was to have only one golden month of love—some people got very little in this world—and who hadn’t taken it in that after Sebastian sailed “the days and hours would no longer carry her anywhere,” who was finally defeated though she had triumphed over her own despair, and with her father and sister passed into oblivion, her most permanent record being three light footprints made in the wet cement sidewalk before her house when she was thirteen—three light footprints, running away.

The reader’s pity is no less, perhaps greater, for Harry, with the professional geniality “gleaming over his eyes like a pair of spectacles,” Harry, to whom the truth about a feeling meant nothing, who had “to be clubbed with a situation,” who acted like a common fellow but wasn’t one, finding in Lucy the one person he had known who was mysteriously lovely, all the others being more or less like himself, who, while punishing her, knew that when the hour struck they two would be together again, that nothing would stop him—but it did—and who remained in his home town to grow old facing his disappointment while he lived a good and outwardly successful life.

The book leaves a total impression that is the strength of all its individual portraits and of the maturity and grace of personality of the author. That impression lingers in the mind and in the heart, a haunting nostalgia, which is the soul of beauty.

Lucy Gayheart is one of Willa Cather’s best novels, belonging, in this reviewer’s list of her best, with My Antonia, A Lost Lady, and Death Comes to the Archbishop. With it Miss Cather fortifies an already substantial claim to being America’s foremost novelist.

Edna Tutt Frederikson


Careful examination of Thorndike’s Heidi in comparison with other translations shows that the story remains unchanged,
but that the sentences are arranged and worded in a simpler, more natural manner for children. This is an inexpensive edition, lacking the beauty of some of the other editions, although there are some unusually good illustrations by Hildegarde Woodward.

M. V. H.


A workmanlike presentation of fascinating problems and thoroughgoing exercises in the use of words, this volume is aimed at the reader who "wants to build a wide vocabulary and have it under ready and sure command." The author points out that the spelling bee, the game of anagrams, and the cross word puzzle are not enough; he holds to the sound notion that words should be studied in context.

In general his treatment is modern and authoritative, resting on the Fowlers and the Oxford English Dictionary. He recognizes the potency of slang in a living language, points out that it does not cast a social stigma on its user (as the pedants in the schoolroom would have us believe), and urges that slang must not be "dismissed with mere tut-tutting."

A chapter on the Use of the Dictionary contains a valuable sheet presenting in comparison sample pages from the Concise Oxford, the Winston Simplified, Webster’s Collegiate, the College Standard, and Roget’s Thesaurus. The book also includes keys to the many serviceable exercises.

Intelligent recognition of various levels of usage for various occasions characterizes the chapters on “The Art of Conversation,” “The After-Dinner Touch,” and “When to Write as You Talk.” Throughout, there is vigor and sprightliness as well as sound scholarship.

C. T. LOGAN

NEWS OF THE COLLEGE

The Hedgerow Players of Rose Valley, Pennsylvania, will present Shakespeare’s Twelfth Night as a matinee performance and Eugene O’Neill’s Beyond the Horizon as an evening attraction in Wilson Auditorium on January 29.

Newly elected officers in the three literary societies for the winter quarter are the following:

LANIER LITERARY SOCIETY: Rosalie Fowlkes, president; Alice West, vice-president; Elberia Rice, secretary; Sophia Rodgers, treasurer; Laura Prince Morris, sergeant-at-arms; Helen Irby, chairman of the program committee; and Eleanor Holtzman, critic.

LEE LITERARY SOCIETY: Annie Glenn Darden, president; Ann VanLandingham, vice-president; Adelaide White, secretary; Margaret Hottle, treasurer; Aileen Godder, sergeant-at-arms; Helen Shular, chairman of the program committee; and Betty Hodges, critic.

PAGE LITERARY SOCIETY: Catherine Carter, president; Margaret Byer, vice-president; Alice Thompson, secretary; Adelaide Howser, treasurer; Marian Sampson, sergeant-at-arms; Margaret Peak, chairman of the program committee; and Ette Henry, critic.

Ethel Cooper, Winchester, and Susan Quinn, Richmond, have been chosen as first and second assistant editors, respectively, of the 1936 Schoolma’am by Evelyn Pugh, Edom, editor.

Other directing members of the annual staff are Margaret Newcomb, Formosa, business manager, and Helen Madjeski, Elizabeth, New Jersey, snapshot editor. Ethel Cooper has also served as art editor.

Miss Newcomb’s appointments to the business staff include Frances Ream, Margaret Peak, Christine Newcomb, Goldie Cohen, Louise Ellett, Elizabeth Cosby, and Irene Collins.
The 1936 Bugle staff at V. P. I. recently asked the local yearbook staff to hold an election to determine the six most beautiful girls on the Harrisonburg campus. Frances Wells, Suffolk; Elizabeth Gilley, Axton; Louise Garniss, Bloomfield, New Jersey; Margaret Newcomb, Formosa; Melva Burnette, Leesville; and Mary Bryant Cox, Independence, were selected by popular vote of the student body. Pictures of these girls will be sent to the Bugle staff to be judged by a nationally known authority. The winner will be featured as "Miss H. T. C." along with representatives from other women's colleges in the state.

Frances Wells, Suffolk, was chosen by the student body to play the part of Mary in the annual Christmas pageant presented by the Y. W. C. A. December 12.

Other persons taking part in the pageant which was directed by Mary Cox, Independence, were Catherine Warner, Nell Cox, Doris Bubb, Myra Pittman, Louise Faulconer, Nell Williams, Lucy Clarke, Helen Shutters, Belle Kreiger, Ann Van Landingham, Margaret Turner, Mae Woodson, Virginia Oakley, Anne Wood, Eleanor Taylor, Helen Madjeski, Agnes Dingledine, Sue Quinn, Ayleen Cox, Elizabeth Rawles, Elizabeth Gilley, Margaret Hottle, Hazel Koontz, Elizabeth Schumacher, Beth Cosby, and Anita Wise.

Featuring a composition by two of its members and a choral selection composed by persons formerly connected with the College, the Glee Club presented its annual Christmas vesper service in Wilson Auditorium Sunday afternoon, December 13, under the direction of Miss Edna T. Shaeffer. This program was broadcast through the courtesy of WSLA and the Harrisonburg Mutual Telephone Company.

Miss Frances Houck sang Presence, the text of which was written by Helen Mitchell. The melody was written by Charlotte Landon. Both of these girls are members of the Glee Club this year. A-shining Far in the East, another number included on the program, was written by Garnet Hamrick, an alumna of the College and a former member of the Glee Club, and Miss Eunice Kettering, a former member of the College music faculty.

Soloists besides Miss Houck were Charleva Crichton, June Powell, Mildred Johnson, Lois Robertson, Joseph Miller, Floyd Williams, and Robert Schane. The Glee Club was assisted by the Choral Club and the Freshman Chorus, college organizations, and by a chorus of local men.

At the annual hockey banquet held December 11 in Bluestone Dining Hall the following girls were awarded varsity numerals: Catherine Brennan, Marjorie de Mott, Rae Gerard, Nancy Dorwin, Margaret Shank, Marguerite Holder, Margaret Glover, Helen MacMillan, Margaret Byer, Margaret Thompson, Sylvia Kamsky, Margaret Shank, Ann Bell VanLandingham, Willene Clarke, Lucy Clarke, Lois Wandleless, Bessie Watts, Florence Truberg, and Margaret Poats.

Margaret Shank was elected to succeed herself as captain of the hockey squad and was awarded the rabbit's foot by Sylvia Kamsky, president of the athletic association.

Various toasts were proposed to faculty members who have contributed to the success of the hockey team. Numerals were also presented to players on class teams.

Alice Thompson, Emma Dunbar, June Sprinkle, and Elsie Jarvis have appeared in a series of programs presented over the local broadcasting station, WSLA, by Mrs. Vera Melone Conrad's organ class.

Scribblers, honorary writing club, recently elected five new members upon the successful completion of try-out tests. They are Margaret Byer, Dolores Phalen, Lena Mundy, Helen MacMillan, and Bernice Sloop.
**ALUMNAE NOTES**

**Weddings**

Virginia Orange, '33, of Exmore, was married on November 27 to William Henry Savedge, Jr., of Wakefield. The wedding took place at the home of the bride's sister and brother-in-law, Mr. and Mrs. Sumner P. Bailey, Jr., in White Plains, N. Y. Mrs. Savedge has been a member of the Wakefield high school faculty. Mr. Savedge is a graduate of William and Mary College. Mr. and Mrs. Savedge will make their home in Wakefield.

On November 27, Alma Ruth Beazley, '34, of Beaver Dam, was married to R. Watson Durham, of Bestland, in Washington, D. C. Mrs. Durham has been teaching at Gloucester since her graduation. Mr. Durham is principal of the Rockville High School at Rockville. The couple will make their home near Rockville.

Carolyn Virginia Weems, '26, was married on December 24 to Karl Webber Bookwalter, of Bloomington, Indiana. The marriage took place at the bride's home in Ashland. Mrs. Bookwalter, who received her M.S. in physical education from Columbia University in 1928, has taught physical education at Marshall College, Huntington, W. Va., home economics and physical education at Lynchburg College, Lynchburg, and at Gunston Hall, Washington, D. C. She has done graduate work at New York University, and at George Washington University.

Mr. Bookwalter, who is a graduate of Colorado State and received his M.S. from Columbia University in 1928, is in the department of physical education at Indiana University.

Mary Armentrout, '30, who received her Ph.D. in history from the University of Virginia in '34, is teaching Modern European History, Economics, and Economic History at Winthrop College in South Carolina. She is also acting as freshman adviser. In writing of her work she states that Harrisonburg still does, and always will, occupy a special place in her heart.

Five Harrisonburg graduates are now teaching at Quantico: Eva and Florence Holland, Nancy Byers, Elizabeth Townsend, and Mary Farinholt.

Henrietta Sparrow, '29, who has been dietitian at Hilltop Sanitorium at Asheville, N. C., for several years, is now dietitian at the Alachia County Hospital, Gainesville, Florida.

Frances Ralston, '32, was operated on for chronic appendicitis last Thanksgiving and had an uneventful recovery. Frances is teaching in the Washington, D. C., public schools, going there from the Charleston, W. Va., public school system.

Geneva Peters, '34, who is in the Flower Hospital School of Nursing, New York City, has received her black band following the successful completion of the first half of her course.

**Deceased**

On November 26, Delucia Fletcher, '16, of Harrisonburg, died from a sudden heart failure. For a number of years Miss Fletcher has been a clerk in the Rockingham National Bank, Harrisonburg.

**OUR CONTRIBUTORS**

WILBUR C. HALL is chairman of the Virginia State Commission on Conservation and Development.

ARGUS TRESIDDER is professor of spoken English and director of dramatics in the State Teachers College at Harrisonburg. Dr. Tresidder is a graduate of Cornell University.

EDNA TUTT FREDERIKSON is director of publicity in the State Teachers College at Harrisonburg. Dr. Frederikson is a graduate of the University of Kansas.
Progressive teachers will find dependable advice in these estimates on current film releases.

Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.

**FILM ESTIMATES**

**Alias Bulldog Drummond** (Jack Hulbert, Claud Hulbert) (G-B) Super-detective theme completely and deftly burlesqued, in typically English style. Action more lively than violent, dialog amusing without wisecracks, villains who are not "tough guys". Subtle, intelligent, laughable English spoken throughout. (A) Entertaining (Y) Good (C) Exciting

**Anna Karenina** (Greta Garbo, Frederic March) (MGM) Serious, impressive screening of Tolstoy's tragic story of illicit love against colorful background of Czarist Russia. Fine cast with Garbo outstanding as unhappy wife and mother whose attempt to find happiness with lover leads to disillusionment, despair and suicide. (A) Faint of Kind (Y) Very mature (C) No

**Annie Oakley** (Barbara Stanwyck, Preston Foster) (RKO) Hilarious costume comedy of Buffalo Bill days, mixing history, slapstick and elemental human appeal. Enough color, fast action and low comedy to outweigh faults of jerky continuity, glaring improbabilities, and very unsympathetic hero. (A) Good of Kind (Y) Good (C) Good

**College Age** (Jack Oakie, Joe Penner) (Para.) Gay, irresponsible playboy inherits Girls' school, turns it into "Charm School" featuring dance and music, and makes it pay. Preposterous and silly farce with a few amusing spots by the four comedians. Oakie's "singing" another feature. (A) Excellent (Y) (C) Perhaps amusing

**Coroando** (Jack Haley, Leon Errol) (Para.) Crude conception about sailor and girl whose father refuses to believe them married. Cheaply risque in parts, and the rest suffers from stale holier-than-thou and mediocre acting. Leon Errol's extensive clowning is only feature of any interest. (A) Mediocre (Y) Poor (C) No

**Crime and Punishment** (Peter Lorre, Edward Arnold) (Columbia) Powerful screening of Dostoevsky's grim tale about brilliant murderer, leaving no clues, driven by conscience to confess. Arnold splendid as detective. Lorre sinister and weirdly gripping as hero, but grotesque and repulsive as lover. (A) Fine of Kind (Y) Doubtful (C) By no mns.

**Diamond Jim** (Edward Arnold) (Univ.) Arnold gives notable characterization of Jim Brady, colorful figure of New York in gay nineties, super-salesman, railroad pioneer, sportsman, big spender, gourmand. Dramatic and romantic story of his career and eccentricities. Somewhat overdrawn and factionized. (A) Interesting (Y) Interesting (C) Little int.

**In Old Kentucky** (Will Rogers, Dorothy Wilson) (Fox) Last release by Uncle Sam's jester. Appealing little story of horsetrainer and poor girl overcoming treacherous difficulties to win the classic race. Thoroughly human role which gives Will Rogers wide scope for his characteristic and amusing play. (A) Good (Y) Excellent (C) Excellent

**Jalna** (Kay Johnson, Ian Hunter) (RKO) Intelligent realism in vivid pictures of joys, woes and wranglings of large Canadian family in old homestead, dominated by erratic, vigorous, cen-
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