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THE VIRGINIA TEACHER

September, 1936

Memories of James Lane Allen • • • • Sue Porter Heatwole
Resources of Virginia • • • • • • Wilbur C. Hall
Professional Instruction for Teacher-Librarians • • • • • • Ferne R. Hoover

BOOK REVIEWS

FILM ESTIMATES

Published at the State Teachers College of Harrisonburg, Va.

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JAMES LANE ALLEN
AS A DEVOTED FRIEND KNEW HIM

JAMES LANE ALLEN'S friendship to me has been one of the most enchanting and germinal influences of my life. If I could in some way retrieve that infinitely precious and fastidious personality who has been so little known and so misunderstood I should be greatly gratified. The atmosphere of seclusion which Mr. Allen wove around his life has been mistaken for unsociable isolation and exclusiveness. He has been pictured as "lonely, oversensitive, melancholy and too touchy with his friends."

I have been asked to say something about the man James Lane Allen as I knew him. I shall not presume to criticise nor defend his writings; there have been many able scholars to condemn, and many others to praise his works.

I stand to symbolize his worshiping public when it was the fashion to read and discuss James Lane Allen. I suppose I am of the romantic school which holds that the critical virtue lies in sympathy, and I agree with Norman Foerster who says that "the best critic is he who reveals the nature of the beautiful things by a complete understanding of the creative intent in them."

Mr. Allen's great popularity was no doubt, to some extent, due to sentimentality, but his characters, whether trivial or significant, were always believed in by the author. Mr. Allen was never a satirist—perhaps because he had been a teacher—and said that the satirist is great not by what he creates, but what he destroys.

I lived in Asheville, North Carolina, where and when literary people were few, and writers those far-away strange creatures we only heard about. Today writers come in crowds, treading on one another's heels, those behind forcing on those in front—as a crowd passing before a dead hero lying in state—passing on, going out continually, a few pausing, none stopping. Writing was not the pastime of everyone in Mr. Allen's day, and reputations were not so numerous; but I do know that James Lane Allen was read, admired and courted when I began reading, and admiring and worshiping the much talked about author of The Choir Invisible and the Kentucky Cardinal.

My mother came from Kentucky and was a contemporary of Mr. Allen, though she had never known him. She left Kentucky before Mr. Allen was generally known. From her I imbibed that wonder and romance that was a part of Kentucky of the sixties and seventies. When a child I spent much time in Louisville, Lexington, and Bardstown, living in some of the oldest and most beautiful homes in Kentucky.

The old Bishop Flaget's house joining the beautiful St. Joseph's Cathedral in Bardstown was for a long time the home of my aunt. I slept in the very room once occupied by Louis Philippe while he was an exile and the guest of Bishop Flaget. Many times when a child have I gone into the imposing St. Joseph's and sat in silent admiration in the presence of those works of art Louis Philippe sent back to Bardstown after he became King of France. I often visited the convent Nazareth and the Trappist monastery Gethsemane near Bardstown. The White Cowl and Sister Dolorosa were suggested by Mr. Allen's knowledge of these hallowed places, though he told me he had actually never been there.

I mention these things that you may understand that I had heard much about James Lane Allen before I was old enough to read his books.

I was about sixteen when I read The
Choir Invisible. The reading of this book did for me what it must have done for thousands of beauty-seeking, eager minded youth of my day.

While I was reading The Kentucky Cardinal a very handsome, a regal looking woman from Kentucky came to see my mother. She noticed me and the book I held, then said, “I know very well the author of this book. If Mr. Allen should ever come to Asheville, be sure to see him, and tell him a friend who admires and esteems him sent you to him.” If Ariel himself had appeared with dew from the Bermudas, I could have been no less amazed than I was at being in the presence of one who knew James Lane Allen well. When this very beautiful person left, my mother said, “James Lane Allen was once madly in love with this charming lady.”

Years passed, I returned from college and was teaching in Asheville. One afternoon on my return from school, I took the morning paper and was startled when I read these headlines, “James Lane Allen, the noted American author, is registered at the Manor.”

My father had known Sidney Lanier, my grandmother had known many literary personages, but James Lane Allen held something that seemed just for me. With feelings a-tremble I wrote a very short, very proper note to Mr. Allen, telling him what his friend had said to me. By return mail I had a letter from him asking me to come to see him the following Saturday morning.

I went. On the instant we were friends. It is most remarkable that I had been told nothing of his personal appearance; in my mind’s eye I had pictured Mr. Allen as small, sallow—with dark eyes and grey hair—and somewhat insignificant looking. Imagine my surprise when I saw him standing strong and firm on his feet, bearing his six-feet-two figure with an exquisite nicety of carriage at once natural and cultivated. He was the picture of health, intellect, and fineness—a perfect Anglo-Sax-on type. He had eloquent eyes, a gentle, compelling voice. Mr. Allen must have been about fifty-five years old when I first saw him, though he looked much younger. If you have ever accompanied on the piano singers or violinists, you know what it means to be attuned in perfect accord. So we were despite the great difference in our ages.

We discussed the local history, the scenery around us, and many personal things. He spoke in an ordinary tone of voice about the characters of his stories, lending to them an air of intimacy and familiarity. When I told him that I had become interested in ornithology after having read the Kentucky Cardinal, and that Gilbert Pearson, for many years president of the National Audubon Society, had received his inspiration from the same source, Mr. Allen was extremely gratified. He was eager to go with me to the Cherokee Indian country and asked about the Cherokee rose. He had never heard the story of the sad love affair of the mocking bird and the cardinal and was amused when I told him this legend.

I think Mr. Allen felt that I understood some of the things that had touched his heart. He was to the unfeeling outside world grouchy, cold, and too high for reach. To me he was warm, tender, and deeply lovable. I was most surprised when he told me quite frankly about his love for the beautiful lady who had been the inspiration of my introducing myself to him. He said, “Yes, a very beautiful lady. She looked as if the blood of a thousand earls flowed in her veins. But it is perhaps best as it is.”

Mr. Allen cast a golden glow over everything he touched, and brought to the surface the best in the hearts of people and things. He related simple everyday things with that fairy-like touch, a kind penetrating psychology or a sort of sorcery that baffled analysis. His personality was a fusion of life and dream; the very charm of poetry animated his being. He gave out
something, a vital magic, that has been a joyful experience of my life.

James Lane Allen’s work must be appraised from a pragmatic approach. One must be conscious of the continuity of his creative art to realize the potency of his influence on his time and the future.

Several times I was with Mr. Allen in Asheville. We walked over the hills on the east and looked into the beauty of the western mountains across Asheville. His love for nature was fine and sensitive, thoughtful and discerning.

The presence and personality of James Lane Allen must always live in the memory of those fortunate enough to have known him. I still recall his noble face, and hear again his voice that fell upon one’s heart like dew. In his day there were few who could escape his enchantment.

After leaving Asheville Mr. Allen wrote to me. A book from him was excuse for my writing him a long letter.

My knowing Mr. Allen was an open sesame to many rare souls. Christian Reid, author of The Land of the Sky, sent for me when I was in Salisbury that I might tell her something about James Lane Allen. In Parnville, Virginia, I boarded with Jennie Tabb, who told me of Father Tabb’s devotion to James Lane Allen. I mention only two from many who desired to hear something about this charming personality.

For many years, because of losses, sorrows and many things, I lost contact with Mr. Allen and was completely unaware that his public had turned against him. I did not react against The Bride of the Mistletoe as did so many others. It seemed to me any real lover of Virgil—Mr. Allen was much like Virgil, though in his desire to penetrate the mystic he was not unlike Shelley—could see that he had painted an exquisite picture of “man’s mystical union with nature.”

We were living in Athens, Georgia, when I saw The Ash-Can, which came out in The Century of 1921. I wrote to Mr. Allen about it. He answered at once, expressing his delight that I had broken my long silence.

A short time after this I again joined him in Asheville. In the presence of those all-comprising mountains we “remembered things outlasting memory.” He was grateful that I had not misunderstood the “intent” of his The Bride of the Mistletoe. He told me of his purpose to complete the trilogy. I think he told me the title of his third book, but I did not record it in my memory. I shall always regret this, for he never lived to write the third book.

Mr. Allen promised to visit me, told me how he had to conserve his health because he must finish his work.

“And yet unless somehow I do the deed, An exile I must be from this fair land, Nor with my Peers shall I have heart to stand” was the ever-recurring burden of his talk with me.

Because of Mr. Allen’s failing health he never visited me, but his spirit has seemed near. When I wrote him about Miss Locke published in the March, 1922, Century he replied saying, “What you think pleases me more than anything I have heard of it.”

For five or six years before the death of Mr. Allen I sent him a box on his birthday which came a few days before Christmas. Because of my eagerness to make something that would please him I almost became a cook. During the whole year I thought, “What can I put in my friend’s box that will give him rare pleasure?” That these boxes did make Mr. Allen happy is one of the most precious possessions of my memory. I learned to make beautiful and delectable candies and wines that might please his sensitive palate. I even learned to crystallize sprays of mint that he might use them to make his mint juleps so precious to all Kentucky gentlemen.

Believing that personal letters give an intimate approach to character, I have chosen
a few of Mr. Allen’s letters to me for your consideration. His penmanship like his character was bold, nice, and beautiful.

New York
August twenty-third
Nineteen Hundred Twenty-Two

Dear Mrs. Heatwole:

She arrived only today! I now know, if you had been a novelist, what kind of woman one of your heroines would have been; and if you had been a coquette, how you would have coquetted. And I know that if I had years ago met this creature alive, I’d have been a maimed man, for the right kind of yielding is in her eye!

You have given me a very joyous day. I had to call in the (German) housekeeper to share the arrival and she collapsed into two hundred pounds of sentimentality. Most, I think, she loved the basket. If only there could have been music in the Rhine Park and a full moon! The Rhine Moon.

As she left she said, “Now you have a woman in your room.” I replied, “Yes, but I must not fall in love with her bottle heart.”

What you say about the story is very helpful. I sent you a very special message. You do not speak of it.

I am, with great delight,
Sincerely yours,

JAMES LANE ALLEN

The Wine! the good wine!! Miss De Canter’s patience is going to be tried! I expect her to lose her temper some this night!

The “Lady Dollie DeCanter” was a water bottle, into which a cork stopper fitted. On the stopper had been put a doll’s head. The whole “creature” was dressed as a charming Kentucky belle of the early seventies. Lady Dollie was dressed for a garden party and carried on her arm a basket of flowers—pink roses and forget-me-nots. Her full skirts concealed the wine that filled her body. She really was quite bewitching and would have deceived the most hardened prohibition officer.

158 West 75th Street
October 10, 1922

Dear Mrs. Heatwole:

I have not been well and for this reason I have not written. I am not well now, but am writing now, because there are things that one wishes to do though knowing that one will not do them well.

The wine has arrived—the wines. At one, on two nights, I solaced a malady and entertained myself with some of the blackberry, and then was made more ill by seeing how down in the bottle it had gone! That a thing so wondrous good should give out—that’s life. The dandelion has only been inspected, and hope supports itself upon self-denial.

The petticoats of the young lady who shares my room with me are worthy of us both. I had at once recognized them as of the Kentucky period of my earliest recollection and affection.

I am delighted to hear about your going to Richmond. You will meet a friend of mine there—a most charming human being—Miss Ellen Glasgow.

I am most gratefully, and delightedly,

JAMES LANE ALLEN

Mr. Allen’s letters bear witness to his tender appreciation of even the smallest favors bestowed upon him by his friends.

158 West 75th Street
April 7, 1923

My dear Mrs. Heatwole:

The box reached me last Monday. I have been very unwell since then, more than unwell, and for this reason have not written. An immediate acknowledgment might, indeed, have been sent but was less than I desired to send.

I should perhaps now say that I have been very unwell throughout the year. The coming of the box, coming when it did, seemed a fulfillment of more than even its friendly intentions. I shall rely upon its cordials for the kind of help they give. I have told you before that you are psychic.

I know you rest assured that I have overlooked nothing, nothing, of all that you have done for my pleasure and happiness in this ransacking of your pantry and heirlooms, in this doing of beautiful things beautifully. Of these separately I hope to speak again.

I am sending you my photograph. It will give me pleasure to think of its having a place on your desk.

With the highest esteem and appreciation, I am
Sincerely yours,

JAMES LANE ALLEN

Though Mr. Allen was meticulous on the point of acknowledging favors, he never mentioned the many beautiful presents he sent to me excepting the picture of himself, which I prize so highly.

May 12, 1923

My dear, dear Mrs. Heatwole:

Last night toward a sleepless midnight—I called upon myself for a glass of your dandelion wine and then I thought it better to take two! You see, I must let you know that a good many such nights—many too many—I have been quieted and rallied by these delicious cordials from your berries, your grapes, and your—meadow wild places, as one happens to see them.

There is in Lexington, Kentucky, a John Maddford Historical Library, and they have already made a place there for me with a small collection of things from me or that were mine. The wonderful piece of linen you sent me will in time go there. I sent them some time ago such a piece of linen made in near-pioneer days on my great-
grandmother's farm near Lexington. How did you know how deeply interested I am in old-time linen? But do you really know how much you mean to me?

James Lane Allen

Mr. Allen never knew that I mixed with the simple home-made wines I sent to him a generous portion of pre-Volstead French cognac.

June 9, 1924

Dear Mrs. Heatwole:

What you write of the story brings me great pleasure. I have felt most curious as to its effect upon my friends, since it lies in a new field to them. It is not a new field to me, lying always within me and trodden often—alone.

You must not write such a wonderful letter and at the end call it "miserable." That sounds like some other woman!!

I have read many times what you write of the story and am more pleased than you are aware.

I have a real carbuncle on my neck!

Yours,

James Lane Allen

The story referred to was The Violet.

Saturday, July 14th, 1924

Dear Mrs. Heatwole:

You must try to understand, without assurances from me, how greatly I appreciate the box. What I should say about it would mean little. This kindness of yours enters into my life as a very real happiness. You can never know what you have been to me.

I shall have "beat biscuit fa breakfast"—with memories not of New York.

Some wonderful letters have come to me about the story. But it is not the kind of story in regard to which readers feel inclined to write. There are things in it that call for the uncommunicated response.

The young lovers, asking of each other the same thing and that the highest, were made to suffer in their ideals for their little faults—made to ever suffer in the way that little faults have of doing their deadly work.

My head has been turned by the manner in which I dressed the maid! What did you think? All the ladies in all my books—if they but knew what study I have bestowed upon their costumes!

My best thoughts go to you.

Sincerely yours,

James Lane Allen

Mr. Allen was in a way shy. I think that was due to the fact that he felt he was a person apart from the thousand and ten thousand commonplace mortals. He did not scorn them, but felt he must not let this precious gift of the gods—whatever that may be—become less precious by too much exposure.

He was full of humor and wit and loved to be happy. He loved beauty in every form; he disliked pretense and insincerity in people and things. He always impressed me as able to see through the flesh into the very heart of one's soul. He was always perfectly dressed, perfectly poised, and by far the most distinguished looking man it has been my good fortune to see. No one could think evil in his presence and I think he felt the need of high atmosphere in which to let his spirit live. He did not like many people. I regarded this most carefully and never introduced but one person to him. I did introduce Stark Young—who was a dear friend of mine—to Mr. Allen. Stark was then a senior at Columbia. Mr. Allen was most kind and wrote to me that he saw great promise in the young student I had sent to him.

It has not been easy for me to tell these personal things about a friend who had worked for his works' sake, caring little for notoriety.

Sue Porter Heatwole

PROFESSIONAL LIBRARY INSTRUCTION FOR LIBRARIANS AND TEACHER-LIBRARIANS

ONE of the big problems facing the teachers colleges at the present time is adequate training facilities for preparing library-trained teachers and teacher-librarians who can care for small collections of books in addition to some classroom teaching. There are those teachers colleges that have built up accredited library schools for the training of professional school librarians. We shall hope that

This paper was prepared for a round-table discussion of teachers' college librarians at the meeting of the American Library Association in Richmond, May 12, 1936.
these library schools may recognize the need for more practical training for librarians even in the larger school libraries. There seems to be this trend in curriculum changes that have taken place in some of these accredited library schools recently. In this discussion, however, we shall consider only those teacher training agencies in which some provision for library training is made within the four year program, especially for teacher-librarians and teachers. We shall assume that most of these colleges will give a curriculum of less than an academic year. More than 75% of the colleges offering some type of library training will fall in this group.

The ideal, from the viewpoint of many librarians and supervisors, may be for the teacher-librarian in the small school to have as much training as the full-time school librarian. But can this be expected as long as the success of the teacher-librarian depends on her ability to teach four or five classes per day rather than to administer a small collection of books. If the teacher-librarian spends one of her four college years getting her library training, where can she expect to find time for her courses in education, required of all teachers, her practice teaching and, above all, her background courses? Is this teacher-librarian primarily a teacher or a librarian? Actually she is a teacher who has assumed the responsibility of the library. There seems to be little indication, according to statistics available or from the observation of the migration of teacher-librarians, that this teacher in charge of the library will ever be a full-time school librarian.

From all indications the small library will continue to exist along with the many small public schools. In many states the proportion of small schools is much higher than in others. In seven states more than 70% of the total secondary school population is enrolled in schools each with less than one hundred students. According to a survey made some years ago, 75% of the high schools in the United States enrolled 200 or less students. A similar survey would probably show only a slight decrease at the present time. In the South the small high schools of the Southern Association have decreased from 44% in 1927 to 35.5% in 1934, or about one per cent per year. Miss Fargo says: “Small schools not only exist in surprising numbers, but will doubtless continue to exist for a long time in disturbing numbers.”

Even in the larger high schools the school library can progress no farther than the teachers with whom the librarian works. It would seem then that the place to start is in those colleges that are training teachers. If we graduate library-trained teachers who demand a good library, school libraries will progress much more rapidly in the near future. In the past we have expected the librarian to sell the library idea to the superintendent, the principal, and to the teachers, along with teaching four or five classes per day. In addition to all this she has had to train student assistants to carry on her work while she is teaching. If the new teacher feels that the school library is indispensable for the new type of teaching, we shall soon have more and better school libraries both in the elementary and secondary schools.

In Virginia we are working with a new tentative course of study. We need books if we are to use this new curriculum. Mr. Dickinson, State Director of School Libraries, says: “During the past two years Virginia spent for school library books one-fourth of the total amount of money used for this purpose during the past twenty-

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eight years. It is also interesting to learn that money spent for the elementary grades equalled or probably exceeded that spent for high schools. There are 613 accredited high schools in Virginia. There are only 50 librarians in the public schools who have had a full year of preparation for school library work. Many of the small libraries have a teacher in charge who has had no training at all. There are many of these small schools that cannot employ a full-time librarian but some teacher will have to take care of these new books that are being purchased from year to year.

The responsibility lies with the teachers' colleges and other institutions that are training teachers for the public schools. It becomes the responsibility of the education department in co-operation with the college and training school libraries. If students learn to use books in actual teaching situations, while doing student teaching, they will be enthusiastic for the school library when they go out to teach. The student teacher needs all the help that she can get in her student teaching. The training school library should be in charge of a well-trained and efficient librarian. Here the student teachers should be able to observe a good school library in action, and be able to find much material for her student teaching. Observation in the library should be required along with observation of classroom teaching.

May we turn for a few minutes to conditions as they have existed and still exist in many colleges at the present time? When presidents and deans of colleges saw the demand for school librarians they immediately sought to set up curricula for the training of librarians in their colleges. The college librarian was usually made responsible for this work and the result was an ever increasing number of courses patterned more or less after the courses the librarian had had in library school. This is especially true when the courses have increased beyond six or eight semester hours. It is often nothing more than a miniature library school curriculum taught by librarians who have had no special training for school library work and who have had no practical school library experience. Not only have the courses retained the same names as the library school courses but the content has been much the same. After all, the librarian has prepared herself for a college library position and may understand very little about the school library situations into which her students go after leaving college. The librarian's program is already crowded with the administration of the college library or with some other phase of the work. Often these library science classes are divided among the members of the library staff. If teacher training agencies are to take the added responsibility of instruction of students in the use of the library and of providing adequate training for library trained teachers and teacher-librarians, there will have to be added instructors with practical school library experience and the ability to teach. A good librarian is not necessarily a good teacher.

Immediately we begin to survey the library training in these colleges where less than a year's training is being offered. Last fall I attempted to make a survey of the courses offered in the teachers' colleges in the United States through studying their college catalogs. Needless to say, in many instances the college catalog gives very little enlightenment as to the work being offered. Especially is this true when only a few semester hours are offered. I found terms like these: library economy, library technique, library methods, library service, library procedure, library instruction, librarianship, tool subject courses, including spelling, library economy, penmanship, etc. These names may sound familiar to you but mean little to one who is examining your catalog for information concern-
ing the type of course you offer. A brief outline and statement of the purpose of the course would mean more to the prospective student and serve to distinguish between these and professional library science courses of the accredited library school.

The springing up of these short courses has probably served a purpose in an emergency, when the demands for teacher-librarians was great. According to a table found in Miss Fargo's recent book 50% of the teachers' colleges included in the study were offering less than 6 hours. The same situation was true of training agencies other than teachers' colleges. In the states comprising the Southern Association of Colleges and Secondary Schools, 11 of the 50 library training agencies offer less than 6 hours of work and 30 of the 50 offer less than a half year of training. In the near future it is to be hoped that these six hour minimum requirements will gradually disappear in favor of at least a requirement of twelve semester hours. There are some states that will not be able to enforce even a six hour requirement for all schools until administrators are more library-minded than at the present time. It is up to the trained librarians to get behind the cause of school libraries and keep it ever before administrators and community organizations.

There can be little question but that there is yet a need for some type of practical training for the teacher and teacher-librarians. Unfortunately many of these short courses have not accomplished the desired results. Miss Fargo discusses "Library Education for Teacher-Librarians" at length in her recent book and gives us a "Suggested Curriculum for Teachers and Teacher-Librarians" which seems most practical. She suggests courses that would be useful for all teachers and then builds the courses for teacher-librarians on these. During the past few months I have studied this suggested curriculum very carefully and have had an opportunity to try out some of the units suggested. I am very much interested in checking the reactions of these students as they go out into teaching. After all, the content of these courses should be determined, at least to some extent, by the existing conditions that the teacher and teacher-librarian finds in actual school situations. What these teachers need is a wide knowledge of books for boys and girls and a practical knowledge of how to use the library.

In the near future I shall hope that our library science courses will be integrated with the courses in education and in the subject fields until they may disappear as library science courses or at least those units which are a definite part of the preparation of any teacher. With the central office provided to care for all the technical details and mechanical preparation of books, the school librarians and teacher-librarian would be left to those functions that are more nearly teaching functions. We will need professional librarians, but not every teacher with one or two periods per day will be required to know all the technicalities of cataloging. Under these conditions an outstanding teacher with administrative ability and a knowledge of books for boys and girls would be the library teacher or teacher-librarian.

In closing may I offer the following suggestions for your consideration?

1. That in the future, the functions of the teacher-librarian be studied carefully in establishing the character of courses to be offered teacher-librarians rather than the present practices.

2. That this type of training apply only to those classroom teachers in small schools of only a few hundred students and be
clearly distinguished from professional library training in library schools.

3. That conferences of teachers college librarians and librarians of all other training agencies, presidents, deans, training school directors and heads of education departments in these institutions be called together by school library supervisors to study the needs of the state and benefit from the regional conferences that have been held on library training such as the one held in Atlanta, Georgia, last November. In these conferences training agencies may arrive at some mutual understanding concerning needs for training and the type of courses to be established according to present-day needs as well as those to be eliminated.

4. That emphasis be placed on books and their use in the school library in the enrichment of the curriculum and the recreational reading of the children. That a well organized training-school library be provided for observation for teachers in training and for the use of the student teachers.

5. That instructors in these courses for teacher-librarians have experience in school libraries in order to make practical application of the theory taught.

6. That a terminology and description of courses be developed to avoid further confusion with professional courses on the library school level. Perhaps preferable to separate library science courses will be their integration with education courses and courses in the subject fields.

Ferne R. Hoover

VIRTUOUS FRIENDS

When the heart is fresh, and the view of the future unsullied by the blemishes which have been gathered from the experience of the past, we love to identify with our friends all those qualities to which we ourselves aspire, and all those virtues we have been taught to revere.—Cooper, in The Spy.

RESOURCES OF VIRGINIA

I need not assure you of my deep appreciation of the opportunity to speak to you again. There are in these perplexing times so many important aspects of conservation and so many facets to the wise development of the manifold resources of our State, that I welcome another opportunity to discuss some of them with you. As educators and prospective teachers whose teachings will continue to play important roles in the community life of the Commonwealth, I consider it highly desirable that you should be fully informed in regard to the work of the State Commission on Conservation and Development, particularly as to the basic facts about the resources of Virginia.

I do not consider similar knowledge about other departments of our State government or other resources and features any less important or vital to our continuing welfare. It so happens, however, that as Chairman of the State Commission on Conservation and Development, I am in a position to speak more intimately of the work of the Commission and of the resources which it is attempting to conserve and develop.

Last November I addressed you on the conservation movement in America and some of its applications to Virginia. Today I wish to discuss some features of the natural resources of our State. Time will permit only a general summary of such an extensive field. Although the picture will be painted in broad strokes, I trust that it will provide a background to which you can add many interesting details as future opportunities are provided.

The natural wonders of Virginia are a most attractive and invaluable resource. They illustrate many processes of landscape sculpture and are interesting records of geologic history with which we should be

A speech before students and faculty of the State Teachers College at Harrisonburg on July 15, 1936.
familiar. Their esthetic and practical values and those of our other diverse and beautiful scenic features are not often fully realized. Man does not live by bread alone. Both spirit and intellect demand nourishment and stimulation. In the rapidity and complexity of our amazing industrial progress, we have become prone to neglect imagination—that vital spark that leads us on to better things. Each of those natural wonders too is full of romance, the romance of Nature creating always the beauty that man too often ignores or feebly tries to emulate. Such romance of the geologic past is refreshing to our minds and spirits—a stimulus to our imaginations that makes an understanding of our natural wonders and an appreciation of our scenery essential parts of our culture.

Here in the Shenandoah Valley you have no doubt visited some of the unrivalled caverns, annually visited by hundreds of thousands of tourists from many states. But have you imagined their glamorous past as you have wondered at their present awe-some beauty? 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; Burke's 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, replete with historic interest as well as records of earth history.

Shenandoah Valley—the lovely “Daughter of the Stars”—itself is an amazing canvas on which has been painted many great historic events. Geologists tell us that its origin and development is another fascinating story. Certainly we must know it to appreciate it fully and its effect on the mode of life here.

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 and re-creation to our citizens. They will do as much for innumerable visitors who will gladly become our guests if we but make our treasures known to them.

You are familiar—some of you no doubt intimately—with the unique historic heritage of the Old Dominion. But do you always comprehend what a resource that is to Virginia and to Virginians? In a sense, it is an exaggeration to call our history a natural resource, but in another sense it is a very real resource. The great deeds of the past performed by illustrious sons and daughters of the mother Commonwealth are full of romance and inspiration for the youth of today—yes, even to all adults who will take the leisure moments to reflect upon them. History thus is a source of much more than mere factual data. It is a bulwark and a guide to all of us. As educators and teachers you can do much to make our glorious past vibrant with meaning for this and future generations of our citizens. We of the State Commission on Conservation and Development are aiding in the preservation for posterity of some of these noble things. But we must depend upon you to breathe a living spirit into those imperishable records and to fire the imaginations of your students with them.

It has been the fate of Virginia to be the center of events in America for more than three centuries and a quarter. This is due to the central and peculiarly favorable situation of the State. Because beautiful Chesapeake Bay offers the best harbors on the Atlantic seaboard, the first successful settlement in America took place here. Because Virginia lies between North and South it has been the decisive battlefield in our two great wars, the Revolution and the War between the States. What a dramatic coincidence it is that Cornwallis surrendered
at Yorktown, ending the Revolution, and that Lee surrendered at Appomattox, ending the War between the States! How much of the romance of the American past exists in these two events! And there is a third and even more striking phenomenon. Williamsburg, the colonial capital of Virginia, unlike nearly all other colonial capitals of America, was little affected by the march of time; time itself for decades almost ceased to exist in that quiet city. While Boston and Albany and Philadelphia grew into great cities, utterly losing all traces of their colonial atmosphere, Williamsburg remained much as it had been two hundred years before. That fact enabled Mr. John D. Rockefeller, Jr., to make his marvelous restoration of Williamsburg.

Our precious treasures of history from Jamestown to Appomattox and beyond—are not a resource to our citizens alone. Those treasures are being shared abundantly with peoples from other states and from other lands. Thus in affording a rich source of inspiration to others they are at the same time becoming a valuable resource to us—one of the magnets that draws large numbers of visitors to Virginia. The practical results of those visits should be obvious. But I would like to point out briefly certain practical aspects to you.

Washington is crowded at times with tens of thousands of visitors from all of the northern and western states, but practically none of those visitors feel much interest in things south of Washington, except Mount Vernon. Some of them who ventured as far as Alexandria were greatly pleased with the beauty of the old city, its fine homes, its historic associations, its exquisite Christ Church. But they did not think it worth while to go farther; apparently it never occurred to them that there could be anything of much interest in the South.

Thus for many years Alexandria was a gateway to Virginia and the South, a beautiful gateway with splendid traditions, but a gateway that few passed through. People would stop and admire the gate and then go back, whence they came. Of the millions who came to the capital of the nation, to see its many sights and to witness the sessions of Congress, it is probable that not more than one per cent visited Virginia south of Mount Vernon. The story has been much the same at other gateways—at Winchester, the portal to Shenandoah Valley, or at Harrisonburg, a gateway from West Virginia and states to the north and west.

One reason for this sad state of affairs was that good roads were lacking until rather recently. Hence, many of our historic sites and homes, lovely gardens, scenic wonders, and favored recreation areas were rather inaccessible by automobile, or at least required too much time and effort to visit them.

Another reason why people did not go through the gateways of Virginia was that they did not know of the interesting things to be seen south of the Potomac. No literature on Virginia that carried magnetic appeal was available as pamphlets, maps, and magazine articles. While some states, notably California and Florida and New England, were filling books, magazines, and newspapers with roseate accounts of climate, gardens of the utmost loveliness, scenic marvels, historic sites, and recreational places, in a word, where Paradise has been brought to earth, authentic and attractive information was lacking on Virginia and the South. It was almost a forgotten country.

For all who are interested in history—and whose imagination is not kindled by some of the great personalities of history—Virginia offers wonderful attractions in the great series of military parks and the Colonial National Historic Park at Yorktown and Jamestown. These are very recent and marvelous developments. Not so many years ago visitors to Richmond inquiring about the battlefields around that city
found them inaccessible. A jungle has since
given way to a lovely park. The earth-
works at Richmond, particularly those at
Cold Harbor and Fort Harrison, are per-
haps the finest remains to be found of the
War between the States. This Park has
become one of the chain of National Mili-
tary Parks.

The development at Fredericksburg has
been as remarkable. Go to Fredericksburg
and drive along the highway built behind
the Confederate lines there, where history
and natural beauty are singularly blended.
The battlefields of Chancellorsville, the
Wilderness, and Spotsylvania, have all been
as carefully and as admirably parked.
Roads lined with descriptive markers give
full information to the traveler. I venture
to say that a day could not be more pleas-
antly and profitably spent than in driving
over and walking over the Fredericksburg-
Spotsylvania National Military Park.

If you are interested in the history of the
American Revolution, go to Yorktown,
where the Federal Government in the last
few years has made a wonderful develop-
ment. On that historic ground Cornwallis
was besieged by Washington and Rocham-
beau and forced to surrender on October
19, 1781, the victory that gained our inde-
pendence for us. When the sesquicenten-
nial was held in 1931, thousands of people
came to a well-ordered park, a park that has
since grown much in extent and develop-
ment since that time.

If you care for colonial history, you
should go to Jamestown Island. There, on
the broad and lovely James, the first set-
tlers landed and established the little colony
that was to grow into the great United
States. Since Jamestown as a town passed
out of existence long ago, the scene today
is not very unlike that May 13, 1607, when
the first settlers came to anchor near the
shore. Jamestown will soon be crowded by
the people who wish to turn back the pages
of history and read what is written there.

There are cities in Europe that retain
much of the past, many of the old streets
and ancient houses. That is because Europe
belongs so much to the past. But in our
fast-moving, rapidly-developing America,
there are no cities of the long ago. That is,
until recently there were none. There is one
now, a colonial town, a town as American
towns were two hundred years ago. A
magician waved his wand, and Williams-
burg returned from the limbo of lost cities,
out of the misty past. If Aladdin had
rubbed his magic lamp and wished Wil-
liamsburg to come back from two centuries
ago, the effect could not be more wonder-
ful.

I said a few moments ago that Virginia
long was an almost inaccessible land, a part
of an almost forgotten country. Until the
last few years it was largely a closed book.
All of that is changed now. The whole
country is becoming aware of the beauty of
Virginia and her historic charm as never
before. Our highways and byways have
become avenues of pilgrimage to hallowed
shrines.

Making our natural wonders and historic
spots known and accessible to the traveling
public has become a source of great wealth
to our citizens. Not all of this wealth is to
be measured by any means in dollars and
cents. The incoming of these visitors
affords us new opportunities and imposes
upon us new responsibilities for friendship
and hospitality.

For two centuries the people of Virginia
have been noted for courtesy and hospital-
ity, and for that something more that we
call urbanity. In the past, few other Ameri-
can communities, with all their virtues, pos-
sessed it. It was a Virginia characteristic.
Visitors coming to the State were impressed
by its antiquity and scenic beauties but more
by its people. They were Virginia's great
asset, and they still are. Visitors greatly
enjoy the social contacts they make in our
State—contacts that lead them to come back
again and again. That is a great thing, the foundation for the attractiveness of Virginia.

It is a matter of the utmost importance to Virginia that visitors should find the State attractive, that they should go away in a glow of appreciation and should send their friends to see us. We have it in our power to increase the attractiveness of Virginia and thereby its business, its real estate values, its prosperity in general. We have that indefinable something called atmosphere. But it should not be too indefinable. We should be able to translate it into accurate information as to historical events and places of interest and a cordial reaching out to help the traveler in all his moods. We have it in our power, with all the material and spiritual riches that are ours, to make Virginia the most attractive State in the Union.

After all, this is largely a matter of individual interest expressed in community spirit. If Virginians feel that local historical knowledge is important, they will become versed in it. If one locality has an informed citizenship, other places will follow the lead. Each of you, with perhaps more educational opportunities, can become leaders in your respective communities. In this way, by co-operation, it would not be a difficult task for the people of the State to know their local history. Since we should have hobbies, why should we not have the local history hobby? It is a very good and interesting hobby, as all those who have practiced it can testify. The result will be, that knowledge of local history and other features valuable to tourists and to our citizens will become general throughout the State.

I have stressed our local history at some length because I know it is one of the invaluable resources of our Commonwealth and a priceless heritage which lends much charm and interest to all who wish to visit Virginia. More than 1,200 history markers—each based on ample research—erected along the main highways are a part of the Commission's contribution to the study and popularization of our local history. The Commission expects to continue this work until all the points of historic interest in every section of Virginia have received adequate attention.

The latest and most spectacular development of some of our resources is the creation of a series of parks in Virginia which constitute a chain of recreational centers. The vision we have when the project is completed is that of a system of parks where all people may go and enjoy rest and comfort from their daily activities; where they may get back to nature largely unspoiled by modern civilization. I shall not take time to discuss them, as booklets on them are available. In the chain across the State, the beautiful Shenandoah National Park, graciously dedicated July 3, by President Roosevelt, is the one, perhaps, of immediate interest to you. It is destined to become one of the greatest vacation lands in the country. Its manifold diverse natural features coupled with many stirring events of human history, will make the Park of more than ordinary interest to all of our residents as well as to almost countless visitors.

The importance of forests in America cannot be minimized. Civilized life would be impossible without them. The forests feed the springs during dry weather. They control the movement of rain water, allowing it to soak into the spongy soil and to find its way gradually into the streams, thus reducing the severity of floods and keeping the stream-flow more nearly uniform. They prevent the erosion of the land into gullies and the depositing of soil and gravel on meadows and in streams and harbors below. They moderate the climate, reducing the extremes of heat, cold, and drought. They serve as a home and a refuge for game animals, birds and other wild life. Above all, they rejoice the spirit of man with their beauty and dignity, and refresh him physi-
cally and mentally when he becomes even for a short while a resident in them.

The forests of Virginia have always been one of the most striking features of our landscape. Whereas in parts of the United States the forests have almost disappeared, fortunately in Virginia you cannot travel far in any direction without seeing or being among trees, one of nature’s great gifts to man.

Virginia is naturally a lovely wooded country. Nearly 15,000,000 acres in the State, that is, more than half of the land area is wooded. Thus it will be seen that the forests are still one of our main resources, one that must produce a large part of our wealth in the future. In order that this natural resource may be developed to the best advantage, the Forestry Division of the Commission exists. Large areas that have been cut over too closely need reforestation, and the CCC camps, conducted under the supervision of our Forestry Division, give us some of that. The forests need the most watchful care in order to prevent fire, and 1,600 fire wardens on duty on a part-time basis scan the horizon for the signs of that awful calamity, a raging forest fire.

Our people need education in forestry. Many private tracts of land need some reforestation, instead of cultivation. A greater care and responsibility in regard to forest fires are much needed. Many of us also would derive much pleasure from knowing the kinds and habits of some of our finest trees.

The waters of Virginia, surface and underground, are another of our great natural resources. Most of the needs and uses of water are evident, but often the struggle, especially in times of a severe drought, to obtain adequate supplies is not so evident.

Virginia is rich in water power. Our many rivers, our lovely falls, give us a source of hydro-electric power of vast potential value and importance. So great is this resource that we are told that more than 2,000,000 horse power of undeveloped hydro-electric power is to be found in seven rivers in Virginia. How much more there is, it is difficult to estimate. In the future, because of the work which the Division of Water Resources and Power of the Commission is doing, electric power should be obtainable in every portion of the State at relatively low cost. This work is yet in its inception. Safely imbedded in the Water Power law is the principle that the waters of the State belong to the State and that they should not, nor can they be, exploited in opposition to the welfare of the people of the State.

Our surface waters are not only most useful for power purposes and municipal and industrial water supplies, but they also afford many opportunities for real recreation, especially to those who can not travel far for their recreation, or who wish to have it at intervals.

The ground-water resources of the State are of surpassing local value, because many residents depend upon them for their entire supplies. Numerous municipalities and several large industries also depend upon them. Ground water is not, contrary to popular opinion, obtainable everywhere. Its occurrence depends upon certain conditions in the rocks beneath the surface. Those geologic conditions are constantly engaging the attention of the Geological Survey division of our Commission, to the end that well supplies may be more economically and abundantly obtained. You may be interested to know that a general survey of ground-water conditions in the Shenandoah Valley has recently been made and that a report on the findings is now being published by the State Geological Survey.

Although Virginia is not usually considered to be a mining state, the value of the minerals mined and quarried since the Geological Survey was re-established in 1908 amounts to more than one billion dollars.
For the decade ending in 1934, the approximate value of our mineral production was $345,000,000. The Geological Survey has done, and still is doing, a notable work in investigating the mineral resources of the State. This is a most important economic function, for if it did not do adequate field and laboratory work, we would not know the quantity or quality of these essential natural resources. This is truly the mineral age. Developing and conserving our mineral resources is becoming more and more a vital necessity of our mode of living. The Survey has published numerous memoirs and maps setting forth some of the results of its researches.

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 concept of conservation and development of our natural resources, therefore, now means much more than it did a few decades ago. A full appreciation of it depends in considerable degree upon our ideas of citizenship and our opportunities and responsibilities as citizens in a complex civilization in a modern world.

The idea of citizenship means much more today than it did yesterday. Beginning with a declaration of right, it has developed into a declaration of obligation. From the principle of independence it has advanced to the idea of co-operation. The right of the individual to life, liberty, and the pursuit of happiness has been refined into that of the right of the individual to share his life, his liberty, and his happiness. This is the new and broader meaning of citizenship which has come to expression in the social and economic problems of the present.

But our most effective co-operation in this new day and, in fact, our best contributions to the welfare of many communities and thus to the Commonwealth at large, depends in no small degree upon our intelligent understanding of all of the resources of the State—what they are, where they are, and how they can best be conserved and developed to promote unselfishly group and individual welfare and happiness. Each one of us has an opportunity and a duty thus to contribute to social and civic progress in the Commonwealth.

Success in life is an illusive ideal and is almost as difficult of definition as democracy itself. I shall not attempt a definition except to declare that, other things being equal, it is the men and women who are thinking of what can be put into life rather than what can be taken from life—those persons who are thinking of what they can do for their communities rather than what their communities can do for them—who are building their success upon a rock which all the storms of life can never wear away.

The one great wish I have for you is the gift of that public spirit which sublimes self-interest as a dominant motive into loyalty to our fellow man and to the finest ideals of the social structure of which we are a definite part. The Cities, Counties, State, and Nation need leaders—men and women willing to pour the full might and power of their disciplined interest into, perhaps, the greatest tasks of all time. Only thus can we hope to enjoy a durable existence in a decent world or to contribute to
the advancement of civilization, or even to prevent its deterioration.

Phillips Brooks has well said, "Sad indeed is that day which has come in the life of any person when they are absolutely satisfied with the life that they are living and the deeds that they are doing, when there is not forever beating at the door of their souls a desire to do something bigger and better which each of them knows they were made and meant to do."

What is noble? "Tis the finer portion of our mind and heart
Linked with something still diviner than mere language can impart;
Ever-seeing, ever-prompting, some improvement yet to plan
To uplift our fellow being and like man to feel for man.

The final thought I would like to leave with you is that we cannot put too much emphasis on the desirability of building up in the minds of our people a conception of their real worth as individuals in a well-balanced social and economic order. I hope that day will soon come when every Virginian, whatever his vocation, and whether he lives in an urban or a rural community, will feel that he is truly a real part of a great Commonwealth. To do this Virginians must really know Virginia—her natural resources, her history, her traditions, and her attractions. We must make of ourselves ardent students and protagonists of the Old Dominion.

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HAPPINESS AT HOME

He who never leaves his home repines at his monotonous existence and envies the traveler, whose life is a constant tissue of wonder and adventure; while he who is tossed about the world looks back with many a sigh to the safe and quiet shore he has abandoned. I cannot help thinking, however, that the man who stays at home and cultivates the comforts and pleasures daily springing up about him, stands the best chance for happiness.—Irving, in Bracebridge Hall.
as their place of birth an Old Dominion school.

William and Mary Started It In 1776

It all started back in 1776 on December 5 at the College of William and Mary when the first Greek letter society in America was formed. This was Phi Beta Kappa which succeeded an organization known as The Flat Hat and which included among its members such men as Thomas Jefferson, St. George Tucker, George Wythe and Edmund Randolph. Phi Beta Kappa was said to combine "the charm and mystery of secrecy, a ritual, oaths of fidelity, a motto, a badge for external display, a background of high idealism, a strong tie of friendship and comradeship, and an urge for sharing its values through nationwide expansion."

The Williamsburg society expanded to Yale in 1779 and then to Harvard. Soon after that it became the honorary scholastic society which has placed it in a unique position among the college organizations. The society established other chapters in Virginia at the university in 1909, Washington and Lee in 1911, R. M. W. C. in 1917 and the University of Richmond in 1929. We understand that this year it will go on the lovely boxwooded campus at Sweet Briar. Today there are over 50,000 living members of Phi Beta Kappa, all of whom let the golden key dangle from their watch chains.

Four State schools hold the lion's share of fraternity birthplaces; Virginia, Virginia Military Institute, Washington and Lee, and Virginia Normal College at Farmville (which was a leader in establishing women's clubs).

Although P. B. K. was the first Greek letter society to be formed "across the water," from Europe, the cornerstone for the fraternity system was laid at Union College in New York State when Kappa Alpha was founded in 1825 and Sigma Phi and Delta Phi in 1827. Following this, various secret groups were organized and in opposition to them arose The Social Fraternity, a non-secret organization at Williams, which developed into the now strong club, Delta Upsilon. Miami College at Oxford, Ohio, witnessed the founding of Phi Delta Theta, Beta Theta Pi, and Sigma Chi, the "Miami Triad."

The first fraternity chapter in the South was at Emory College when The Mystic Seven put a branch there in 1841 and which later expanded to Franklin College (the University of Georgia) three years later.

Alpha Tau, Novice of '65, One of Largest

Probably the first group, after Phi Beta Kappa, to organize in this State was Epsilon Kappa, founded at the University of Virginia in 1855. This was followed four years later by Sigma Alpha, or the Black Badge Fraternity at Roanoke College in 1859 and Delta Epsilon, also at Salem, in 1862. The War between the States halted expansion in the South and extinguished most of the chapters in this section of the country.

The first fraternity after Appomattox was the work of a group of Richmond men. On September 11, 1865, Allan Glazebrook, Alfred Marshall, and Erskine M. Ross founded Alpha Tau Omega in the capital and the first chapter was placed at V. M. I. and the second at Washington and Lee. This novice of 1865 has grown into one of the largest clubs with over 90 chapters now.

In 1867 Kappa Sigma Kappa started on the military campus at Lexington and two years later Sigma Nu there entered its notable life in the college world. With nearly 100 chapters the national organization of Sigma Nu last year paid honor to the founders at Virginia Military Institute.

Washington and Lee became the natal place of Kappa Alpha (Southern) in 1865, a club which is now among the strongest in Dixie campusdom; and two years later over Afton Mountain at Charlottesville powerful Kappa Sigma, which numbers over 100 colleges in its fold, was begun. A year later another high ranking fraternity drew its
first breath of life at Thomas Jefferson's School, Pi Kappa Alpha.

About 1885 a fraternity which spread to Roanoke, Randolph-Macon, Virginia, and Hampden-Sydney was founded at Washington and Lee, but Psi Theta Psi disbanded after a 10-year life span. After 1900 national fraternities sprang up rapidly over the nation, but two noteworthy clubs among the newer organizations are a product of this State. Sigma Phi Epsilon, which can boast over 60 chapters and 13,000 members, began at the University of Richmond in 1901; Square and Compass, with over 50 active chapters, was founded at Washington and Lee in 1917. Also a State born fraternity, Alpha Phi Epsilon, originated at the University of Virginia in 1921.

Farmville Normal Starts Sororities

Let us change complexion for a paragraph or two and look at the sororities—the sisters of the fraternity men.

Two of the most prominent sororities in the country had their inception at Virginia State Normal at Farmville. The first—Delta Kappa which has grown since 1897 to over 60 chapters, and the second—Zeta Tau Alpha which started a year later at the same school. This organization was known, while the founders were poring over the Greek alphabet hunting a cognomen, as the ??? (The Three Question Mark Girls). Zeta Tau Alpha was the first sorority chartered in the State and the first chartered by a special act of the legislature.

These two groups were antedated by Phi Mu Gamma at Hollins in 1890, but little is known about this organization which apparently did not prosper throughout the years as did the other sororities.

Although this concludes the list of social fraternities for men and women, a number of honorary and professional organizations have had their conception in this State. (A student can be a member of only one social fraternity, but he may belong to as many honoraries as he gets invitations. He does not have to belong to a social club to get a bid to an honorary club.)

Virginia Medical Founds Theta Kappa Psi

The Virginia Medical College now enters our picture for the first time. Theta Kappa Psi was founded there in 1879. Organized by John E. Coles, Charles W. Astrop and Barksdale Hales, this affiliation now has around 100 college and graduate chapters. At V. M. C. Kappa Psi, the first Greek letter club in the school of pharmacy, started in the same year.

One of the most prominent honorary fraternities is Omicron Delta Kappa, known as O. D. K., a leadership fraternity which was founded at Washington and Lee in 1914 and which has at present some 30 branches.

At Ashland Chi Beta Phi, a scientific society, was inaugurated at Randolph-Macon College in 1916 and Tau Kappa Iota, biological, started at Washington and Lee in 1923.

The college at Farmville steps into a large spotlight when one considers the women's honoraries. Sigma Sigma Sigma, an educational group, was banded together in 1898 and Alpha Sigma Alpha, also education, started in 1901.

Frank Cunningham, in the Richmond Times-Dispatch, Sunday Magazine.

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CAT VS. SQUIRREL

This business of conversation is a very serious matter. There are men that it weakens one to talk with for an hour, more than a day's fasting would do. . . . They are the talkers who have what might be called jerkyminds. They say bright things on all possible subjects, but their jiggaz rack you to death. After a jolting half-hour with one of these companions, talking with a dull friend affords great relief. It is like taking the cat in your lap after holding a squirrel.—Holmes, in The Autocrat of the Breakfast Table.
VIRGINIA LOOKING AHEAD

ANNOUNCEMENT on September 12 that the University of Virginia is to begin the construction of a new library at a cost of $950,000 has received an enthusiastic reception from all quarters. Such a stimulus to the intellectual life of Virginia will insure that “come-back” which increasing manufacturing and commercial developments now promise.

Commenting on the grant of $427,000 of PWA money to assist the University in its undertaking, the Richmond News-Leader rightly claims that this is “the most important event of the year in public education in the Old Dominion.”

“Friends of education agree, of course, that the college library is now the most important laboratory on any campus. By no means everyone realizes how large the reading-room facilities of a modern library have to be. In the best new libraries at American colleges provision is made for the simultaneous use of the building by half the student-body. A good library for a college of 1,000 students is expected to be able to seat 500 readers at any given hour—and not to seat them, row on row, in one vast hall of stiff-backed chairs, but to make them comfortable in a number of rooms convenient to the stacks that contain the books with which particular groups may be working. In the old days reading in the college library was made an ordeal; now there is a deliberate effort to make it a pleasure, so that every student will be induced to develop the habit of regular reading. This, we trust, will be done at the University of Virginia. The library rooms should be made as luxurious and as attractive as those of a good club. If the Spartans say this is effete and “un-Jeffersonian,” let them wait ten years and see what the effect of the library will be on the intellectual life of students. By that time, any observer will be converted.

Provision for a great new library at the university will of necessity bring under review the institution’s policy in the purchase of books. That, in turn, should involve a survey of the research facilities of the institution. . . . Some specialization in book-buying is unavoidable. In our opinion this specialization should be shaped by the lines of research the University is best able to conduct and, to a less degree, by the facilities of nearby storehouses. Obviously, with the Library of Congress a bare 100 miles away, it would be wasteful for the University of Virginia to attempt to provide all the critical apparatus that might be desired in a department that has, say, only three or four graduate students. On the other hand, it is of the utmost importance that the University of Virginia make a few of its graduate departments pre-eminent in the manner that Odum has brought distinction to the department of sociology at Chapel Hill. To do this our university must buy not only what other institutions have but must acquire, for these specialties, everything of importance in print.”

THE FUTILITY OF OATHS

THERE is really no good reason why teachers should be required to take an oath of allegiance to the government, any more than bankers, merchants or farmers. Aside from the unfairness of such a movement, one is impressed with the futility of it.
Loyalty and devotion to one's country have never been brought about by the swearing of oaths. Real patriotism is a thing of the heart and not a thing of the lips. Waving a flag, cheering a parade, or wearing a uniform are not guarantees of good citizenship. Apropos of this heralded movement, there comes to mind, involuntarily, the classic remark of the irascible Dr. Johnson who, provoked out of all patience, once exclaimed, "Sir, patriotism is the last refuge of a scoundrel." What the doughty Dr. Johnson meant was that sometimes those who talk the most about patriotism have the least of it. Human nature is now just about what is was in Dr. Johnson's time, as everyone well knows.

The teacher's oath movement is based upon emotional hysteria and not upon straight thinking.

—The Kansas Teacher.

TEACHERS' COLLEGES NEED LIBRARIES

Radical revision in teacher-certification laws seem to be needed in nearly every state in the Union, according to the findings of the National Survey of the Education of Teachers. It is now possible, the Survey has pointed out, for a teacher to prepare for work in one division of the school system and accept a position in a totally different one.

Women outnumber men 2 to 1 in the secondary schools and almost 20 to 1 in the elementary schools of the United States; in European countries men out-number women 2 to 1 in the secondary schools, and the ratio of men to women in the elementary schools is approximately 2 to 3.

The type of student now selecting teaching as a career is distinctly superior to that of a decade ago; comparisons of liberal arts colleges and teachers' colleges student groups are only slightly favorable now to the former.

The libraries of liberal arts colleges show a marked superiority to libraries in teachers' colleges, the Survey discloses.

THE READING TABLE

PSYCHOLOGY, PAST, PRESENT, AND FUTURE


The author has not written just another history of psychology, but a real genetic story of this science. Dodging the typical catalog of men and events in most such treatises, and reviewing the work of several hundred psychologists in all the various countries and languages, and being a psychologist in his own right, make this an epoch-making book.

Muller-Freienfels first traces rapidly the early history of the "Cinderella of the sciences" and selects 1880 as the date at which the science really begins to come into its own. His conclusion from this study projected from primitive times to the present day is that the "soul" has been the central problem and will continue to remain so.

The body of the book breaks into a discussion of six major viewpoints. The subtle meaning of the German is somewhat lost in the translation of the titles, but the fields may with more or less accuracy be listed as follows: structural and introspective psychology including Gestalt; physiological psychology; action psychology including the behavioristic and the functional viewpoints; the psychology of the soul, including characterology, psychology of the unconscious and psychoanalysis; and psychology of the superindividual or social psychology. The author in his keen analysis allocates the various writers and thinkers of recent times, and often finds they contribute to two or more of these points of view. The reviewer finds the only viewpoint that does not seem to receive really adequate emphasis is the recently developing organismic concept in which the body and mind interacting with environment give the focal point of attack upon psychological problems.

In the brief concluding chapter the au-
Thor returns to the question which he believes is still central in psychology, "Is there a 'soul?'" He believes that the psychologist is only now after decades of experimental attack and specialized approach becoming aware of the complexity of his problem and that as he does so a reworked concept of the soul is the one and only cue to the combat with the materialistic and mechanistic views of mental life. This is a challenging book in style as well as thought and contains encyclopedic information that no teacher of psychology can well afford to be without having at his elbow constantly.

W. J. G.


A most valuable book for the teacher who needs help and suggestions in teaching handwork and applied art in all grades. Waste materials in wood, cloth, paper, and paint ordinarily discarded and considered valueless are brought into use in the making of many articles which children are capable of constructing and enjoying. It is filled with clear description, illustration, and direction for problems a teacher would not usually think of. The elements of color and design enter into many problems, and the activities described herein should stimulate children to do, to originate, and should lead toward clear thinking.

A. M. A.


Dr. Drew's Laboratory Guide to the study of invertebrate zoology has always been a classic of its kind. It is gratifying to have a new edition of this work ably revised by men as competent as are Drs. Dawson and Sayles. At first sight it may seem as if marine forms were too heavily represented, but when one realizes that usually the most representative members of the various invertebrate phyla live in the ocean, it would be difficult to do otherwise than to use them whenever possible. Moreover, with modern methods, it is possible for inland laboratories to have marine aquaria; and some of the forms included may be studied in fresh, living condition anywhere.

Dr. Drew's manual is a book no teacher of zoology can afford to be without. It should be a book of reference in all libraries in case it is not actually used as a part of each student's working equipment.

R. L. Phillips.


This book interprets and applies to problems in child guidance some of the findings of the White House Conference on Child Health and Protection. Valuable for parents as well as teachers.

K. M. A.


While in truth a source book, this volume nevertheless represents in its entirety the thinking of its author—so stated in his preface and indicated in the introductory paragraphs of each chapter. The selection of material, however, has not been confined to his point of view, but the excerpts used range from expositions of the philosophies of those Ancients—Socrates, Plato, Aristotle—to our own Moderns—James, Addams, Dewey—not omitting the Master Teacher of them all, Jesus. The volume presents both the idealistic, or "personalistic," and the pragmatic philosophies of education, thus enabling the reader to view all aspects of thinking and thereby come to his own conclusions, as, throughout, he is urged to do.

The organization is good, the material interesting and not too difficult reading, the bibliography extensive, and the wide range of sources makes a good basis for the educational philosophy of any teacher.

B. J. L.
BOULDER DAM (Ross Alexander, Patricia Ellis) (Warner) Simple, vigorous and generally impressive story with mighty background of Boulder Dam. Painfully unpleasant hero gradually transformed by potent influence of great engineering achievement and love of a girl. 5-20-36

(A) Rather good

CHINA CLIPPER (Pat O’Brien, Beverly Roberts) (1st Nat.) Notably well-acted human-interest thriller. War-ace flyer, married, obsessed over aviation’s future, kills love and peace of mind until his Clipper’s first trans-Pacific flight solves all. History theatricalized into good entertainment. 8-25-36

(A) Fine of kind

Fury (Spencer Tracy, Sylvia Sidney) (MGM) Tense, grim film fails as strong indictment of lynching by weakness of cause for mob violence. Innocent, tortured hero, miraculously escapes death at frenzied mob’s hands; embittered, plans vengeance on all participants, but relents and forgives in time. 6-16-36

(A) Very good

Girls’ Dormitory (Simone Simon, Herbert Marshall) (Fox). Finely done, interesting little study of school-girl life and susceptibility, of faculty understanding and intolerance, of love-blindness in intellectual adults—and unfortunately an unlikely and disappointing ending. Simon wonderful. 8-11-36

(A) Excellent

My American Wife (Francis Lederer, Ann Sothern) (Para.) Light, amusing comedy. Hero engaging as penniless Austrian count, truly in love with wealthy American bride. Many laughs as he balks parents’ efforts to make him mere show-piece. He wants to be a real, working American. Saloon episodes harmless. 8-28-36

(A) Amusing

My Man Godfrey (Wm. Powell, Carole Lombard) (Univ.) Hilarious satire, gayly absurd, with Powell in deft role of Harvard man who becomes butler to slightly mad, spoiled-with-wealth family, teaches them some values before leaving. Lombard’s romance-struck heroine somewhat overdone. 9-8-36

(A) Amusing

Mystic Mountain (French-Swiss production, English titles) Artistically done, finely photographed picture of humble life in Alpine hinterlands, central theme a gripping, tragic romance. Strong picture, but slow tempo, weird camera angles and much symbolism prevent general popularity. 8-25-36

(A) Notable

GENERAL ENTERTAINMENT

ONE RAINY AFTERNOON (Lederer, Lupino, Roland Young) (UA) Light farce-comedy of engaging young actor who mistakenly kisses the wrong girl in darkened movie and becomes great stage idol in consequence. Spots are merely silly, but it is mostly amusing as a complete whimsy. 5-19-36

(A) (Y) Fairly good

FLOW THAT BROKE THE PLAINS (by Resettlement Administration, Washington) One of finest educational films ever made. Full, dynamic presentation of big, vitally important subjects—dust-storm tragedy of the West. Notable handling of background music, narrative voice, and tense drama. 6-23-36

(A) Notable

Mystic Mountain (French-Swiss production, English titles) (Amkino) Exceptional Russian film of strong human appeal, notably acted, free from usual propaganda. Three girls rise from slum squalor and benightedness to war heroism. Merits outweigh slow tempo and overdone close-ups. 6-30-36

(A) Good of kind

TO MARRY—WITH LOVE (Baxter, Loy, Ian Hunter) (Fox) Well acted, human and appealing story of real married love, seriously threatened by husband’s weakness under misfortune, saved by wife’s devotion, and finally adjusted by loyal friend (notably played by Hunter). Regrettable but minor flaws. 8-11-36

(A) Very good

UNGUARDED HOUR (Franchot Tone, L. Young, R. Young) (MGM) Excellent handling by distinguished cast of involved, not always logical English murder mystery. Roland Young’s performance notable. Dialog fresh and swift-moving, interest and suspense well maintained, denouement very surprising. 5-19-36

(A) Excellent
There is a high proportion of favorable estimates on these two pages because they reprint only the thirty best out of the hundred and fifty-odd estimates circulated by The Educational Screen since the last issue of this magazine.

**LITERATURE AND HISTORY**

GENTLE JULIA (Jane Withers, Tom Brown) (Fox) The Tarkington story of small-town life and romance engagingly done, with Jane Withers, in exquisitely costumed ten-year-old role, in the limelight throughout. Her impressively mature but amusing machinations save the situation most agreeably. 7-7-36

(A) Good of kind (Y) Good (C) Good

GORGEOUS Hussy (The) (Joan Crawford, L. Barrymore) (MGM) Some fine characterizations, but more fiction than history in story of Andrew Jackson's rise to Presidency. Obscure motivation weakens dramatic values. Thoroughly respectable heroine loyal to Jackson to point of sacrifice. Photog. & settings excellent. 9-8-36

(A) Fine of kind (Y) Good (C) Doubtful int.

GREEN PASTURES (The) (Rex Ingram) (Warner) Impressive screening of famous play visualizing Heaven and activities of "De Lawd" as imagined by simple negro folk. Sincere, dignified acting, beautiful settings, lovely singing, simple humor and genuine underlying spiritual values.

7-21-36

(A) Notable (Y) Very gd. (C) Prob. beyond them...

I Married a Doctor (Pat O'Brien) (1st Natl) Excellent adaptation of "Main Street" with fine character values and intelligent comedy. Vain efforts of city wife of country doctor to bring culture to his town make very human drama and lead to equally human conclusion.

5-5-36

(A) Interesting (Y) Good (C) Little interest

LAST OF THE MOHICANS (Ranldolph Scott) (Reliance) Fine picturization of classic, notable for accuracy in story, settings, and convincing characters. True to times, it is appealing, thrilling and terrifying by turns. Good example of how much more a picture can do than even Cooper's words.

9-1-36

(A) Fine of kind (Y) Very good (C) Too strong

MARY OF SCOTLAND (Katharine Hepburn, Fredric March) (RKO) Powerful picture of tragic life and love of Mary Stuart, done with dignity and truth, acting and direction excellent, costumes and backgrounds notable. Meeting of Mary and Elizabeth unhistorical but tensely dramatic. Outstanding film.

8-11-36

(A) Excellent (Y) Very good (C) Mature

McLESS (Ann Shirley, John Beal) (RKO) Old style melodrama. Proud little "spiritfire" works as barmaid to keep self and drunken father. In conflict with town's "elite", protected by crude, kindly characters, till romance with school-teacher hero brings happiness. Some lovely outdoor settings.

8-4-36

(A) Hardly (Y) Perhaps (C) Doubtful value

PRIVATE LIFE OF LOUIS XIV (German production with good English titles) Convincing portrayal of the great Louis' court, its ceremony, politics, intrigues and amours, with historical accuracy in sets, costumes and episodes, finely acted, with sound and background music excellent. Right tempo, much charm.

8-11-36

(A) Interesting

RHODES, THE DIAMOND MASTER (Walter Huston and foreign cast) (G-B) Masterpiece from England, one of finest historical pictures ever made. Acting, direction, backgrounds superb. Will make Rhodes the Empire Builder live for millions. History as it should be screened. A great film.

4-28-36

(A) Excellent (Y) Excellent (C) Mature but good

ROAD TO GLORY (Baxter, March, L. Barrymore) (Fox) Impressive, forceful indictment of futility of war, notably acted. Grim, realistic battle scenes and effective dramatic episodes. Central figures are two contrasting French officers in love with same girl but romance minor to moving drama of the regiment.

8-18-36

(A) Fine of kind (Y) Strong (C) No

ROMEO AND JULIET (Brilliant cast) (MGM) Splendid screening of Shakespeare, with beauty, fidelity and power, the dialog exclusively his. Sets and costumes nearly flawless. Acting of finest, except Barrymore. Norma Shearer wonderful. Further cutting desirable, but masterpiece now.

9-1-36

(A) Excellent (Y) Excellent (C) Mature

SHOWBOAT (Irene Dunne, Allen Jones, Robeson, Winninger) (Univ) Outstanding production of famous Ferber opus with excellent direction, glorious singing, lavish sets, and able cast that makes the most of every role. Musical comedy can hardly be better done. Deserves its great success.

5-19-36

(A) (Y) Excellent

SINS OF MAN (Jean Hersholt) (20th Cent. Fox) Fine serious drama, notable for Hersholt's characterization of modern "job". Successive tragedies through the years rob hero of entire family, but not faith. In old age happy ending is achieved. Depressing entertainment but fine drama.

6-30-36

(A) Fine of kind (Y) Very sad (C) Not for them

TOURING FOR TWO (R. Montgomery, R. Russell) (MGM) Retains much of eerie mystery and thrill of Stevenson's "Suicide Club". Incognito prince, pursued to London by his scorned fiancee, is tested by weird perils till she knows his courage. Finely acted, spoken and directed.

6-9-36

(A) Good (Y) Good (C) Little interest

UNDER TWO FLAGS (Colman, Colbert, McLaglen) (Fox) Stirring, colorful Ouida romance of French Foreign Legion and Arab revolt. Skillfully directed, beautiful desert photography, some grim fighting. Commendably restrained film of humor, suspense and tragedy by outstanding cast.

5-12-36

(A) (Y) Very good (C) Too exciting

THE VIRGINIA TEACHER
ALUMNAE NOTES

In the Back-to-School section of the Richmond Times-Dispatch, published September 9, appeared the following article by Gertrude Drinker, home economics specialist, who graduated at Harrisonburg in 1930. Under the heading "School Lunch Hour Presents Challenge to Pupils' Mothers," Miss Drinker writes as follows:

Within the next few days Richmond boys and girls will go tripping back to school. Neglected text books will put on a scrubbed-face look; rainbow-tinted tablets will be selected to accompany pencils sharpened to impractical stream-line points—all for that most important business of going back to school. Could any housewife or business executive have a busier program? What endless vitality, what unlimited endurance, what boundless vigor is required to keep the sons and daughters equal to the demands of the modern pace set for them as they stride off to school.

The bell which rings for noon lunch is a challenge to every mother who joyfully sees her son and daughter leave home each morning. It is the mother's opportunity to play an important part in the program of the school. Regardless of whether the child comes home to lunch, takes lunch with him, or buys it at the school cafeteria, it is up to his mother to see that he gets a lunch which will supply growth-promoting foods and at the same time satisfy his appetite.

When school lunches are packed, butter should be used liberally. A varied lunch adds happiness to the lunch hour. Here are some "round-the-week" school lunch helps to tack on the cupboard door as a guide in preparing a varied assortment of health-giving foods. This entire lunch may be taken from home or supplemented from the cafeterias in Richmond schools.

MONDAY
Sandwich—Buttered whole wheat bread, crisp lettuce with sliced meat.
Vegetable—Fresh tomato, carrot sticks.
Drink—Milk.
Fruit—Apple.
Dessert—Butter Cookies.

TUESDAY
Sandwich—Cottage cheese and jelly.
Vegetable—Mixed vegetable salad (in carton).
Drink—Milk.
Fruit—Banana.
Dessert—Chocolate brownies.

WEDNESDAY
Sandwich—Buttered bread with hard cooked egg and bacon.
Vegetable—Celery, tomato.
Drink—Milk.
Fruit—Stewed apricots (in carton).
Dessert—Gingerbread.

THURSDAY
Sandwich—Whole wheat buttered bread, lettuce and peanut butter filling.
Drink—Milk.
Fruit—Stuffed prunes.
Dessert—Oatmeal cookies.

FRIDAY
Sandwich—Buttered bread, chopped ham and egg filling.
Vegetable—Tomato.
Drink—Milk.
Fruit—Orange.
Dessert—Congealed cottage cheese custard.

OUR CONTRIBUTORS
SUE PORTER HEATWOLE, who recounts her recollections of James Lane Allen and permits publication for the first time of some of Mr. Allen's letters, is the talented wife of the secretary of the Virginia Education Association, and lives in Richmond.
WILBUR C. HALL is chairman of the Virginia State Commission on Conservation and Development, with headquarters in Richmond.
FERNE R. HOOVER is assistant librarian in the State Teachers College at Harrisonburg.
THE VIRGINIA TEACHER

Bibliographical Directories under the editorship of J. McKeen Cattell, editor of “School and Society” and of “Science”

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