

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-LI- BRARIANS

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.<sup>1</sup> 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.<sup>2</sup> Miss Fargo says: "Small schools not only exist in surprising numbers, but will doubtless continue to exist for a long time in disturbing numbers."<sup>3</sup>

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-

<sup>1</sup>Bachman, F. P. Training and Certification of High School Teachers. George Peabody College for Teachers. Division of Surveys and Field Studies. 1930, Field Studies, no. 2, pp. 36-37.

<sup>2</sup>Southern Association of Colleges and Secondary Schools. Proceedings, December, 1935. p. 263.

<sup>3</sup>Fargo, L. F. Preparations for School Library Work. Columbia University Press. 1936, p. 17.



eight years."<sup>4</sup> 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-

<sup>4</sup>Dickinson, C. W., Jr. Virginia School Libraries. *Peabody Journal of Education*. 3:242. March, 1936.



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.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup>

<sup>5</sup>Fargo, L. F. Preparation for School Library Work. Columbia University Press. 1936, p. 154.

<sup>6</sup>American Library Association Board of Education for Librarianship. Summary of Training Agencies in States of Southern Association of Colleges and Secondary Schools, 1935. Mimeographed.

<sup>7</sup>Fargo, L. F. Preparation for School Library Work. Columbia University Press. 1936, p. 152-77.

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

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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

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A speech before students and faculty of the State Teachers College at Harrisonburg on July 15, 1936.