

Co-operative Education Association. Then Sandy was launched. His common sense and energy transformed Virginia. Knapp took him up. Virginia took him up. He had the stuff in him.

"He had spent a while at V. P. I. Great credit is due that school for what it taught him. T. O. Sandy is a standing exhibit of what V. P. I. and such colleges are doing for America.

"His personality was solid, and Virginia had great need. Slavery had wasted the South's main bank account. The fundamental problem of the South is the recovery of the fertility of the soil."

Mr. Bruce R. Payne, president of George Peabody College for Teachers, says:

"Mr. Sandy impressed me first of all, as a steady worker, a very practical man, and a very hopeful man. All that I should have to write about him would be centered around these three points: his energy, his practical knowledge of all there is around farm life, and his very great optimism."

John Stewart Bryan, president and publisher of *The News-Leader*, Richmond, Virginia, says:

"Mr. Sandy was a constant inspiration to every one who was engaged in the improvement of rural Virginia. He not only had faith in the fact that Virginia could be improved, but he demonstrated that faith in buying land that was lying idle and developing it by scientific farming into land that was comparable with the best soil in the state."

Mr. John R. Hutcheson, Director of Division of Extension Work, Blacksburg, Virginia, writes:

"I was closely associated with Mr. Sandy for a period of five years and I want to say that I consider him one of the greatest friends of country people who ever lived in the state. His optimism and foresight laid a firm foundation for extension work in this state. His big heart and personal interest in his men made him greatly beloved by all of them."

Mr. F. S. Farrar, Burkeville, Virginia, writes:

"I worked with Mr. Sandy for ten years and can not say too much for him. As a farmer, as a private citizen, and as public official he was a most conspicuous man. No one of his day or generation has left behind more enduring movements of human service for country life."

In conclusion I might state that Mr. Sandy's success was due first of all to his desire to be of service to every man who cultivated the soil. But many a man has this desire without other qualifications. In addition to the desire, Mr. Sandy had a great vision of

what was needed, and he knew the step to meet the need. He was intensely practical. He was one of the most patient of men; kindness simply radiated from him; and he had remarkable persuasive powers. He was unsurpassed in his power of persuading men; and his power was due to the fact that he was practical, kindly, and knew his grounds.

MARY LOUISE OVERTON

### III

## THE PUBLIC LIBRARY IN VIRGINIA

What more appropriate way could Virginia have chosen to honor her heroes of the late war than through the erection of a Memorial Library? Following a senate joint resolution adopted at the extra session of the General Assembly in 1919, a commission was appointed to recommend to the General Assembly the erection of a suitable state memorial to the soldiers, sailors, marines and women who gave their services and in some cases lost their lives in the World War.

Often we see men, the men who helped to build our nation—and surely Virginia has given her quota of them—remembered by memorials entirely unworthy of them—statues, brass and marble, recumbent and equestrian. Art? Yes, sometimes. But we have enough of that type of art. Instead of this the recent commission selected a more fitting memorial, one whose motto is the same as that of the heroes it represents, "service"; one which will function vitally in the everyday lives of the citizens of Virginia.

### A MEMORIAL LIBRARY

The General Assembly<sup>1</sup> appropriated to finance the Memorial Library \$125,000 for the year ending February 1921, and \$125,000 for the year ending 1922. This meant that before the meeting of the 1922 Legislature, there was \$250,000 in the state treasury for the purpose of building the library. The state further pledged her faith as far as she could under the present constitution that she would, by her legislature of 1922, appropriate \$125,000 for the appropriation year ending February 1923, and \$125,000 for the appropriation year ending 1924. This would have totaled \$500,000.

<sup>1</sup>Acts of the General Assembly of Virginia, 1920.



But when the 1922 session of the General Assembly met, the new appropriation bill made no provision for the Memorial Library, but, indeed, carried a provision transferring the \$250,000 already appropriated to other purposes, so there is no cash appropriation now available for the library. This means that we are no nearer having a library than we were in 1919.

But the transfer of the money has a far graver significance. While the fire of patriotism, caused by the war, was burning, our legislature established the Memorial Library. But by 1922, the fire had burned down and the legislature transferred this appropriation to other purposes. Of course we want to forget the horrors of war as quickly as possible. But the glories of it we want always with us to inspire the patriotism of future generations, just as the records and memorials of our grandfathers and great grandfathers inspired us.

The attitude of most of the ex-service men following the legislature's action has been expressed by Dr. Junius F. Lynch, Division Commander of the American Legion. He writes:

"The American Legion did not ask for this memorial; it was voluntarily given by the legislature of 1920 in grateful remembrance of those Virginians who had served their country and died for it; and the action of the last assembly was a deliberate and premeditated violation of its predecessor's pledge to ex-service men and women of the state that is indefensible and unpardonable. As Senator Mapp very aptly expressed it, it was an insult to every soldier and gold-star mother in Virginia."

"I do not know," Dr. Lynch says further, "what action will be taken at the annual convention of the American Legion next fall, but I do know that wherever I go in Virginia I find a general feeling of indignation among the ex-service people and those connected with them. The feeling in the American Legion and in the Woman's Auxiliary of the American Legion is that we have been given a raw deal."

Are Virginians content that men and women who offered their lives for us, should feel that they have been treated in this way? Senator G. Walter Mapp, of Accomac County, a member of our State Senate, and an enthusiastic supporter of the library, urges

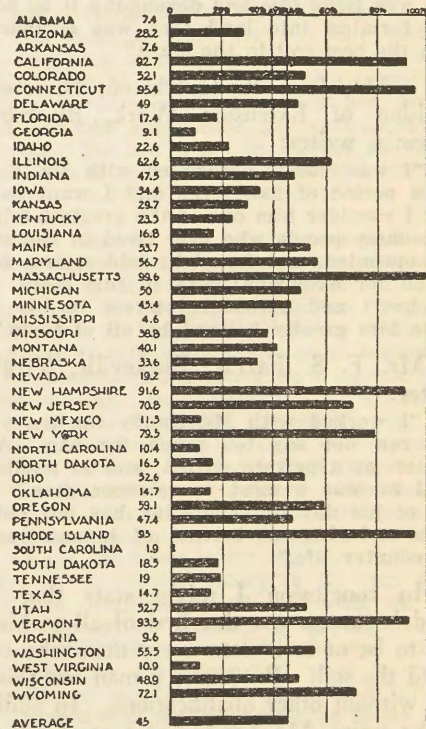
that we must not allow our heroes to feel this way.

He makes the following statement in regard to the situation:

"The practical effect of this tangle in legislation is to leave the Act of March 1920 intact without any appropriation to carry it into effect. . . .

"I have never known, since I have been in public life, anything worse handled or butchered than the Memorial Library undertaking. The responsibility for this I need not here undertake to fix. Sooner or later, however, it will come out and the selfish motives of certain individuals responsible for wrecking what seemed to many of us a splendid undertaking both in commemorating the valor of the late war participants and in furnishing a capstone for a splendid library system in Virginia will be known to the public of the State."

Certainly we will agree that the commission could have chosen nothing which was more needed than a library. When we look at the figures and see that Virginia, the mother state, a place of aristocracy and refinement, holds forty-first place in education and that she is even lower than this in her





library service—forty-third, rated according to the number of volumes per one thousand inhabitants.<sup>2</sup>

Perhaps the existence of a bill, even without any money, may yet mean the beginning of a library renaissance in Virginia, if the people are awakened to the need and force the General Assembly to carry out the original plan.

Or to show Virginia's rank from another point of view, only 9.6% of Virginia's population has access to free public libraries. Virginia's low rank in this comparison is more closely shown from the preceding graph, used through the courtesy of the *Journal of the National Education Association*.<sup>3</sup>

#### LIBRARIES AND SCHOOLS

In states where libraries are now well developed, their growth has been closely connected with the growth of schools. About 1820, for instance, the New England states awoke to the need of education for the masses. In that year a high school was established in Boston. From that time on the number steadily increased. By 1860 there were 78 high schools and a well organized school system in Massachusetts.

In contrast, the development of the educational system of Virginia came many years later. Here the educational awakening came about 1905-6.

As the schools developed, so did the libraries. In 1851 there were 36 public and subscription libraries in Massachusetts, more than are in Virginia at the present<sup>4</sup> time. In that year, Massachusetts enacted a brief law<sup>5</sup> under which libraries multiplied rapidly in the commonwealth, so that by 1855 there were 51 libraries in the state—an increase of 15 in 5 years. May we dare hope that this Act in Virginia if given a chance would mean as much as the Massachusetts law did in 1851?

What causes have contributed to the fact that Virginia holds so low a place in library service? One writer, after making a survey of the public libraries in the South, quotes a

Virginia librarian as saying that, "As usual Virginia is in a position to seem more backward than she is, because she has neglected to keep records of her work. No library statistics for the state have ever been compiled." This is really a very optimistic point of view. But facts are facts. We Virginians are too prone to excuse ourselves for any present deficiency on account of the glorious history of our past. But we can not educate children or build good roads by reciting *The Sword of Robert Lee!*

In early Virginia the boys and girls were usually educated by a tutor or private teacher. Later the girls went to seminaries; the boys to academies and to universities at home or abroad. In other words, there was no such thing as education for the masses. The people who were the leaders did not see the logic of taxing themselves to establish an institution which they, themselves, would not patronize. This was the main reason for the failure of Jefferson's scheme to establish a state educational system. These same people, the aristocratic planters and also political leaders, who could afford to give their sons a university education, also usually had in their homes splendid libraries and did not feel the need of public libraries and so did not establish them. Besides this general attitude toward public institutions, several other factors contributed to hinder the establishment of libraries. In Virginia and the entire South as well, the population was largely rural. The people lived a long way apart on large plantations. There were very poor roads between these plantations. Even though there had been libraries, the people probably would not have used them, on account of the poor roads and slow means of travel.

The large per cent of Negro population has hindered the development of the South in many ways, and may even be considered an element in retarding the development of libraries in the South. The Carnegie requirement that Negroes be admitted to libraries is one cause of there being comparatively few Carnegie Libraries in the South.

As a result of these conditions, the social and political, what is the present status of public libraries in Virginia? The accompanying table, taken from the state librarian's report for 1920, summarizes:

<sup>2</sup>*School and Society*, October 8, 1921.

<sup>3</sup>*Journal of the National Education Association*, November, 1921.

<sup>4</sup>Public, School and Society Libraries, U. S. Bulletin No. 25, 1913.

<sup>5</sup>Monroe's *Encyclopedia of Education*. See Libraries.



Cities and Towns	Date Opened	When Made Free	Hours Open per Week	Conditions of Use to City	Conditions of Use to County	Number Borrowers	Number Volumes	Percentage Fiction	Sources of Income	Co-operation with Schools
1. Abingdon	1914		4	\$1.00 per year	\$1.00 per year	54	1,000	75%	Membership fees	Free to children of school age
2. Alexandria	1791		12	\$1.50 per year	\$1.50 per year	142	9,000		Subscriptions	Reference work (Free)
3. Bedford	1912		4	\$1.00 per year	\$1.00 per year	2,500			Fines, overdue books, sub-	Keep reference books for use
4. Burk's Garden	1916		4	Free	Free	98	450		scriptions	Library in school. Teachers can use any time
5. Christiansburg	1918	1916	3	Free	Free	500	1,250	80%	scriptions, entertainments	Largely used by teachers and pupils
6. Crozet	1908	1918	1 1/2	Free	\$.50 per year	52	476	73%	Library association fees	Only by opening library to children
7. Danville	1908		12	\$1.00 per year	Not used	100	3,221	75%	Fines, donations	Loan libraries
8. East Falls Church	1899		3	\$1.00 per year		50	1,500		Fees and fines	Located in primary school bld. Free to children
9. Farmville	1913	1914	14	Free		320	2,500	75%	Town Council	Library in high school building. Books used in class rooms
10. Frederickburg	1910	1910	12	Free	If taxp'r, city	200	5,500	60%	Membership fees	Parallel material. Debate material. Reference
11. Hot Springs	1906		30	\$1.00 per year	\$1.00 per year	175	2,005	100%	Gifts and fees	Free to children of school age
12. Leesburg	1907	1907	14	Free	If reliable	4,000		50%	Endowment	Free to teachers and pupils
13. Lynchburg	1905		48	\$1.00 per year	Not used	1,030	100%		Membership fees, rental of books	In all ways desirable
14. Marion	1905		1	Free						In no way
15. Montross	1913		3	Free	5 cts., 2 wks		800		Fines	Children have use of reference books
16. Newport News	1914		29	\$5.00 per year	If well known	2,646	11,200		City, shipyard donations	All reference and reading for schools
17. Norfolk	1894	1894	66	Free	If taxp'r, city	17,408	29,729		City	Reference work and books on reading list
18. Orange	1903	1912	9	Free	Free	157	2,221		Library association fees	Lending books and supplying books for reference
19. Portsmouth	1916	1916	36	Free	\$1.00 per year	4,320	9,040		City	Monthly consultation with children. Assists children
20. Purcellville	1919		9	\$1.50 per year	\$1.50 per year	187	506	35%	Gifts and fees	Free to children who cannot afford to pay
21. Richmond	1896	1914	8	Free	Not used	2,894	8,417	76%	Mrs. G. E. Arents	Reference books and required school reading
22. Richmond	1890	1916	37	Free		1,600	10,000	67%	City and endowment	Library is in John Marshall High School
23. South Boston	1916	1916	8	Free			953		Gifts, fines	Free to children. Story-telling
24. Spotsylvania	1920		8	Free			953		Gifts	Free for reference and parallel reading
25. Warrenton	1907		24	\$2.50 per year	\$2.50 per year	101	2,942	90%	Tax	Supplementary reading
26. Waynesboro	1913	1913	33	Free	\$1.00 per year	847	3,300	87%	Educ'n and Civic Asso.	Every way possible
27. Williamsburg	1910	1910	4	Free		100	1,300	95%	Gifts	Use of books to children
28. Winchester	1913	1913	66	Free	Deposit	2,600	9,560	60%	Endowment	Co-operates with high school
29. Wytheville	1917	1917	2	Free	5 cts. for card	170	2,000		Town, membership fees	Co-operates with schools
30. Henderson	1917	1917	2	Free	5 cts. for card	170	2,000		Forthrightly Club	
31. Vienna			3	Free		25-50	1,000			

Note: As this information was collected and tabulated in 1920, attention should be called to the establishment of other libraries, such as the one at Charlottesville, and the one at Roanoke.



As far as I have been able to find the following is a list of the cities that contributed to the support of their libraries in 1920.

Farmville . . . . .	\$ 360.00
Newport News ..	300.00
Norfolk . . . . .	19,676.00
Portsmouth . . . . .	2,000.00
Waynesboro . . . . .	1,000.00
<hr/>	
Total . . . . .	\$23,336.00

Only four of this number are entirely tax supported—Norfolk, Waynesboro, Farmville, and Portsmouth. Most of the city and town libraries in Virginia are supported through subscriptions and through clubs. It is very unfortunate for public institutions that people do not realize that the proper way to support public institutions is through taxation. People who will give and give freely, if called upon to contribute the same amount through taxation, would cry, "Give me liberty, or give me death."

STATE AID TO VIRGINIA LIBRARIES

The aid given to libraries by the state itself is to local school libraries, traveling libraries, and the State Library in Richmond.

The state appropriates \$3,000 yearly for distribution among school libraries. The State Board of Education has control of the expenditure of this money and has this year asked for an increase in the appropriation from \$3,000 to \$6,000. In order to receive this aid, schools should apply to Mr. Harris Hart, Superintendent of Public Instruction, Richmond, Virginia. Mr. Hart says it is distributed "in such a way as to give as many counties as possible the benefit of the small appropriation. . . . In order to receive this money there must be evidence that the state course of study is followed, and that the general conditions of the school are reasonably satisfactory."

The law provides that if a local school raises \$15 and the district school board contributes \$15, the State Board of Education will give \$10, making \$40 for a school library.

The Travelling Library is a collection of books of 20,000 volumes. The books are divided in fixed sets of from 25 to 50 volumes each. The books are available to schools, study clubs, or individuals. They may be obtained by filling out an application blank sent out on request by Mr. J. R. C. Brown,

State Library, Richmond. If an individual is the borrower, the application must be signed by some person connected with the state government. This is not necessary for teachers or ministers. The postage is paid by the individual borrowing the book. If a school is the borrower some person is named as librarian, the application is signed by the principal and five taxpayers, one of whom is the superintendent, who will make good any losses of the books or damages. The sets of books are loaned to schools for the school session, and to communities for six months, at the end of which time the set must be returned and another will be sent if requested. Most railroads in the state now give free freight transportation from Richmond to the nearest freight station. Mr. Brown, who is at the head of the department, says,<sup>6</sup> "Free freight transportation . . . . has greatly facilitated our work, the demand for sets being greater this fall than we can supply."

In the Annual Report to the Library Board (1920) Mr. Brown states that there has been a great increase in the number of these sets of books sent to schools, but a decrease in the number used by clubs and individuals.

In 1920 there were 218 books added to this department, 108 from the American Library Association, and 38 purchased at a cost of \$61.41.

THE STATE LIBRARY

The State Library at Richmond is a collection of 124,418 books. The following will summarize the growth of that library last year:<sup>6</sup>

Number books, pamphlets, bound periodicals added during last year . . . . .	3,054
Number which were gifts . . . . .	1,341
Exchanged . . . . .	476
Purchased . . . . .	1,047
<hr/>	
Books purchased . . . . .	\$2,398.05
Cost of periodicals . . . . .	731.37
Binding . . . . .	297.25
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Total . . . . .	\$3,426.67

In this library is a Department of Archives which contains historical source material of

<sup>6</sup>Annual Report of the Librarian of the Virginia State Library, 1920, Richmond, Virginia.



Virginia and the United States. Last year this department was visited by 1,134 investigators from 30 states, the District of Columbia, Canada, China and England. Of course this is a very valuable phase of work. But things of this kind seem to belong in a museum rather than in a library, and the money which goes to support them should come from sums appropriated for that purpose rather than from library appropriations.

The amount of money spent for libraries in Virginia may also serve to show the rating of her progress in this field.

In the state in 1920—\$42,355.08 was spent for libraries. This includes \$35,867.00 for the support of city and town libraries, and the state appropriations: \$3,000 for school libraries, \$61.41 for the traveling libraries, \$3,426.67 for the state library. This means that in Virginia during 1920 18 mills (\$.018) per inhabitant was spent for libraries. To quote Mr. Joy Elmer Morgan, Editor of *The Journal of the National Education Association*, writer and promoter of library work, "In general a state can not be expected to render adequate library service with less than one book per literate inhabitant and the expenditure of one dollar per inhabitant per year." When we look at this fact we can easily see why Virginia is forty-third in rank in library service.

What effect will Virginia's lack of library service have on the state? How would a good library service function in Virginia? Could a library system be organized to meet the two-fold need—both recreational and educational?

Of the children who enter the first grade about one-fourth of them go on to high school. About one-eighth of them complete the high school.<sup>7</sup> About one-sixteenth of them enter college.<sup>8</sup> So a great majority of the people in the state do not have a high school education. For these people who have found it necessary to stop school before their formal education was anything like complete, the library if it were available would serve as a continuation school. It

<sup>7</sup>Virginia Public School Education Commission Survey and Report. World Book Co. 1919.

<sup>8</sup>Annual Report of the State Board of Education, Richmond, Va. 1918.

would be a place where those who finished school can go to keep their wits sharpened.

The library should be a part of the educational plan of the state. It should work hand-in-hand with the schools. We teach children the pleasures that may be derived from reading good literature, and then try to give them a "taste" for it. But we provide no means of satisfying this mental appetite.

What should we do about it, if public library facilities are so poor, and if by having good libraries we can improve the civic life of our state—civic because better education makes better citizens?

In selling anything new to people we have to make them see that this new product will satisfy some need of theirs. But first they must realize this need. And here lies the seat of the trouble in Virginia, making people feel the need of libraries. And how can this be done? How did we sell Liberty Bonds during the war? Through constructive propaganda carried on by central authorities.

In the Memorial Library we had a well formulated plan for the bettering of libraries and a means of stimulating interest in libraries in the state. The immediate thing that we must do, not only to improve our library facilities, but also to save our face as a patriotic state, is to establish this library.

We hear various rumors to the effect that the Legislature transferred this appropriation because of the present economic conditions in the state. But Virginia is not nearly as "bad off" as they would have us believe. We realize this when we look at the figures and see that of all the states Virginia is seventeenth in the amount of money her people spend annually for automobiles, but still she ranks forty-first in schools and forty-third in libraries.

Although we may not be able to convince the present generation, there is always the possibility of educating the younger generation. The necessity of libraries in education was seen by the National Education Association when a committee of its members set up certain workable standards for library development. Some of these are:

All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained (a) to love to read that which is worth while; (b)



to supplement their school studies by the use of books other than text-books; (c) to use reference books easily and effectively; (d) to use intelligently both the school library and the public library.

Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

The public library should be recognized as a necessary part of public instruction and should be as liberally supported by tax as are the public schools, and for the same reasons.

The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

In a very few words, what we want in Virginia, and want just as soon as we can get it, is a good, up-to-date, vital library in every community so that every resident and every school child in the state can have access to good books.

PENELOPE C. MORGAN

#### IV

### TENTATIVE MINIMUM STANDARDS FOR JUNIOR HIGH SCHOOLS IN OREGON

#### I. THE ORGANIZATION

- A. A separate unit of grades seven, eight, and nine, or
- B. A three-year division of a six-year high school, such division to comprise grades seven, eight, and nine.
- C. Class periods not less than forty minutes each.
- D. Teachers assigned in general on the departmental plan.
- E. The enrollment of sections averaging not to exceed twenty-five and no section containing more than thirty pupils.
- F. The organization, administration, and supervision clearly indicating an effective plan for a gradual transition by pupils from elementary school to high school methods; *e. g.*, gradual intro-

From a pamphlet entitled *Course of Study for Junior High Schools*, just issued from the Department of Public Instruction of Oregon.

duction of departmental teaching, gradual removal of room teacher advisorship, etc.

#### II. BUILDING AND EQUIPMENT

- A. An adequate and well-adapted building containing:
  1. Auditorium seating not less than enrollment of school.
  2. Gymnasium not less than thirty feet by fifty feet.
  3. At least one science laboratory with running water and electricity.
  4. At least one adequately furnished and equipped room for household art or science.
  5. At least one shop adequately furnished and equipped for vocational or prevocational work.
  6. Adequate housing and shelving for the library, either in the study hall or in an adjacent room.
- B. Equipment for effective teaching, including:
  1. Laboratory equipment intelligently selected and in such quantities that effective laboratory work in general science may be done. (The list for general science as set forth in the Official Directory issued by the State Department of Public Instruction should be the minimum equipment.)
  2. An adequate library including:
    - a. At least one recent standard encyclopedia — International, Britannica, or Americana.
    - b. One unabridged dictionary for every forty pupils enrolled, up to two hundred pupils.
    - c. Adequate references for teaching the courses in (1) English, (2) history and civics, (3) science and geography. Not less than 150 well-selected volumes in each of the first two of the foregoing fields and 100 in the last, or less than one volume in each field for each pupil enrolled in classes in that field.
  3. A standard projection lantern, with attachment for projecting from opaque materials; a room and screen suitable for use of the same.
- III. TEACHING STAFF
  - A. All teachers either graduates of accredited normal schools or teacher colleges or graduates of standard colleges or universities, and having taken courses in education to the extent of not less than fifteen semester hours or twenty-two term hours. (Until September 1, 1925, this provision will not apply to