

ged, straight character, they also demand men and women of such grace and consideration that they may win, not drive, others to support their standards.

Have the answers to your self-examination been satisfactory? If not, is it your purpose to make them satisfactory before you go forth from this college? Otherwise, the diploma which is now your goal should be denied you. No degree should be conferred upon those who have not caught the vision of the area of their obligations in life and their need to perform them.

The influence of great teachers outlives that of kings, potentates, military leaders, presidents, or governors of their age. The teacher finds immortality as she blossoms in the lives of those she teaches, than which there is no higher immortality.

Your history will be the history of your spiritual achievement. For here will be found the "ultimate statement in terms of becoming, of the truths of being." That the great University of Life may ultimately confer upon you a satisfactory degree is my wish for you.

ROSE M. MACDONALD

EFFECTIVE METHODS OF GIVING LIBRARY INSTRUCTION

THE newer conception of education that we now hear so much discussed is causing great modifications in school curricula and is indirectly responsible for the new course of study in Virginia. All of you who have examined the new Virginia curriculum have met with such new terms as "center of interest," "correlation," "integration," "units," etc. The unit, one outstanding educator says, may be conceived as "a body of material to be understood rather than merely memorized." In

This paper was presented before the school library section of the Virginia Education Association meeting in Richmond on November 28, 1935.

brief, the curriculum-makers say that teachers must emotionalize their subjects; make them living and breathing by introducing the personal and dramatic appeal. To do this calls for every possible use of relative material which will give color and understanding. This ends the use of a single textbook and demands many books and supplementary materials, thus opening the doors to the resources of the library. With this change in method of teaching, the school library comes into its own. Library lessons must be integrated with regular classroom work. These trends play gloriously into the hands of librarians and give us an opportunity to prove that the library is the very heart or center of the progressive school.

We may prove this in two ways: First, we must sell the library idea to the teacher. We should study the new curriculum and observe in the classroom as often as time permits, in order that we may know what units are being taught at a given time. The teacher initiates. The librarian co-operates and suggests library materials that will enrich and give vitality to the teacher's classroom work. Until librarians and teachers get together and supplement each other's work we shall not have an efficient library in the fullest sense. After we have succeeded in getting the teacher to include library resources in her units, then it is our duty to make these materials accessible to the students. As librarians, I dare say, we take the steps that I have just mentioned; but this is where we so often stop, assuming that by assembling a collection of books and exposing the students to them for one or more class periods a week that they will absorb all necessary information. But we are finding that it does not work out that way. Even the brighter and more fortunate children, who come from homes where books are friends, do not get the most out of them; they need to have these books introduced to them by a librarian who knows

her books and knows also how to fit the book to the child.

Since classroom procedure at the present time is being revolutionized to include an art period, a music period, an industrialized shop period, why should there not be a library period? If we ever expect to get this idea of library instruction over to the educators, now is our chance to do so! If the new curriculum lives or is replaced by something better, it will have been worth the cost in that it will have given, I hope, the library period to the modern school.

With these thoughts in mind, I have attempted since last February to make library instruction an integral part of the classroom work at Matthew Whaley. For the elementary school we have a regular library period once each week: first and second grade, twenty minutes; third and fourth grade, thirty minutes; fifth and sixth grade, from forty to forty-five minutes. In the junior and senior high school, the library lessons are given as a regular part of the English course. For every English course there is an integrated library unit, lasting from ten to fifteen days, usually given the first semester. This unit is organized, written up and taught just as a teacher would proceed with any other unit, with general and specific aims, motivation, mimeographed work-sheets, list of activities, a special day for culminating activities, and a day for testing and recording grades. The students are made to feel that this unit is as important as a unit on housing, communication, transportation, or any other phase of work given during the year.

I said we begin our library lessons in the first grade. In introducing this library period into the Virginia curriculum, we may as well start at the foundation and work up. A child who grows up with books is bound through constant repetition and application to get certain library habits that are automatic by the time he reaches high school. Instead of waiting until a child gets into

junior high school and giving him an intensive week of strange new facts concerning books and libraries, there is a gradual and perfectly natural step from one library to another: elementary, junior high school, senior high school, and college library. Then in the senior high school we have the library club for those who are interested in librarianship as a profession.

I should not advocate a definite course of study to be given in the elementary school at any set time, for library instruction to be effective must be integrated with the particular grade "center of interest"; however, we can set up certain fundamentals in which a child shall have acquired skill before the end of the year, and work these in whenever an opportune moment occurs.

By reading you a few of the phases of work offered in each grade, perhaps I can give you some idea of how the lessons are built up.

GRADE I

Introduction to the library
Library etiquette—courtesy—good manners
Care of books
Location of easy books
Parts of a book—only page numbers
Appreciation lesson—stories on units studied
(Home life
Pets
Farm)

GRADE II

Library unit offered in the regular second grade curriculum gives us an excellent opportunity to organize a miniature library.
Review previous lesson from the first grade.
Add author, binding, and title to the parts of a book.
Appreciation lesson centered around Town life
Zoo animals
Farm animals

GRADE III

Cost of books
Add illustrations and tables of contents to parts of a book.
Classification—juvenile fiction and juvenile non fiction.
Placement of Indians in the regular classification.
Alphabet drills
Dictionary
Appreciation lessons—stories of nations around the world.

GRADE IV

Classification—Placement of books on colonial

life, animals and fairy tales in the main library.
Compton's Encyclopedia.
 Add publisher to the parts of a book
 Vertical file—Pictures on unit
 Appreciation lessons

GRADE V

Add preface and index to the parts of a book
 Classification—Location of books on Rome, Greece, Medieval life and knights, etc., in regular library.
World Book Encyclopedia
 Magazines—*Child Life, Science and Mechanics*, etc.
 Reading guidance carried out in the form of book club, during which children discuss books read.
 Organization of MWBC radio station over which children give book talks.

GRADE VI

Add appendix and bibliography to parts of book.
 Classification—Learning of the main divisions of the Dewey decimal classification.
World Almanac } Unit on power
Reader's Guide }
 Magazines—*Scientific American, American Boy, American Girl, St. Nicholas*
 How to read newspapers
 Reading guidance in form of book club, organized on the same basis as the fifth grade. Object—Fit the book to the child.

JUNIOR HIGH SCHOOL

Card Catalogue
 More Reference Books
Lincoln Library, Living Authors, Who's Who, etc.
 Detailed Use of the *Reader's Guide*
 History of Books
 Note taking.

SENIOR HIGH SCHOOL

Special Reference Books; Research Material
 Library of Congress Cards
 Study of all types of periodicals
 Bibliography Making
 Planning for Leisure Reading Vocations—Hobbies
 Library resources outside of school.

Perhaps you are asking what results we are getting from this procedure. In the elementary school I have said the aim is to have the library period included as a regular part of the weekly schedule. On returning to school this fall, the elementary teachers came to me and asked on what day I planned to have the library period. They wanted this information in order to get their schedules arranged. This was very gratifying, as it was the very point I had wanted to get across. In the high school we are getting

just a little more work than we can do. The teachers, in order to prepare their students for term papers, are asking that we offer the unit in library instruction as soon as possible.

So, on the whole, I am not the least discouraged and firmly believe that instructing pupils in the use of books and libraries is a very necessary part of a live school library. In fact, librarianship is very fascinating to me; it is the pioneering field in the South and in Virginia with no past to undo, but a future with everything to do.

REBA WARTMAN

COMMUNICATION: A LANGUAGE ARTS UNIT

For the First Year of High School

Center of Interest: Adaptation of our living through nature, and mechanical inventions and discoveries.

- I. Aspect 4: How do improved means of communication influence the behavior of individuals and groups?
- II. Title of Unit: How does man invent and use means for communicating the experience of the race?
- III. Generalized Concept: Certain inventions and means have communicated the experience of the race.
- IV. Interest Out of Which the Unit Developed: One of the pupils in the class had made a class report on "Recollections and Letters of Robert E. Lee." As an outgrowth of that report, an interest was developed in old letters, and another pupil who had recently found in a trunk in the attic old letters written by her great-grandfather during the Civil War had brought them to class. Some one remarked that he wondered if his great-grandchildren would ever find anything interesting