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
Reader’s Guide
Unit on power
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
in letters he might write. A discussion was brought about in which interesting things learned from other famous letters and diaries were mentioned. From that discussion the class recognized the fact that much of our information is handed down to us by previous generations, and that their experience would probably be handed down to other generations. The question of means of handing down those experiences was brought up. That furnished a lead for a study of inventions and discoveries that communicate ideas and experiences.

V. Plans the Teacher and Pupils Made to Carry On the Unit:

1. The teacher and pupils made a list of the means and of the inventions that had served in communication.

2. From that list and by class discussion the teacher was able to determine the amount of knowledge the class had on that subject, and so was able to determine the phases that needed emphasis.

3. The pupils with the teacher's assistance then made a survey of the library and community to find materials at hand for use.

4. Then the pupils and teacher decided upon the activities best suited to their needs.

5. The pupils collected all other materials available for their purpose.

VI. Aims:

A. Emotionalized Attitudes.

The attitude of inquiry. (101)*

The attitude of critical mindedness. (106)

The appreciation of the achievements of thinking. (124)

B. Generalizations:

The understanding of the interdependence of all forms of life. (201)

The understanding of man's increasing control of nature. (203)

The understanding of the relation of the social heritage to man's development. (208)

The understanding that the masses of men struggle constantly to gain freedom from domination of the few. (212)

C. Special Abilities:

The ability to read. (301)

The ability to speak. (302)

The ability to study. (305)

D. Abilities Integrated in the Course of the Unit.

1. The ability to conduct brief, courteous, and accurate telephone conversations.

2. The ability to write a clear, brief telegram.

3. The ability to record vividly some experience.

4. The ability to visualize what is read.

5. The ability to use reference books, library material, and general indexes.

6. The ability to develop new ideas through reading.

7. The ability to find materials other than those suggested.

8. The ability to make a clear, interesting oral report.

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*Numbers in parentheses refer to the coded list of Aims of Education, as enumerated in the Virginia Tentative Course of Study.
VII. Activities:

1. Comparing the value of oral and written communication.
   A. The pupils participated in an open forum to determine the class attitude toward the practical value of proficiency in written and oral expression.
   B. The class went to hear a good speaker.
   C. In class an article by an outstanding writer was read.
   D. Reviews of the lives of famous writers and speakers in order to compare their contribution to our pleasure and thinking.
   E. A particular idea was chosen to be expressed and some of the class expressed it orally and others in written form. The class criticized the effectiveness of the two forms of communication.
   F. The personnel for a debate was selected; and with the help of the other members of the class, a short debate was had upon the question, "Which will be most effective one hundred years from now in communicating the ideas and experiences of this generation?"

2. Studying the inventions that have aided in oral communication.
   A. Investigated to learn the contributions of the telephone to the expansion and efficiency

VIII. Reference Materials.
Craig, Speech Arts; Paschall, Creative Expression; Robinson and Hull, Creative Writing; Ward, Writing Craft; Woolbert and Weaver, Better Speech.


Darrow, Masters of Science and Invention; Lunt, Leading American Inventors.

Robert Frost, poem, "The Line Gang," Open Door to Poetry; Carl Sandburg, poem, "Under a Telephone Pole." Under-
of our communication system.
a. Read the life of Alexander Graham Bell.
b. Discussed the etiquette of a telephone conversation.

B. Investigated the service of the radio in order to acquire an attitude of wholesome criticism in the choice of program.
a. Listed the services rendered by the radio to learn their extent and variety.
b. Discussed popular programs to determine reasons for their popularity.
c. Collected data on the lives of Marconi and De Forest to evaluate their contribution to the development of the science of radio.
d. Read and discussed to learn importance of the radio in communication.

3. Studying the inventions that have aided in written communication.
A. Gathered information to discover the part played by the printing press in the communication of ideas.
a. Studied the history of the printing press.
b. Visited the local newspaper to discover the part played by the printing press in the communication of ideas.

Coon, Good Reference on Education by Radio; Darrow, Masters of Science and Invention; Dunlap, Story of Radio; Magazines: Radio Digest, Radio Guide; Chesterton, "On Broadcasting," Generally Speaking; Collins, "The Wireless Man."

Harrington, Newspaper Club; Knapp, Boys' Book of Journalism; Rogers, Journalistic Vocations; Wrenn, Elements of Journalism; Material from New York Times; newspapers, magazines; Barton, "A Parable of White Paper," Literature and Living, Bk. II.
expressions and those used in a standard novel or magazine.
d. Contrasted and evaluated with regard to permanence a standard novel with the daily newspaper.

B. Determined the value of the postal service in furthering human success and happiness.
a. A class report was made on the history of the postal service.
b. Visited the local post office and interviewed the postmaster and rural mail carriers in order to secure information concerning methods of handling the mail.
c. Reviewed typical friendly letters to judge of their suitability according to the standards decided upon in class discussion.
d. Reported on stories dealing with the air mail service to determine its rôle as a means of communication.

C. Investigated to learn the contributions of the telegraph to communication.
a. Reported on the life history of Samuel Morse and of Marconi to emphasize their contributions to our communication system.
b. Prepared telegrams and night letters in order to learn the value of compressed speech.
c. Discussed modern codes to show how they have

Chapman, The Pony Express; Crump, Boy's Book of U. S. Mails; Easton, "R. F. D." Familiar Essays of Today; McSpadden, How They Carried the Mail; Rolt-Wheeler, Boy With U. S. Aviators; Stewart, "Postmen of the Skies," Literature and Living, Bk. II; Woodbury, Communication; Darrow, Masters of Science and Invention; Lunt, Leading American Inventors; American Telephone and Telegraph Co., Magic of Communication; Robert Frost, "The Line Gang", The Open Door to Poetry; Morse, "The First Successful Telegraph"; Saxe, "How Cyrus Laid the Cable," poem; Dukelow and Webster, How Man Has Conquered Time.
Contributed to rapid communication.

d. Wrote a theme showing how distance and time have diminished because of modern communication methods.

4. Investigating ancient means of communication in order to appreciate the remarkable progress which has been made in perfecting methods of transmitting ideas.

A. Read selections depicting life in ancient times in order to discover how various groups of the ancient world communicated with each other.

B. Reports were made on the ways in which primitive man communicated his ideas otherwise than by language.

C. Discussed how present day methods have evolved from earlier ones.

D. Investigated and discussed the effect of improved communication upon literary production.

5. Interpreting ballads, folk songs, legends, and epics to show their use as a means of communicating common ideas of earlier civilizations.

A. Read and then held an informal discussion of local legends, ballads, and folk songs, to show how these contribute a record of local history.

B. Reviewed ballads and legends to show how they picture the times with which they are contemporary, and to show how they have preserved the experiences of the race.

Browning, "Pheidippides and Balaustion's Adventure"; Browning, "How They Brought the Good News From Ghent to Aix"; Johnston, Private Life of the Romans; Literature and Living, Bk. II, pp. 350-375; Marshall, Story of Human Progress.
6. Trace the history of drama to show how it has served as a means of communication through the ages.


IX. Summarizing, Evaluating, and Closing Unit.

A. Summarizing:

The work as a whole was brought together and reviewed. From the aims a suitable factual test was devised and given.

B. Evaluating:

By means of the test and the following criteria, the teacher evaluated the unit.

1. Did the pupil develop understandings of:
   a. The value to humanity of oral and written communication?
   b. The service of the radio, telephone, telegraph, postal service, printing press to the progress of communication?
   c. The development of communication and its place in the changing civilization?
   d. The effect of improved communication upon literary production?

C. The understandings and appreciations were measured by observing:

1. The discussions held during conferences.
2. The types of questions asked by pupils.
3. The uses pupils made of the information gained through reading in offering possible solutions of problems brought out in study.
4. Interest in activities.

D. Did the pupils improve in:

1. The ability to use books—to read widely from many sources; to read for different purposes; to organize the information they have gained for use in class discussions and oral reports; to use table of contents and indexes in locating material and information?
2. The ability to make an outline of the material to be used in the discussion; to talk to the point to hold the attention of hearers?
3. The ability to observe well?

Closing:

At the end of the unit an assembly program was given during which the class presented a play in three scenes; first, the communication of the ancients; second, the communication one hundred years ago; third, the communication today.

*Thelma C. Heatwole*

DEMOCRACY

“I have yet to see the man or woman who did not become more attractive and more alive, by laying aside a too prized reserve and mingling on equal terms with other members of our common, struggling, hungering human family.—Henry Morton Robinson.