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A sourcebook of activities for motivating seventh grade pupils to use the school library

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1963*

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Project

A SOURCEBOOK OF ACTIVITIES FOR MOTIVATING SEVENTH-GRADE
PUPILS TO USE THE SCHOOL LIBRARY

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BOSTON UNIVERSITY LIBRARIES

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CHAPTER I
INTRODUCTION

Statement of the problem.-- The well-equipped school library is a gold mine of frequently untapped resources. Teaching young people to use the library efficiently requires repeated use of the materials. The writer believes that pupils will learn to do efficient research more rapidly and with more interest if they do it in relation to a project of interest to them.

Purpose.-- The purpose of this Sourcebook is to provide suggested experiences for motivating students on the seventh-grade level in efficient use of the library. It may also serve teachers as a guide in developing their own topics for this purpose.

Justification.-- Research indicates that many authorities realize the need to teach library skills to all children, including the gifted (see Chapter II), but the supply of meaningful materials for teaching these skills is small. Most of the materials discovered by the writer are workbooks with specific, structured questions requiring similar answers from all students. (See starred materials in the Bibliography.)

Many examples of creative uses of school libraries are

cited in Chapter II, but these are primarily individual projects initiated and carried out by individual teachers.

The following Sourcebook is designed to be flexible in use and to help teachers plan important, interesting class experiences in library research. It includes experiences in several subject areas which may be used at many grade levels--for fast or slow students--and may be developed or adapted to meet the teacher's individual needs.

Scope.-- This Sourcebook, including suggested experiences organized by broad subject-matter fields, is divided into three major parts:

- I. A sample Library Study Experience to be used independently by each student.
- II. Library Study Experiences in subject-matter areas other than English.
- III. Library Study Experiences in English.

The first four Library Study Experiences are designed to acquaint students with such library tools as, the card catalog, the Vertical File, general encyclopedias, The Readers' Guide to Periodical Literature, Current Biography, Who's Who, and specific reference books in sports, science, history, and music.

The last three Library Study Experiences are designed to acquaint students with such library tools as, the card catalog, the Vertical File, general encyclopedias, The Readers' Guide to Periodical Literature, Current Biography, and

such specific English reference tools as, Granger's Index to Poetry and Recitations, Dictionary of American Slang, Funk & Wagnalls Standard Dictionary of Folklore Mythology and Legend, Oxford Companion to American Literature, etc.

Delimitations.-- This project is delimited to the materials available in a well-equipped school library. Since the subject areas are extremely broad, many, many possibilities in each area are not explored. The activities and topics are merely suggested ones.

This Sourcebook does not contain lessons which explain the use of the card catalog, the indexes, the reference books and skills such as outlining and note-taking.

Definition of terms.-- The following terms are used throughout this project:

Card catalog.-- "An indexed list of books, periodicals, etc., printed or written on cards and arranged alphabetically."^{1/}

Entry.-- "The word under which a book is listed in a catalog."^{2/}

General encyclopedia.-- Books containing general information on almost all subjects.

Individual differences.-- "The variations or deviations among individuals in regard to

^{1/}Carter V. Good (Editor), Dictionary of Education (First Edition), McGraw-Hill Book Company, Inc., New York, 1945, p. 58.

^{2/}Isaac K. Funk (Editor), Funk & Wagnalls New Standard Dictionary of the English Language, Volume I, Funk & Wagnalls Company, New York, 1940, p. 831.

a single characteristic or a 1/
number of characteristics." 2/

Library Study Experience.-- Questions and activities providing meaningful, interesting practice use of the library.

Subject.-- "A division or field or organized knowledge, such as English or mathematics." 2/

Topic.-- A narrower part of a subject, such as folklore or astronomy.

Vertical File.-- A file containing pamphlets, clippings, and pictures dealing with a variety of subjects.

1/Carter V. Good (Editor), op. cit., p. 131.

2/Ibid., p. 395.

CHAPTER II
REVIEW OF RESEARCH

This chapter is divided into the following main sections: (1) a discussion of the philosophy and trends in meeting individualized differences in education; (2) a discussion of the objectives and functions of the school library; (3) some examples of ways to encourage faculty and student use of school libraries; and (4) some examples of creative uses of the school library. The chapter closes with a brief discussion of ways to meet individual differences through the school library and a summary.

1. Meeting Individualized Differences in Education

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."^{1/}

Henry David Thoreau recognized individual differences and lived his own life accordingly. His viewpoint, however, was not generally accepted. Perhaps we are finally realizing the truth behind Thoreau's philosophy.

What evidences of individual differences can be found

^{1/}Charles Norman, To a Different Drum; the Story of Henry David Thoreau, Harper and Brothers, New York, 1954, p. viii.

in the literature? Fred Tyler^{1/} states the following:

"The I.Q.'s for the seventh-graders in one junior high school in 1960 varied from the 60's to the 160's.... And their grade equivalents on achievement tests in different school subjects ranged from the first through the eleventh grade. From numerous sources we know that scores at any grade level are remarkably variable for any test, whether it purports to measure intelligence, achievement, interests, values, or attitudes. From his study of elementary-school pupils, Cook^{2/} concluded that 'in any grade above the fourth a teacher may expect that almost the complete range of elementary-school achievement will be represented. The only thing we can say with assurance regarding a seventh-grade pupil is that he is in the seventh grade.' Of nearly 550 pupils reported....only 30, or 5.4 percent, had grade equivalents between 7.0 and 7.9 in both reading (average) and arithmetic (average) on the Stanford Achievement Tests."

What, then, are individual differences? In discussing individualization of instruction, Bernice Wolfson says:

"I would say that individualization of instruction refers to ways teachers find of continuing the uniqueness of each child. The teacher's choices of materials, methods and organization can support and encourage or limit and discourage individual growth."^{2/}

Thus, one definition for individual differences might be the uniqueness of each individual in a classroom, group,

^{1/}Fred T. Tyler, "Intraindividual Variability," Chapter X, in Individualizing Instruction, Part I, The Sixty-first Yearbook, National Society for the Study of Education, The University of Chicago Press, 1962, pp. 164-5.

^{2/}Walter W. Cook, Grouping and Promotion in the Elementary Schools, p. 26. Series on Individualization of Instruction, No. 2, University of Minnesota Press, Minneapolis, 1941. (As cited in Ibid., pp. 164-5.)

^{3/}Bernice J. Wolfson, "Individualization of Instruction," Elementary English (April, 1963), p. 457.

or anywhere.

"Nearly all teachers would agree that the average classroom contains children with widely different academic abilities, that homogeneous grouping does not reduce these differences significantly, that a single assignment is often a waste of time for the top and bottom 30 per cent of the class, and that schools no longer accept the function of academic screening, i.e., culling out those unsuitable for further schooling."^{1/}

If the above statement is true, why do we ignore the obvious, and blithely avoid attempts to meet individual differences? Mr. Rasmussen feels that there are many reasons for this attitude, among which are the following:^{2/}

we don't encourage individual differences in our neighborhoods or in our society; we have a misconception concerning fairness;^{3/} "fairness does not mean treating everyone alike;" we have the idea that there are only two alternatives for everything-- "...if we recognize that some of reality may lie outside the limitations of our largely 'two-valued' language, we are likely to do a more nearly adequate job of meeting individual differences;"^{4/} we have a distorted idea of mental adjustment--"We often make the mistake of looking at all people, the healthy ones as well as the sick ones, in the same way. We speak of a mentally healthy person as being 'on an even keel' or as 'well balanced.' This implies that emotional adjustment brings a person to some level and that level is often thought of as normalcy which, in turn, is defined as 'like everyone else.'"^{5/}

"Now we come to the most important reason of all why we do not handle individual differences very

^{1/}Glen R. Rasmussen, "Our Common Neglect of Individual Differences," Clearing House (September, 1962), p. 3.

^{2/}Ibid., pp. 3-6.

^{3/}Ibid., p. 4.

^{4/}Ibid., p. 5.

^{5/}Ibid., pp. 5-6.

well in the classroom: Most of us do not have a clear conception of our own goals....What happens to the classroom teacher who does not clearly perceive his own goals in the classroom?Lacking clarity in regard to ultimate goals, he inevitably lacks clarity in regard to short-term goals. This, of course, means that the creative handling of individual differences is impossible."^{1/}

What are some methods of meeting individual differences in classrooms?

"To achieve individualization of instruction the teacher must be precocious in planning. He reveals his skill through guiding students to search for facts. His developmental lessons are skillfully motivated. His homework assignments are intended to encourage independent study. He will test to ascertain if mastery has been achieved. He arranges the group dynamics of a class or of a committee in the manner of a manipulator. He structures the situation in his class so that the purpose of the student chairman, or of an individual in a committee or of a whole committee, is^{2/} consciously accepted or at least clear to everyone."^{2/}

Other methods of meeting individual differences include: (1) the use of team teaching to "...recognize individual differences among teachers and improve staff utilization of professional competences;"^{3/} (2) ungraded elementary schools; (3) clerical helpers for teachers;

^{1/}Ibid., p. 6.

^{2/}Joseph O. Loretan, "Individualizing Programs in the Junior High School," National Association of Secondary-School Principals Bulletin (February, 1962), p. 60.

^{3/}Lloyd J. Trump, "New Directions to Quality Education in the Junior High School," National Association of Secondary-School Principals Bulletin (September, 1961), p. 25.

(4) "....flexible scheduling, and the use of large classes, small classes, and independent study for various purposes.... [5] technological gadgets [such] as language laboratories, programed texts, television, and teaching machines;"^{1/}

(6) scheduling some large classes for lectures and dividing these into smaller discussion groups with their own elected chairman, supervised by a roving teacher;^{2/}

(7) "....provide many teaching aids such as filmstrips, educational television, teaching machines, and well-stocked libraries staffed by alert librarians who know both children and books;"^{2/} (8) "....advance work by individuals (apart from class work) under a teacher's supervision."^{4/}

But, it is not necessary to reschedule classes, to organize team teachers or even to possess the most modern technological equipment to meet individual differences. If teachers have clearly defined goals; if they know what concepts and understandings they are trying to impart to individuals within their classes, they can do a great deal toward individualized instruction. Following is an example:

"....our data seem to indicate that when a teacher sees process objectives as a necessary part of any classroom activity, he tends to organize his classroom instruction around organizing centers that properly include these skills.

....

^{1/}Earl H. Hanson, "Is Individualized Instruction a Myth?" The PTA Magazine, (October, 1962), p. 7.

^{2/}Ibid., p. 6.

^{3/}Ibid., p. 6.

^{4/}Ellsworth Tompkins, "Individual Differences in the 1960's --Their Implications for School Administrators," National Association of Secondary-School Principals Bulletin (April, 1962), pp. 5-6.

An organizing center for instructional purposes is any object, idea, person, question, or instructional material used to relate and focus the thinking and the action of an individual or a group.

....

If an organizing center is to make it possible to meet the individual needs of the children who participate in its development, it should have the following characteristics:

1. More than one dimension of accessibility.

If an organizing center can be attacked in more than one way by the learner, its power to provide for individual differences is increased....

2. More than one level of accomplishment. If an organizing center is to have the capacity to provide for individual differences, it must have low catchhold points and high ceilings.

3. More than one dimension of mobility.

If a teacher can select organizing centers that have the capacity to move in time, in space, in cultures, and in logic, these centers have greater capacity to provide for individual differences....

....Unless instruction is organized around centers that provide room for individuals to vary and to zoom in understanding as far as they can go, few effective instructional provisions can be made for individual differences.

4. More than one degree of organizing capacity.

Some teachers favor a main organizing center that has several important subcenters that have to be studied if the children are to get a proper understanding of the whole."^{1/}

Research indicates that several factors operating in today's schools make it difficult for administrators and teachers to meet individual differences. The writer has chosen to treat most of these positively, i.e., by pointing out what can be done rather than mentioning the deterring factors.

^{1/}Virgil E. Herrick, "Curriculum Decisions and Provision for Individual Differences," Elementary School Journal (March, 1962), 62:313-20.

"Motivation is a key element in the school's program for treating students as individuals. The individual works more nearly to his capacity when he is placed in contact with teaching that stimulates him to his best efforts.

Motivation also comes to students who can work on projects that seem important to them personally. Students need to work for extended periods of time in well equipped workrooms, in or outside the school, on individual study projects.

....
Yet another motivational factor is reinforcement of learning, the more immediate the better."¹

How does the school library fit into a discussion of individual differences? Because the library contains a large and varied assortment of books, filmstrips, pictures, pamphlets and other resource material, it would seem logical that each individual could find something of interest or value to him in this resource center.

2. Objectives and Functions of the School Library

"In a world of mass communication, in which people read the same press dispatches, see the same motion pictures and television programs, and hear the same radio presentations, individual reading is more important than ever before. If individuality is to be preserved, people must read more, not less, and must choose what they read independently, to fit their own needs, tastes, and interests.

A school library is designed to foster such individuality. It has a dual function as a place for recreational reading and as a service center which provides needed information. Its atmosphere invites individuals to find enjoyment and to obtain pertinent information in books, periodicals, and reference materials about

¹Lloyd J. Trump, "Developing and Evaluating a Class Schedule to Help Each Pupil Learn Better," Journal of Secondary Education (October, 1961), pp. 340-41.

personal and group problems."^{1/}

One of the basic goals in teaching is to help young people to become independent and self-sufficient and to work up to their individual capacities. The school librarian, with the assistance of her well-equipped library, can help teachers attain these goals.

Motivation is a key factor in obtaining top quality work from individuals. In the school library, where pressure is slight or non-existent, and where young people are free to pursue their individual interests, the librarian has opportunity to encourage each child subtly to follow present interests or to try something new.

"The school library offers the place and the material most conducive to the revelation by the child of his secret and most cherished ambitions and to the furtherance of those of his preferences that already are markedly developed."^{2/}

"The great ideal of the school library should be that of serving the interest of each and every pupil in the school, no matter whether that interest be directed toward reading, or toward any other activity which is purposeful. Whatever the taste and bent of the individual pupil, he should be able to find in the library something to interest him, and materials for engaging that interest."^{2/}

^{1/}Department of Instruction (Louis H. Braun, James A. Hall and Russell K. Britton, Directors), A Program in English; a Guide for Teaching the Language Arts, Kindergarten through Grade Twelve, Denver Public Schools, School District Number One, Denver, Colorado, 1955, p. 329.

^{2/}Hannah Logasa, The High School Library; Its Function in Education, D. Appleton and Company, New York, 1928, p. 234.

^{3/}Ibid., p. 246.

What are the objectives of a school library? One such list follows:

- "1. To acquire books and other materials in line with the demands of the curriculum and the needs of boys and girls and to organize these materials for effective use.
2. To guide pupils in their choice of books and other materials of learning desired both for personal and curricular purposes.
3. To develop in pupils skill and resourcefulness in their use of books and libraries and to encourage the habit of personal investigation.
4. To help pupils establish a wide range of significant interests.
5. To provide aesthetic experience and develop appreciation of the arts.
6. To encourage lifelong education through the use of library resources.
7. To encourage social attitudes and provide experience in social and democratic living.
8. To work cooperatively and constructively with administrative staffs of the school."^{1/}

What are some ways to increase the actual use of the school library, thus furthering its objectives?

3. Encouraging Faculty and Student Use of School Libraries

"....it is the personal work of the librarian that is of the utmost importance in making the library serve as a laboratory for the classroom. The librarian must:

Know the assignments of the teacher in order to provide the material.

Make library conditions favorable so that it may serve as an adjunct to the classroom.

^{1/}John Coulbourn, Administering the School Library, Educational Publishers, Inc., Minneapolis, 1942, p. 67. (As cited in Mary Jane Richeimer, Integration of the High School Library with a Course in American Literature, Unpublished Master's Thesis, Kent State University, Kent, Ohio, 1951, p. 8.)

- Direct the study activities of the pupils.
- Supply the material the pupil will need.
- Help pupils to discover their own interests in the subject.
- Be prepared to suggest material in other libraries.
- Show pupils the possibilities of correlation of subject matter.
- Check up on the real and the assumed interests of pupils.
- Call the attention of the teacher to material in books and magazines that will enrich the subject matter she is teaching.
- Influence students to do 1 extensive and free reading on the subject studied."

It is the school librarian's responsibility to make the library a dynamic resource center of learning. In order to do this, she must go out into the school and provide excellent service for students and faculty. If she spends all her time organizing materials, ordering and cataloging books, and hiding in the workroom, her well-organized materials will be purposeless as they may not be used.

One of the key factors in library service in the school is the cooperative work of teachers and librarians. Some suggestions for effective cooperation are:

The school librarian can notify teachers about new materials added to the library.

The school librarian can compile lists of resource materials for teachers at their request.

The school librarian can report, to teachers and advisers, outstanding information about pupils' work methods, reading interests and habits, etc.

The school librarian should make it a point to keep informed about the changes in the curriculum.

1/Hannah Logasa, op. cit., pp. 230-1.

It is helpful and, indeed, necessary for librarians to be informed about class assignments far enough in advance so that they can plan to have the necessary materials available and readily accessible when they are needed.^{1/}

The classroom teacher's importance in the school library program is stressed by Martin Rossoff:

"It is the classroom teacher who most strongly influences the quality and amount of library use by pupils. He initiates and follows up library activity. He is in the best position to recognize a library-learning situation when it arises and to capitalize on it. He establishes for the pupils a relationship between what they are doing in the library and what is going on in the classroom.

Many teachers are aware of their responsibilities in this connection and have learned to utilize school library facilities to the advantage of all concerned.But mostly they do not know where the library fits into their own teaching plans or how to put it to the best use. The fault is not theirs.

The unfortunate truth is that teachers come into the schools without any orientation to the nature and use of the school library. Few courses in education prepare teachers along these lines. Except for a negligible bow in that direction, education textbooks ignore the subject almost completely...."^{2/}

What can the librarian do to help the insecure teacher? She should give assistance only when it is wanted, and then it should be given freely and graciously. First, she should get the teachers into the library and let them know that the library is there for them and their students.

^{1/}Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program, American Library Association, Chicago, 1951, pp. 20-1.

^{2/}Martin Rossoff, The Library in High School Teaching, H.W. Wilson Company, New York, 1955, p. 9.

Some services which the faculty of one high school appreciated were:

"....personal and pleasant attention given by librarian to all requests, comprehensiveness of the collection, information services given by librarian about current materials, provision for faculty study area in the library, atmosphere of welcome in the library, helpfulness of librarian in the audio-visual program, availability of sets for classroom use (dictionaries and Bibles), and stimulating students' reading."^{1/}

Some outstanding examples of cooperation between librarians and teachers are discussed by Lamar Johnson and Eloise Lindstrom in their book^{2/} which is focused on the activities in which the librarians at Stephens College participate, but which has many implications for librarians in schools at any grade level.

The cooperation between faculty members and librarians is exceptionally well developed. The librarians join in meetings, committees, workshops, and even attend classes in order to learn more about what the faculty is trying to do and discover areas where they can help.

The physical set-up of this school--small classes, an understanding of what the library has to offer and

^{1/}Sister Mary Claver Ducat, Student and Faculty Use of the Library in Three Secondary Schools, Unpublished Doctoral Dissertation, Columbia University, New York, 1960, p. 92.

^{2/}B. Lamar Johnson and Eloise Lindstrom (Editorial Committee), The Librarian and the Teacher in General Education, American Library Association, Chicago, 1948.

proximity of the libraries to classrooms, etc.--helps to encourage give-and-take among the faculty, the library staff and the student body. The fact that the library is staffed by more than one person makes it possible to spend more time in classrooms and in informal conferences or discussions with faculty members. Even so, many of the ideas offered here could be adapted to meet her needs by a school librarian.

What are some methods which the librarian and the classroom teacher might employ to encourage students to use the school library?

"It should be necessary for each student to make frequent use of the library in order to carry out his class assignments, as specified in courses of study or local curriculum guides. The student should also desire to visit the library in order to pursue his hobbies, to satisfy his curiosity concerning the world about him or about other times and places, and to relax through magazines, books, and audio-visual materials. If a student chooses the library as a means of escape from study hall, as a place to spread out his work or as a place in which to meet his friends, ~~the~~ purpose of the library is not being realized."¹

The librarian can help by teaching the necessary library skills and by providing the needed materials.

One of the major problems is that many teachers feel that they need every minute of their time for the work

¹Melba McWilliams, A Study of the Use Made of the Library at the Junior Class Level in Three Senior High Schools in Seattle, Washington, Unpublished Master's Thesis, University of Washington, Seattle, 1959, p. 2.

outlined in the curriculum or in the textbook.

"The survey shows that students with higher scholastic aims were intent upon completing textbook assignments. This is borne out by the fact that the above-average checked more often than the below-average the following reasons for not visiting the library once a week or more: lack of time, school activities, preference for study hall to do class assignments, and the inadequacy of the school library.

....

Results of the questionnaire show that over 16 per cent of the students did not find it necessary to use the library in connection with the preparation of class assignments. This would indicate that emphasis is not placed on student use of the library by all teachers, who in certain subjects, such as mathematics, may feel that completion of required textbook material does not permit time for additional library projects."¹

Teachers may not realize that use of library projects can greatly enrich their teaching.

"The problems common to all American youth have now become the center of the curriculum. Mere book knowledge, which was of major consideration in the curriculum of twenty-five years ago, has given way to a consideration of the functions of education in contemporary society and the methods of use in preparing children of varying abilities, interests, needs, and levels of maturity to participate in this society...."²

Thus, the school library is going to play an increasingly important part in the school of the future as the curriculum becomes more resource-centered and less textbook-centered.

¹/Ibid., pp. 50-52.

²/Frances Henne, Alice Brooks and Ruth Ersted (Editors), Youth, Communication, and Libraries, American Library Association, Chicago, 1949, p. 114.

4. Creative Uses of the School Library

"....the pupil in school needs....skill in using the school library for enlarging his store of knowledge and for enriching his emotional life. He needs to learn to conserve time, to know what and how much to read, how to take notes, and how to organize his reading, so that it may be related to what he already knows."^{1/}

Even gifted students need to be taught certain techniques and methods of research.

"....gifted students need some specific required assignments in library research, but these should not be carried to the point of becoming dull routine. Gifted students need to read difficult expository material and to express their own views on such materials. They need to be made to do their own research with encouragement and guidance from librarians and teachers. They need to have their imagination fired and their curiosity aroused by lively discussions of significant literary materials so that their intellectual curiosity will impel them to go to the library for additional material."^{2/}

How should these skills be taught? The literature indicates that children learn best through functional, meaningful study. Lucile Fargo sums it up:

"....experience proved that instruction which was not functional, being unrelated to student activities and subject matter courses, largely failed in its purpose. There was little or no follow-up and pupils promptly forgot what they had learned."^{2/}

^{1/}Margaret Kessler Walraven and Alfred L. Hall-Quest, Teaching through the Elementary School Library, H.W. Wilson Company, New York, 1948, p. 14.

^{2/}Lionel Lightner and Robert H. Carpenter, "Great Books Course Sends Students to the Library," ALA Bulletin (February, 1958), p. 105.

^{3/}Lucile F. Fargo, The Library in the School (Fourth Edition), American Library Association, Chicago, 1947, p. 87.

Following are some examples of programs which teach library skills in a meaningful way that is fun for students:

As the need for information in a special area develops the class comes to the library and learns how to do that particular thing and, then, proceeds to do it. Such skills as, how to use the dictionary, what the dictionary includes, different types of dictionaries, "...use of encyclopedias, the Readers' Guide, special reference materials, and preparation^{1/} of bibliographies for term papers" are considered. 2/

"From time to time as English classes consider Shakespeare, literature representative of other countries, or reading for individual enrichment, they again come to the library for book talks or an explanation of how to 'dig' material out of the library resources. This type of instruction is not limited to the English and guidance departments. Language, social studies, industrial arts, homemaking, commercial, art, and science classes come to the library for brief talks on how to use materials pertinent to their current problems."2/

Much of the literature stresses English and social studies. Although these two subjects seem to be ideal for library correlation, many other opportunities exist. A discussion of creative activities used in art, business, mathematics, music, science, social studies, and English follows.

Art.-- The following ideas, contributed by a librar-

1/John B. Wilkins, "Library Instruction--Curriculum Must," The Bulletin of the National Association of Secondary-School Principals (November, 1959), 43:130-132.

2/Ibid., pp. 130-131.

ian and an art teacher,^{1/} have interesting possibilities for library use in connection with art. One suggestion is to take library books to class for introducing new units for "free craft." The books may be handled with clayey, painty, or inky hands, but no one can say that they aren't used!

Another suggestion is to take the entire class to the library to do research on the current area of study.

"Sometimes art classes are split three ways, with one section working, one viewing a teaching film, and the third doing research on the problem in the library. This procedure is rotated until all sections have completed the entire unit of work. In using this plan, pre-planning by the art teacher and librarian is necessary to achieve desired results."^{2/}

Art projects may be displayed in the school library.

Business.-- The information cited below shows some interesting uses which business teachers can make of the school library.

One such teacher plans two visits to the library. "On the first visit each student is given a list of questions which leads him to study and evaluate dictionaries, encyclopedias, atlases, gazetteers, biographical sources and almanacs. Class discussion emphasizes the special usefulness of these reference books in relation to particular jobs in the business world: an atlas or gazetteer for a shipping clerk; unabridged dictionaries for stenographers; encyclopedias for secretaries who must check facts in reports

^{1/}Marian Cole and Mozelle Welch, "The Library--Treasure-Trove for Art," School Libraries (March, 1959), 8:16-18.

^{2/}Ibid., p. 17.

and speeches; the Congressional Directory for U.S. Government offices or business men who need to correspond with U.S. Government officials. The second library visit is devoted to problems involving practical use of these reference tools."^{1/}

A third visit is made later to discover information through use of the Readers' Guide.

Book reports, mimeographed questions requiring use of reference tools, and study of magazines are other activities used by teachers of business.

Mathematics.-- Yes, even the teacher of mathematics can go beyond his textbook and utilize the many resources of the school library. This article^{2/} deals primarily with projects for individuals rather than for an entire class.

Supplementary assignments include:

"....recreational reading, preparation of book reports, investigation of special topics, research work and the preparing of term papers and displays."^{3/}

One activity which would require use of the library is a student publication in the field of mathematics. This might contain "....articles, problem material, mathematical puzzles, and reviews of some of the mathematics books.... [available in the school library]."^{4/}

^{1/}Sylvia Ziskind, "Business Education Teachers Use the School Library," School Libraries (March, 1959), p. 18.

^{2/}E. Kathryn Clark, "Mathematics and the Senior High School Librarian," School Libraries (March, 1961), 10:11-15.

^{3/}Ibid., p. 13.

^{4/}Ibid., p. 14.

Music.-- The school library offers the teacher of music many resources and opportunities for enrichment.

Possibilities for research include the following:

"....musical instruments, ways in which music has influenced people in every part of the world, special music of individual countries, music of historical events, musical plays, music and poetry, musical records, radio programs, television entertainment, lives of composers, music of worship."^{1/}

The teacher started the research idea by having the students discover in their school library as many references to music as they could. The competition was keen and the interest was high. The most successful group found 63 references.

Other ideas include: a study of various musical instruments might be developed after a community concert; a unit might be developed around musicians' biographies; a unit was developed around the topic "America's Contributions to Music." In this last unit, all library tools were used and the final products were excellent--the work was eventually exhibited and publicized.

Esther Bohman, in her book, The Librarian and the Teacher of Music,^{2/} offers many suggestions for correlation

^{1/}A.A. Burkhardt, Music and the School Library," Clearing House (March, 1961), p. 432.

^{2/}Esther L. Bohman and Josephine Dillon, The Librarian and The Teacher of Music, American Library Association, Chicago, 1942.

of music with other parts of the curriculum, which are suitable for junior or senior high school.

"....not all background books fall within the confines of music classification numbers. Manners and customs underlying national music, historical events that influenced a composer's life, the mechanics of sound, encyclopedias and dictionaries, fiction involving musical ideas, books whose connection with music is incidental are all fair game for the music teacher's bag. When the hunt is on, they spring up from unexpected cover. A library is open range."^{1/}

"The field of music is closely allied to poetry. So many of the songs chosen for study are the musical settings for fine poems that an introduction to the poet is a frequent accompaniment to the music lesson."^{2/}

The above idea might serve as a point from which the interested teacher could "take off" for many new, exciting adventures!

"Out of one symphony program of dances arose a creative effort of a number of overage boys, not the sort of group from whom one ordinarily expects enthusiastic participation in music. The War Dance of the Cheyenne Indians from Charles Skilton's Suite Primeval gave one of them the infectious idea of arranging a dance of their own for this music. This would be their contribution to a dramatization of Elizabeth Coatsworth's Sword of the Wilderness, which the class was preparing to write and produce as part of their history and English work."^{3/}

Science.-- Now, more than ever before, the library is an important tool for the science teacher. Many of the newest developments in this rapidly changing subject are not included in textbooks. Thus, the modern science teach-

^{1/}Ibid., p. 14.

^{2/}Ibid., p. 16.

^{3/}Ibid., p. 20.

er is forced to rely upon much current material for his own background and for use with his classes. What better resource exists for this study than the school library?

Although the material is not recent, Caroline Siebens, in her book, The Librarian and the Teacher of Science,^{1/} offers suggestions for correlating science with the library. Some of these suggestions are still apropos today.

"As science pupils use the science laboratory for experiments, so they use the library as a laboratory for explorations and discoveries in reading and research. Daily they come in large numbers for reference work in the topics being covered: weather, insects, plastics. They constantly employ library facilities; they learn to handle library tools, so that they may become independent and intelligent patrons of school, college and public libraries."^{2/}

"A French class was studying some heroes of France, one of whom was Louis Pasteur. A girl in the class, who also took biology, had just been learning of Pasteur's experiments that showed the relation between dust and putrefaction. At her own suggestion and with the aid of the science teacher, she prepared sterile flasks and media. The library furnished the French equivalents of the necessary scientific terms and other background material to the end that the girl was able to demonstrate a classic experiment entirely in French."^{2/}

"The concept that the library is an extension of the laboratories of the science department, where background reading and research can be pursued, serves to tie together those two important aspects of learning--namely, the gathering of ideas, together with sufficient recognition of the desirability of a

^{1/}Caroline R. Siebens and Warren L. Bartlett, The Librarian and the Teacher of Science, American Library Association, Chicago, 1942.

^{2/}Ibid., p. 21.

^{3/}Ibid., p. 22.

program of study to make it possible to continue; and the actual carrying through of a project in the laboratories where equipment is available. General reading in science as an end in itself serves to supplement classwork, even though no specific laboratory work follows."¹

Social studies.-- This subject is a "natural" for use of the school library. Consequently, many activities are described in the literature. Following are a few of these opportunities and projects:

In her thesis, Flora Mae Davis Phillips describes an experiment of correlation between social studies and the library.

"Each student selected five countries about which he would report, using at least ten sources of information. Among the ten were to be three different encyclopedias, an almanac, and periodical articles obtained through using the Readers' Guide....Other sources might include books, pamphlets, and materials which the students had obtained from various sources. This unit terminated with students' ²brief oral reports using notes and illustrative maps."²

Students already were familiar with encyclopedias and almanacs but the librarian gave a lesson on the use of the Readers' Guide followed by "an hour of carefully supervised follow-up activities."

"To do their research for each unit, the students

¹/Ibid., p. 39.

²/Flora, Mae Davis Phillips, An Experiment to Determine the Effectiveness of an Integrated Instructional Program in the Use of Library Resources by Seventh Grade Students with Teacher and Librarian Cooperating, Unpublished Master's Thesis, University of Washington, Seattle, 1956, p. 31.

came to the library in groups or individually during their class periods or from their study halls. After becoming familiar with how to use the materials, they went in class groups to a nearby public library branch where they were able to broaden their research and at the same time learn that libraries are similar.

During the experiment the librarian served as a resource person, teaching when asked, providing materials for the classroom teacher to use, orienting students in the location and use of materials in the library, borrowing materials from other libraries, and arranging time for classes and individuals to use the library resources."^{1/}

In her article, "Uncle Sam's Best Sellers,"^{2/} Dorothy R. Shaulis describes the use of government publications in enriching American history and Spanish courses in a junior-senior high school.

"In each study unit students chose publications appropriate to their topics, proceeded with their study, taking notes and preparing written reports to be handed in, the culminating activity being the presentation of oral reports to the class....Many reports were illustrated by use of the opaque film-strip projectors."^{2/}

This study opened the door to other interests, study, and research for most of the students. Library tools and sources were used extensively.

"For the past four years, the Casis School has held an annual social studies institute for its sixth graders. Each institute is an enrichment

^{1/}Ibid., pp. 31-32.

^{2/}Dorothy R. Shaulis, "Uncle Sam's Best Sellers," School Libraries (March, 1960), 9:23-27.

^{3/}Ibid., p. 25.

study in depth of an area^{1/} of the earth that is significant in world affairs."

The librarian assists in this study by providing pertinent materials in an easily accessible area. "She provides each teacher and pupil with a complete bibliography of all materials related to the study, orders visual aids materials from the visual aids departments of the public schools and the University of Texas, and assists small groups of pupils with library reference reading. Thus, classroom teachers are freed to devote their time and efforts to classroom instruction.

Teachers work together in arranging schedules so that each classroom of pupils can make maximum use of the materials on the 'bookcart,' previewing films, planning, sharing ideas, and evaluating progress."^{2/}

"Maps, outlines, reports, bibliographies, discussions, and descriptive papers are presented by children as a result of their findings. Learning must be broad enough to include many^{2/} basic facts and also an application of these facts."

A teacher^{4/} of a ninth grade block English and social studies class describes the basic "re-search" which his class delved into in finding answers to a work sheet about their state.

Their final project consisted of: "....a booklet replete with writing, pictures and illustrations. Each booklet was to include a thesis cover, title, table of contents, good paragraphing, sensible content and construction, maps, charts and a bibliography."^{2/}

^{1/}Geneva Corder, "The Creative Elementary School Library and Social Studies," Wilson Library Bulletin (April, 1962), p. 657.

^{2/}Ibid., p. 658.

^{3/}Ibid., p. 659.

^{4/}Albert Nissman, "Re-searching in the Library," Clearing House (September, 1960), 35:37-39.

^{5/}Ibid., p. 38.

At the end of the project the students were asked to note the library skills which they had learned and the facts which they had learned about the library. The points listed under both headings were numerous.

English.-- English is perhaps the richest subject for correlation of subject-matter with the school library partially because, in many cases, the English department teaches all of the library skills which a school presents.

One article^{1/} describes a course offered at New Trier Township High School wherein the students write a paper each week on an assigned topic dealing with a specific book. The group meets for discussion for an hour and three quarters later. The papers are designed so that the students will emerge with a simple statement expressing a point of view.

"One type of question requires that the student grasp the idea of the whole book; the other kind requires that the student analyze some closely written page giving the arguments and propositions presented by the author in developing some single specific point."^{2/}

Folklore provides openings for many library enrichment activities. Elsa Berner^{3/} suggests several ways in

^{1/}Lionel Lightner and Robert H. Carpenter, op. cit., 52: 104-105.

^{2/}Ibid., p. 105.

^{3/}Elsa Berner, "American Folklore in the School Library," School Libraries (October, 1952), pp. 3-6.

which the librarian can work with teachers and students on units where folklore can be utilized. She suggests correlating folklore activities with studies of Indians, regional geography, American industries, westward expansion and "...as a vehicle for teaching much 'English' which will enhance the enjoyment of the subject matter rather than destroy it."^{1/}

Frieda Heller^{2/} suggests activities for correlating English and the library: (1) an individual reading program wherein the librarian, the student and the English teacher work together in choosing a subject and compiling a bibliography of good books for the student to read in this subject; and (2) organization of pupil committees who choose, order, and then evaluate library books.

Meeting individual differences through the school library.--- Dr. Frederick R. Cyphert reports of an exciting program taking place in one junior high library in Torrance, California.

"As one enters room eight he is impressed with the abundance of differentiated activity taking place. He sees that some children are working in groups or committees, while others are studying independently. A closer look reveals that a wide variety of reading matter is being used, and that these materials vary in

^{1/}Ibid., p. 5.

^{2/}Frieda M. Heller and Lou L. Labrant, The Librarian and The Teacher of English, American Library Association, Chicago, 1938.

reading and conceptual difficulty, as well as in content classification.

....It is obvious that these learning activities are structured around problems-to-be-solved rather than around content-to-be-studied, and that the investigations of each child contribute to the solution of the general question under consideration by the class.

....

It is soon apparent that single students, and upon occasions an entire committee, are excused from the classroom to search for additional information in the library. The variety of media used in student reports and explanations, as well as the annotations appearing upon the student reports and illustrative materials posted about the room, give additional clues to the quality of student library usage.

....

The learning experiences of this....class certainly suggest that the school library supports and nurtures the instructional program, and that this service agency enables the classroom teacher to utilize fully the findings of educational research as they relate ^{1/} to individual differences and the learning process."

The following report from a teacher working with gifted children provides many cues and implications for the classroom teacher and the school librarian:^{2/}

The author discovered that in working with gifted children, "...as is the case in all good instruction, a definite plan was needed. The plan had to give them enough freedom to satisfy their many and diverse interests and yet provide a framework in which there could be class discussion, evaluation, and some teacher guidance.

The basis upon which I devised my plan was a conviction that no particular service is rendered to a gifted child if he is simply segregated into a

^{1/}Frederick R. Cyphert, "The Junior High School Library as a Learning Laboratory," School Libraries (May, 1959), pp. 6-7.

^{2/}Anita T. Richter, "Gifted Children Grow through Library Project," Chicago Schools Journal (November, 1962), 44:78-82.

group of similar children and given more material to cope with than is the average child. Accordingly, I took my cue from a school of acting....--'Method' or 'Motivational' acting. The method of this school of acting is to not....simply follow the instructions of the director to achieve a good performance, but to inject oneself into the part so deeply, to 'live' the part so thoroughly, that the acting ceases to be acting and approaches reality. In other words, the actor is motivated to delve deep into the role; in so doing he achieves a level of expression he would not ordinarily find.

....I decided to try to structure learning experiences for the group in such a way that they might possibly achieve the deep immersion in learning and reading that the 'Method' actor achieves in his acting.

....
I tried in vain to keep them away from hobbies as a subject for discussion, since it is my belief that hobbies are boring to all but those who savor them. Despite my efforts, however, stamp collecting became the first topic for discussion. I led the children to study and discuss the motives for which stamp collectors collect stamps. This led us into discussion of the design of stamps, who chooses the designer, whether stamps are considered good graphic art, why certain issues are more valuable than others, who some of the famous people were who collected stamps. In other words, the discussion changed from a dull, and for non-collectors boring, series of attempts to gain status by describing collections to a serious discussion of the cultural motivations of 1/ collectors and thence to a number of allied topics."2/

Other activities discussed included the Presidential election as a topic, culminating in a "Great Debate" between pupils; writing a short story; a Civil War project; and a poetry project.

Summary.-- The examples of creative uses of school libraries cited here indicate only a few of the many oppor-

1/Ibid., pp. 78-79.

tunities for enriching understandings and concepts. Willis Lindeman sums this up aptly:

"The imaginative, stimulating teacher motivates his students to use a wide range of library resources. Teachers and librarians realize that an intellectually curious student cannot satisfy his needs with a single textbook, resources acquired by himself, or inadequate knowledge of the use of school library materials.The more opportunities we offer in using new and improved media in the library, the better we are training our students for the future."¹

The following Sourcebook suggests experiences for motivating seventh-grade students in efficient use of the school library. These experiences are flexible in design in order to meet the needs of individual teachers and students.

¹Willis Lindeman, "The School Library, a Teaching Center," Illinois Libraries (April, 1962), p. 310.

CHAPTER III
SOURCEBOOK

EXPLANATION TO THE TEACHER:

In our rapidly changing world where each day adds to man's repertoire of knowledge, it is increasingly important to obtain and utilize known information efficiently.

The purpose of this Sourcebook is to present experiences in several subject-matter fields to motivate seventh-grade students in efficient use of the library. The Sourcebook is divided into three major parts:

- I. A sample Library Study Experience to be used independently by each student.
- II. Library Study Experiences in subject-matter areas other than English.
- III. Library Study Experiences in English.

The experiences are of interest to seventh-grade students. Through answering the questions and carrying out the project the student will learn about the use and organization of many specific library tools.

The first experience is a "warm-up" exercise, with answers, which all students will use independently. It should then be discussed by the group before they begin independent work on a specific topic.

The remaining experiences are designed to acquaint students with a variety of library reference tools in several subject-matter fields. Each topic is preceded by a section titled, "SUGGESTIONS FOR THE TEACHER," which explains the purpose, organization, and knowledge presumed

for that topic, and is followed by suggested answers and a bibliography of materials used.

Each topic includes one step requiring use of either The World Book Encyclopedia or Compton's Pictured Encyclopedia. If your school has both, you may wish to advise your students to use different encyclopedias if they complete more than one topic.

INTRODUCTION TO STUDENTS:

Joe worked half the night to complete his homework for the next day. When he got up in the morning he could not find his paper. His mother said, "Oh, Joe, when will you learn to organize your things?"

Dave hurried home from school to get his football for the afternoon game. When he got to his room he discovered that it was not where it should have been. "Now, where did I last have that ball?" Dave grumbled to himself.

Joe and Dave have a similar problem--they both have misplaced something important. Since both boys need to locate their missing articles quickly, they will probably take a few minutes to think where they should start their search so that they don't waste precious time.

Your search for information in the library is, surprisingly enough, a similar problem. However, the materials in the library are organized more efficiently than Joe's and Dave's things. If you want to know more about sports, music, or World War II, what do you do first? Like Dave and Joe, you should take a few minutes to think about where to start your search.

The experiences provided in this Sourcebook will help you to save time in your search for information. Furthermore, the experiences, themselves, are interesting and informative; in fact, if you aren't careful, you might find yourself doing more than the directions require!

"WARM-UP" LIBRARY STUDY EXPERIENCE

SPORTS

SUGGESTIONS FOR THE TEACHER:

The following "warm-up" Library Study Experience, designed for students' independent use, takes them through eight steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in sports.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

- Step 1.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)
- Step 2.---Presumes knowledge of a subtitle and of quoting material correctly.
- Step 3.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.
- Step 4.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.
- Step 5.-- Presumes no special knowledge.

Step 6.-- Presumes knowledge of how to use the Index in a book.

Step 7.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 8.-- Presumes no special knowledge.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

STEP 1

Imagine that you are going to give a brief talk about sports in assembly.

Where would you start your search for information about sports?

Choose an encyclopedia and look up sports.

Is this subject broad or narrow?

What are at least six of the most exciting possibilities for your talk?

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 2

You have begun to discover how broad this subject is.

Choose one topic--for instance, Olympic Games.

Using the same encyclopedia:

Look up Olympic Games.

Survey the subtitles under Olympic Games.

Question.--Change each subtitle into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"The first recorded Olympic race was held in 776 B.C. Historians believe the games were staged hundreds of years earlier, but they do not know the exact date of the first games." 1/

"The recorded history of the Olympic Games began in Greece in 776 B.C. The Greeks later used this date for computing time." 2/

1/Field Enterprises Educational Corporation, "Olympic Games," Volume 13, p. 567, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

2/F.E. Compton & Company, "Olympic Games," Volume 10, p. 453, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

STEP 3

Have you exhausted the information pertaining to the Olympic Games? You may be surprised to learn that the encyclopedia is merely a starting place in your search for information.

Suppose you want an entire book about the Olympic Games--one you can get right in this library.

Where would you look for such a book? (That's right, in the card catalog.)

Under what three entries can you find information in the card catalog? (Author, title, and subject.)

Since you may not know the author or title of any books about the Olympic Games, look first under the subject, OLYMPIC GAMES. If you don't find anything, try the broader subject, SPORTS.

Make note of the necessary information for obtaining the books you want.

Go to the shelf and get them.

STEP 4

Maybe you remember having read something about Wilma Rudolph recently. Perhaps you are interested in current articles and information about her.

Where might you look for current information about Wilma Rudolph? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find two article about Wilma Rudolph and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Kerr, C., "Bailing Out for Fun," Popular Mechanics (May, 1959), 111:65-9+.

What did Wilma Rudolph do in connection with the Olympic Games?

Where is she from?

What are three other interesting facts you learned about Wilma from these articles?

STEP 5

Where else would you look for an account of Wilma Rudolph's life?

Try Current Biography.

How is Current Biography organized?

Which volume will you use to find out about Wilma Rudolph? (Remember when she attained fame and then figure out the correct date. If the first volume you try doesn't have the account, decide whether to try an earlier or a later volume. Don't give up!)

No other questions on this one. Enjoy the delightful article which should take about ten minutes to read.

STEP 6

Suppose that you wanted to learn about another Olympic star of a few years back--Jim Thorpe.

Although he won the decathlon and the pentathlon at the 1912 Games in Stockholm, Jim Thorpe was not allowed to keep his medals. Why not?

What was Jim Thorpe's nationality?

What honor did Jim Thorpe receive during the first half of the 20th century?

When did Jim Thorpe die?

Instead of using a general encyclopedia to find the answers to these questions, try a book which deals entirely with sports--The Encyclopedia of Sports by Frank G. Menke.

What are two other sources which might give you information about Jim Thorpe?

STEP 7

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of the Olympic Games.

If there is nothing listed under Olympic Games, under what broader subject might you look? (Sports)

STEP 8

Using the information you have discovered, choose a topic relating to the Olympic Games and prepare a brief report for an assembly program. You may wish to include maps or charts in this report. Include bibliographical information using the following form for books:

Bannister, Roger, The Four Minute Mile. Dodd, Mead & Company, New York, 1958.

ANSWER SHEETS--SPORTS

ANSWER SHEET

STEP 1 (Page 42)

If you used The World Book Encyclopedia, you might have listed some of the following topics:

- | | |
|------------------------|-----------------------------|
| 1. Individual Sports | 7. History of Sports |
| 2. Combative Sports | 8. Amateur Sports |
| 3. Water Sports | 9. Elementary School Sports |
| 4. Outdoor Sports | 10. High-School Sports |
| 5. Team Sports | 11. Intercollegiate Sports |
| 6. Professional Sports | 12. Intramural Sports |

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "S" volume until you found sports.

The material was organized in paragraph form under subtitles. A list of "Related Articles" was given at the end of this article, some of which might have been used as topics.

If you used Compton's Pictured Encyclopedia, you might have listed some of the following topics:

- | | |
|---------------|---------------------|
| 1. Baseball | 7. Diving |
| 2. Basketball | 8. Horseback riding |
| 3. Bicycling | 9. Lacrosse |
| 4. Boxing | 10. Olympic Games |
| 5. Canoeing | 11. Cricket |
| 6. Riflery | 12. Skiing |

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under sports in the Index of the "S" volume.

ANSWER SHEET

STEP 1 (Page 42)

The topics under which you could look were listed in alphabetical order. After each topic you were referred to the volume and the pages in Compton's Pictured Encyclopedia where you would find the desired information.

ANSWER SHEET

STEP 2 (Page 43)

If you used The World Book Encyclopedia your questions might be similar to the following:

1. What are the Olympic Games?
2. What are the events in the Summer Olympics?
3. What are the events in the Winter Olympics?
4. How are the teams chosen?
5. What type of competition is involved in the Olympic Games?
6. What is the history of the Olympic Games? (How and why did they start?)

You might have noted the following main ideas if you used The World Book Encyclopedia:

The Olympic Games are a sports show in which the amateur athletes from nations throughout the world compete every four years. The Olympic Games are divided into summer events and winter events.

The Summer Olympics consist of track and field events, individual gymnasium sports, water sports, horsemanship, and, sometimes, a few other events. An event is not entered on the program unless at least 20 countries practice it and unless at least 12 countries enter it.

The Winter Olympics are always held in a snowy, mountainous country. The events included are skiing, ice skating, ice hockey, and bobsledding.

ANSWER SHEET

STEP 2 (Page 43)

The Olympic teams are chosen, in the United States, on the basis of performance in sectional, regional and national trials. First-, second-, and third-place winners in the final trials become U.S. team members. This pattern is not followed in all European countries.

The Olympic Games are held to let great athletes from every country compete with each other in a spirit of peace and friendship. Nations do not actually compete against each other--no one actually "wins" the Olympics. The points which are credited to a country are done so unofficially. However, the individual winners of each event receive a gold, silver or bronze medal or a certificate, depending on which place they win.

The first Olympic Games were held by the Greeks in Elis on the plains of Olympia. Their purpose was to glorify the individual athletes participating. The first events were foot races but other events were gradually added as time went on.

When the Roman Emperor Nero entered the games in about A.D. 60, the standards were lowered because he was a poor athlete. The games became so corrupt that they were discontinued in A.D. 394. But in 1896, the Olympics were reorganized by a Frenchman.

ANSWER SHEET

STEP 2 (Page 43)

In 1900, women entered the games; in 1920, the Olympic flag was used for the first time; in 1924, the Winter games were added.

If you used Compton's Pictured Encyclopedia your questions might be similar to the following:

1. What are the Olympic Games?
2. What lands are represented by Olympic athletes?
3. What are the high lights of the modern games?
4. Tell briefly about the Ancient Olympics.

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

The Olympic Games are held every four years. Amateur athletes from all over the world take part in these games. The purposes of the games are "...to foster the ideal of a 'sound mind in a sound body' and to promote friendship among nations."^{1/}

The best amateur athletes from almost every nation in the world are represented in the Olympic Games. No nation is formally a winner, although unofficial scores

^{1/}F.E. Compton & Company, "Olympic Games," Volume 10, p. 451, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

ANSWER SHEET

STEP 2 (Page 43)

are recorded and published. Summer and winter Olympics are held and women compete in separate events in these categories.

Some high lights of the modern Olympics include the victory of the U.S. track and field team in 1896; Jim Thorpe's victory in both the decathlon and pentathlon in 1912; Fanny Blankers-Koen's success in 1948 when she "....became the first woman to win three championships."^{1/} In 1952, Emil and Ingrova Zatopek won four gold medals in track and field events; in 1956, Bobby Morrow sprinted his way to three gold medals; in 1960, Chris von Saltza captured three gold medals in women's swimming events,".... and Wilma Rudolph took three in track and field."^{2/}

The Olympic Games were originally held in Olympia in Elis, Greece. The games had a religious significance and they were dedicated to Zeus, "....for the Greeks believed that the body of man had a glory as well as the spirit."^{3/} During the games, a truce was established and no fighting took place during this period.

The first event of the Olympic Games was a 200-yard dash. Later the pentathlon was added.

^{1/}Ibid., p. 453.

^{2/}Ibid., p. 453.

^{3/}Ibid., p. 454.

ANSWER SHEET

STEP 4 (Page 45)

You might have found information about Wilma Rudolph in the following sources:

_____, "Fastest Female," Time (September 19, 1960), 76:74-5.

_____, "Girl on the Run," Newsweek (February 6, 1961), 57:54.

_____, "Olympian Quintessence," Life (September 19, 1960), 49:115.

_____, "Wilma's Home Town Win," Life (October 17, 1960), 49:110-12+.

Wilma won three gold medals at the Olympics for her remarkable running speed.

Wilma is from Clarksville, Tennessee.

Any three interesting facts which you learned from these articles are acceptable.

ANSWER SHEET

STEP 5 (Page 46)

Current Biography is a monthly periodical which contains lively, interesting accounts of individuals currently in the news. Each issue indexes the individuals discussed in all periodicals for the year; e.g., the April, 1963 issue contains an index to the January-April, 1963 issues. At the end of each year, the individuals discussed in all twelve issues are organized alphabetically in a Current Biography Yearbook.

Wilma Rudolph is discussed in the September, 1961 issue of Current Biography. Then, of course, she is discussed in the 1961 Current Biography Yearbook also. (Why?)

ANSWER SHEET

STEP 6 (Page 47)

Jim Thorpe was required to return his medals because he had played semi-professional baseball and, thus, could not be considered as an amateur.

Jim Thorpe was an Indian.

Jim Thorpe was named outstanding U.S. athlete of the first half of the 20th century.

Jim Thorpe died on March 28, 1953.

Two other sources which might give information about Jim Thorpe are:

Readers' Guide To Periodical Literature--
1912 or 1953 (Why these dates?)

Who's Who in America--1912 or 1953.

Current Biography--1953 (Why not 1912?)

Any general encyclopedia.

BIBLIOGRAPHY--SPORTS

- F.E. Compton & Company, "Index--Sports," Volume 13, p. 626, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- F.E. Compton & Company, "Olympic Games," Volume 10, pp. 451-454, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- Field Enterprises Educational Corporation, "Olympic Games," Volume 13, pp. 566-571, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Field Enterprises Educational Corporation, "Sports and Sportsmanship," Volume 16, pp. 627-630, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Menke, Frank G., The Encyclopedia of Sports (New and Revised Edition). A.S. Barnes and Company, New York, 1953, pp. 698 and 890.
- Moritz, Charles (Editor), Current Biography Yearbook, 1961. The H.W. Wilson Company, New York, 1962, pp. 399-401.
- Robinson, Sarita (Editor), Readers' Guide to Periodical Literature, March 1959-February, 1961, Volume 22. The H.W. Wilson Company, New York, 1961.

LIBRARY STUDY EXPERIENCE

HISTORY--WORLD WAR II

SUGGESTIONS FOR THE TEACHER:

The following Library Study Experience, designed for students' independent use, takes them through nine steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in history.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

Step 1.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)

Step 2.-- Presumes knowledge of a subtitle and of quoting material correctly.

Step 3.-- Presumes knowledge of how to use an Index and a Table of Contents.

Step 4.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.

Step 5.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.

Step 6.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 7.-- Presumes no special knowledge.

Step 8.-- Presumes no special knowledge.

Step 9.-- Presumes knowledge of correct format for writing a friendly letter.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

As you have browsed in the history section of the school library you have probably noticed (and, perhaps, you've read) a number of war stories. You might wonder why so much has been written on this subject. Why has man been involved in wars throughout his existence? Why do ordinarily peaceful people go out and kill men, women and children they don't even know?

You might find it interesting to search for information about this subject. Perhaps you will want to narrow it down to one specific war--for instance, World War II.

Before you start your search for information on this topic, you might enjoy thinking about the following poem:

PEACE BETWEEN WARS^{1/}

Between the long wars
there has always been peace
and likewise
between the short wars.

The longer the wars
the less was the peace
while the wars went on
and the shorter the wars
the sooner the peace came.

Whenever the peace
came to an end
the resulting war
always ran
either short or long.

Whenever a war ended
the resulting peace
ran till the next war.

Thus each peace
had its punctuation
by a war short or long
and each war at its end
ushered in an era
of peace short or long.

Therefore we know
absolutely,
incontestably,
the peace we now see
will run
till the next war begins
whereupon peace
will be ushered in
at the end of the next war.

Beyond this
we know little
absolutely, incontestably.

^{1/}Carl Sandburg, Complete Poems, Harcourt, Brace and Company, New York, 1950, pp. 640-41.

STEP 1

Imagine that you are a soldier or a nurse involved in World War II and that you are going to write a letter to a friend or a member of your family telling him about your experiences and some of the reasons behind the war.

Where would you start your search for information about World War II?

Choose an encyclopedia and look up World War II.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 2

Using the same encyclopedia:

Survey the chief subtitles under World War II.

- 1) Into how many main divisions is the article divided?

Choose any one division.

- 1) Into how many subtitles is it divided?

Question.-- Change each subtitle under the division you chose into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"World War II killed more persons, cost more money, damaged more property, affected more people, and probably caused more far-reaching changes than any other war in history."^{1/}

"On August 10, 1945, the Japanese sued for peace. They agreed to surrender terms on the 15th. (This date was August 14 in the United States.)"^{2/}

^{1/}Field Enterprises Educational Corporation, "World War II," Volume 19, p. 380, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}F.E. Compton and Company, "World War II," Volume 15, p. 297, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

STEP 3

You have read about a phase of World War II in a general encyclopedia. Suppose that you are interested in material about World War II in an historical encyclopedia.

Get Langer's Encyclopedia of World History.

How is this encyclopedia organized?

- 1) Is there an Index?
- 2) Is the material arranged by subjects, by periods, or in some other pattern?
- 3) What are the main divisions into which this book is divided?

Find the section about the Second World War.

Under which main subtitle would you find the terms of surrender?

What were these terms in regard to the Japanese home islands?

STEP 4

Perhaps you are interested in current articles and information about World War II.

Where might you look for current information about World War II? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

What were the dates of World War II? (Why do you need to know this answer before you can find information about this war in The Readers' Guide?)

Find three articles about any phase of World War II which interests you and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Green, B., "Nazi Helmet," Saturday Evening Post (October 7, 1961), 234:44-7.

What are three new facts which you learned from these articles?

STEP 5

Suppose that you want an entire book about World War II--one you can get right in this library.

Where would you look for such a book? (That's right, in the card catalog.)

Under what three entries can you find information in the card catalog? (Author, title, and subject.)

Since you may not know the author or title of any books about World War II look first under the subject WORLD WAR, 1939-1945.

Make note of the necessary information for obtaining the books you want.

Go to the shelf and get them.

STEP 6

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of World War II.

STEP 7

Suppose that you would like to read a newspaper account of the A-bomb attack on Hiroshima as it was written on the day of the attack.

Where might you look for such an account? (Since this happened in 1945, you would probably find the information in Facts on File Yearbook, 1945.)

What is Facts on File?

How is Facts on File organized?

- 1) Is there an Index?
- 2) How do you use the Index?

Find the account of the A-bomb attack on Hiroshima.

When did the attack occur?

What type of information is given in addition to the brief discussion of the attack itself?

What did the Vatican City newspaper, Osservatore Romano, say about this attack? (This account appears on the day after the attack.)

STEP 8

In your reading you may have come across the term "Quisling." Perhaps you wondered to whom or to what this term referred.

Vidkun Quisling is a man about whom you might be interested in reading. He attained fame, or infamy, in 1940--knowing this, where might you look to learn more about him?

Try Current Biography. (Which volume?)

How is Current Biography organized?

What is a "Quisling"?

Why is Quisling's name associated with this meaning?

STEP 9

Imagine that you are a soldier or a nurse involved in World War II. Using the information you have discovered, write an "I was there" letter^{1/} to a friend or a member of your family telling him about your experiences. Be sure to explain where you are and to date your letter properly.

Include bibliographical information using the following form for books:

Langsam, Walter, C., The World Since 1919. The Macmillan Company, New York, 1954.

1/Lorraine E. Tolman, Initiation of Elementary School Library Service, Unpublished Doctoral Dissertation, Boston University, 1957, p. 154.

ANSWER SHEETS--WORLD WAR II

ANSWER SHEET

STEP 1 (Page 67)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "W-X-Y-Z" volume until you found World War II.

The material was organized in paragraph form under subtitles. A list of "Related Articles;" an "Outline;" and "Questions" were included at the end of the article.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under World War II in the Index of the "WXYZ" volume. The main article to which you are referred is on pages 266-297 in the "WXYZ" volume.

The material was organized in paragraph form under subtitles. Reference to related articles is made in the Index. A helpful "World War II Chronology" is included in the Index.

ANSWER SHEET

STEP 2 (Page 68)

If you used The World Book Encyclopedia you should have discovered nine chief subtitles under World War II.

If you chose "America Joins the War" as the division you wished to explore, you should have discovered eight subtitles under it.

If you used the topic, "America Joins the War" in The World Book Encyclopedia, your questions might be similar to the following:

1. What was the question concerning isolation or intervention?
2. What was the "Arsenal of Democracy"?
3. How much were the Armed Forces expanded in the United States?
4. In what branches of the Services did women serve and what types of jobs did they perform?
5. What was the purpose of the blockade and the convoys?
6. What are U-boats and what part did they play in the war?
7. What conflicts had the U.S. had with Japan?
8. What was the significance of the attack on Pearl Harbor?

You might have noted the following main ideas if you used The World Book Encyclopedia:

When World War II broke out in the 1930's, most Americans wanted the Allies to win but they also wanted

ANSWER SHEET

STEP 2 (Page 68)

the U.S. to stay out of the war.

However, the isolationists "...wanted the country to stay out of the war at almost any cost.... [while the] interventionists wanted the United States to do all in its power to aid the Allies."^{1/}

When Germany invaded Poland in 1939, the U.S. remained neutral. However, she stopped all shipments of arms to warring countries. Later, the government sold goods to the Allies on a "cash and carry" basis.

"President Roosevelt called upon the United States to be 'the great arsenal of democracy,' and to supply war materials to the Allies through sale, loan or lease."^{2/}

The U.S. greatly expanded the men and equipment in our Armed Forces between 1939 and 1945. The added manpower was gained through the United States Selective Training and Service Act which became law in September, 1940.

Women, other than nurses, joined the women's branches of the Army; the Navy; the Women's Auxiliary Ferrying Command; the Coast Guard; and the Marine Corps.

"Women in the U.S. armed forces served in almost every theater of war.Women helped release men for combat jobs. They became clerks, cooks, mechanics,

^{1/}Field Enterprises Educational Corporation, "World War II," Volume 19, p. 390, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}Ibid., p. 390.

ANSWER SHEET

STEP 2 (Page 68)

vehicle drivers, and radiologists, and filled other positions."^{1/}

"The war in the Atlantic Ocean began on September 3, 1939, when the British announced a naval blockade of Germany. On September 11, the Germans ordered a counter-blockade of the Allies with the aim of preventing shipments of food and war materials from reaching Britain and France."^{2/}

The British established a convoy system which was partially protected by air patrols which covered the same route.

The German U-boats or submarines were a constant menace to the Allied boats in the Atlantic. "During November, 1942, the Allies lost a record 636,907 tons of shipping."^{3/}

However, "...during the last two years of the war, the Allies sank submarines faster than the U-boats could sink Allied ships."^{4/}

When Japan and China became involved in an "undeclared war" in 1937, most Americans sympathized with China and in 1938, the U.S. "extended \$25,000,000 in credit to China."^{5/} The U.S. stopped sending gasoline, iron, steel, and rubber to Japan when she occupied Indochina in 1940. "The govern-

1/Ibid., p. 391.

2/Ibid., p. 391.

3/Ibid., p. 392.

4/Ibid., p. 392.

5/Ibid., p. 392.

ANSWER SHEET

STEP 2 (Page 68)

ment also froze all Japanese assets in the United States."^{1/}
These and other problems caused tense relationships between the U.S. and Japan.

Because of the above problems, the Japanese government decided to attack the U.S. naval base at Pearl Harbor in Hawaii. This attack dealt a severe blow to the Pacific Fleet and Hawaii's air defense, but Japan "...made a major mistake when they failed to return and destroy Pearl Harbor Naval Base completely."^{2/}

Following this attack Japan declared war on the United States and Great Britain.

"On December 11, Germany and Italy declared war on the United States, and Congress then declared war on Germany and Italy."^{2/}

If you used Compton's Pictured Encyclopedia, you should have discovered fourteen chief subtitles under World War II.

If you chose "The War During 1941" as the division you wished to explore, you should have discovered six

1/Ibid., p. 392.

2/Ibid., p. 393.

3/Ibid., p. 393.

ANSWER SHEET

STEP 2 (Page 68)

subtitles under it.

If you used the topic, "The War During 1941" in Compton's Pictured Encyclopedia, your questions might be similar to the following:

1. Why did Germany invade Russia?
2. What was the "new conflict"?
3. How was the German advance in Russia stopped?
4. How did Japan "move toward war"?
5. What was the significance of the attack on Pearl Harbor?
6. Who declared war?

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

Germany and Russia had signed a non-aggression pact in 1939. However, both countries considered this a temporary situation which

"....gave Russia time to build defenses against German attack [and]gave Germany peace along its eastern frontiers during the war in the west." ^{1/}

When Germany invaded the Soviet Union on June 22, other nations quickly took sides. The U.S. promised

1/F.E. Compton and Company, "World War II," Volume 15, p. 270, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

ANSWER SHEET

STEP 2 (Page 68)

war goods to aid Russia.

"Germany's war on Russia locked in battle the two largest armies in the world."^{1/}

The Russians practiced a "scorched-earth" policy of destroying "...crops, factories, railways, utility plants, and everything else that would be of value to the advancing Nazis."^{2/}

In December the Germans officially announced that they had stopped their Russian offensive for the winter because of the snow and cold weather.

"The Russians immediately launched a counter-offensive. This drove the Germans back from the outskirts of Moscow and Leningrad."^{2/}

Japan thought that Germany was going to win the war. Thus, Japan committed several acts of aggression while declaring that she wanted peace.

Even while a special envoy from Japan was seeking peace with the United States, Japanese forces were attacking our Naval base at Pearl Harbor, Hawaii. The United States sustained heavy losses in this attack.

Following this attack, Japan declared war on the United States and Great Britain and these two countries declared war on Japan. Several other nations declared

1/Ibid., p. 270.

2/Ibid., p. 270.

3/Ibid., p. 271.

ANSWER SHEET

STEP 2 (Page 68)

war during that week.

"On January 1, 1942, the 26 nations then at war with the Axis powers joined in a declaration in which they pledged united efforts and no separate peace until victory was gained."^{1/}

1/Ibid., p. 272.

ANSWER SHEET

STEP 3 (Page 69)

Langer's Encyclopedia of World History contains an Index. The volume is divided into the following arrangement by periods: The Prehistoric Period; Ancient History; The Middle Ages; The Early Modern Period; The Nineteenth Century; Two World Wars and the Inter-War Period; Appendices; and Genealogical Tables. Information can be located through use of the Table of Contents or of the Index.

The article on the Second World War is divided into sixteen main divisions.

The terms of surrender would be under "The Organization of Peace."

These terms placed the Japanese home islands

"....under the rule of a United States army of occupation, but the Emperor remained at the head of the state and the Japanese political and police officials continued to fulfill their functions. The high command and the military organizations were progressively disbanded."

1/William A. Langer (Compiler and Editor), The Encyclopedia of World History (Revised Edition), Houghton Mifflin Company, Boston, 1948, p. 1171.

ANSWER SHEET

STEP 4 (Page 70)

You might have found information about World War II in the following sources:

Compton, A.H., "Hiroshima Revisited," Science (October 20, 1961), 134:1231.

Kent, G., "Man Who Saved London," Readers' Digest (September, 1961), 79:230-237.

McCloy, S., "Was Hiroshima a Mistake?" Senior Scholastic (May 17, 1961), 78:16-17.

Morgenthau, H.J., "End of an Illusion," Commentary (November, 1961), 32:422-425.

Shirer, W.L., "If Hitler Had Won World War II," Look (December 19, 1961), 25:27-36+.

_____, "Twenty Years after: World War II and West Coast Japanese," Time (August 11, 1961), 78:15-16.

You might have learned the following facts from the articles you chose: (1) A Frenchman named Michel Hollard, a self-made spy for the Allies, saved London and helped to shorten the war by several months when he successfully delivered a blueprint of the "...launching sites for Hitler's terrible new flying bomb, the V-1" to the Allies.^{1/}

(2) During the war, the U.S. government forced the large Japanese population in the U.S. to move into concentration-type camps. Following the war, they were allowed

^{1/}G. Kent, "Man Who Saved London," Readers' Digest (September, 1961), 79:230-237.

ANSWER SHEET

STEP 4 (Page 70)

to move back to their established homes and, now, they are living normal, happy lives (primarily in California). They have shown very little bitterness and have established very fine records of citizenship.^{1/}

(3) According to Stephen McCloy, it would have been better for the U.S. to warn Japan by means of a demonstration showing the power of the A-bomb, before taking 100,000 lives as we did at Hiroshima and Nagasaki. The author backs up his argument with facts which show that the Japanese had reached a state of weakness which, he feels, would have forced them to surrender without the extra loss of lives.^{2/}

Many other answers would be acceptable.

1/"Twenty Years after: World War II and West Coast Japanese," Time (August 11, 1961), 78:15-16.

2/Stephen McCloy, "Was Hiroshima a Mistake?" Senior Scholastic (May 17, 1961), 78:16-17.

ANSWER SHEET

STEP 7 (Page 73)

Facts on File is "a weekly digest of world events with cumulative index."

Facts on File is organized chronologically (that is, by dates, starting with January 1 and ending with December 31) under major topics (such as, World War II). It contains an Index which refers the reader to "date, page and position of the news item in the News Section."^{1/} For example, if you wished to read the British report of Adolf Hitler's suicide you would find the following information in the Index:

"Hitler, Adolf
British suicide report 11-1, 350 G."^{2/}

This means that the report was made in the eleventh month (November), the first day (thus, November 1) and it will be found on page 350, section G.

The attack on Hiroshima occurred on August 6, 1945.

In addition to the very brief account of the A-bomb attack, the reader can learn about the nature of the A-bomb; its history; and, its production.

The Vatican City newspaper, Osservatore Romano said:

"...this incredible destructive instrument remains a temptation to posterity."^{2/}

^{1/}R.L. Lapica (Editor), Facts on File Yearbook 1945, Volume V, Person's Index, Facts on File, Inc., New York, 1945, p. 1.

^{2/}Ibid., p. 35.

^{3/}Ibid., p. 244.

ANSWER SHEET

STEP 8 (Page 74)

Vidkun Quisling is discussed in the November, 1940 Current Biography. Then, of course, he is discussed in the 1940 Current Biography Yearbook, also. (Why?)

Current Biography is a monthly periodical which contains lively, interesting accounts of individuals currently in the news. Each issue indexes the individuals discussed in all periodicals for the year; e.g., the April, 1963 issue contains an index to the January-April, 1963 issues. At the end of each year, the individuals discussed in all twelve issues are organized alphabetically in a Current Biography Yearbook.

A "Quisling" is a traitor.

Vidkun Quisling was a traitor to his native Norway and to the allied cause when he assisted and cooperated with Germany and the Nazis during World War II.

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- F.E. Compton and Company, "World War II," Volume 15, pp. 266-297, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- Field Enterprises Educational Corporation, "World War II," Volume 19, pp. 380-412, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Langer, William A. (Compiler and Editor), The Encyclopedia of World History (Revised Edition). Houghton Mifflin Company, Boston, 1948, pp. 1135-1171.
- Lapica, R.L. (Editor), Facts on File Yearbook 1945, Volume V. Person's Index, Facts on File, Inc., New York, 1945.
- Robinson, Sarita and Zada Limerick (Editors), The Readers' Guide to Periodical Literature (March 1961-February 1962). The H.W. Wilson Company, New York, 1962.
- Sandburg, Carl, Complete Poems. Harcourt, Brace and Company, New York, 1950, pp. 640-641.
- Tolman, Lorraine E., Initiation of Elementary School Library Service, Unpublished Doctoral Dissertation, Boston University, Boston, 1957, p. 154.

LIBRARY STUDY EXPERIENCE

MUSIC--FOLK MUSIC

SUGGESTIONS FOR THE TEACHER:

The following Library Study Experience, designed for students' independent use, takes them through ten steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in music.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

Step 1.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)

Step 2.-- Presumes knowledge of a subtitle and of quoting material correctly.

Step 3.-- Presumes no special knowledge.

Step 4.-- Presumes knowledge of ability to skim material, picking out key ideas.

Step 5.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.

Step 6.-- Presumes no special knowledge.

Step 7.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 8.-- Presumes no special knowledge.

Step 9.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.

Step 10.-- Presumes no special knowledge.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

1/Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

STEP 1

Perhaps in your study of folklore or in your study of music, you have become interested in learning more about a particular type of music--folk music.

Where would you start your search for information about folk music?

Choose an encyclopedia and look up folk music.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 2

Using the same encyclopedia:

Survey the subtitles under folk music.

Question.-- Change each subtitle into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"Folk music is music which has grown up among the people as an important part of their daily life."¹

"Folk music, like other folklore, was informally handed down from generation to generation. It was not 'written' as other types of music were but was simply invented by the folk out₂ of the needs and experiences of their lives."₂

¹/Field Enterprises Educational Corporation, "Folk Music," Volume 6, pp. 281-282, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

²/F.E. Compton and Company, "Folk Music, American," Volume 5, p. 307, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

STEP 3

Suppose that you want a definition of folk music--
one you would find in a music dictionary.

Where might you look for such a definition? (There
are several possibilities. Try Music Dictionary
by Marilyn K. Davis.)

What is folk music according to this definition?

If you quote, use the following footnote form:

"Flute--A woodwind instrument."¹/

¹/Marilyn Kornreich Davis and Arnold Broide, Music Diction-
ary, Doubleday & Company, Inc., Garden City, New York,
1956, p. 26.

STEP 4

Perhaps you would like to delve into this topic a bit more deeply and learn more about folk songs. Get the Harvard Dictionary of Music.

Look up folk song.

Skim the article quickly reading the first sentence of each paragraph carefully and scanning the remaining portion of the article.

What is the difference between folk song and art music?

What is meant by "civilized folk song"?

What are the earliest true folk songs in written form?

STEP 5

Perhaps you are interested in current articles and information about folk music.

Where might you look for current information about folk music? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find three articles about any phase of folk music and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

_____, "Sibyl with Guitar," Time
(November 23, 1962), 80:54-6+.

NOTE: Author's name goes where the line is.

What are three new facts which you learned from these articles?

STEP 6

Perhaps you have come across the name Woody Guthrie in your reading. He has been in the folk singing news very recently.

Where might you look to learn more about him? (Try a recent issue of Current Biography.)

Which volume of Current Biography contains information about Woody Guthrie?

How is Current Biography organized?

What were some of the odd jobs Woody Guthrie had when he was in his early teens?

Where and how did Woody start his folk singing career?

Where was Woody Guthrie at the time this article was written?

What kinds of songs has Woody Guthrie written?

STEP 7

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of folk music.

STEP 8

You have discovered some brief accounts of information about folk music. Perhaps you would like to find a more thorough account in a special music encyclopedia--The International Cyclopedia of Music and Musicians.

Does The International Cyclopedia of Music and Musicians have an Index?

Find the article on folk music.

Survey the article.

Choose one subtitle (major or minor) which interests you.

Read the information under the subtitle.

Make note of the main ideas you gained from reading this account.

STEP 9

Suppose you want an entire book about folk music--
one you can get right in this library.

Where would you look for such a book? (That's right,
in the card catalog.)

Under what three entries can you find information in
the card catalog? (Author, title, and
subject.)

Since you may not know the author or title of any
books about folk music, look first under the subject,
FOLKSONGS. If you don't find anything, try the broader
subject, MUSIC.

Make note of the necessary information for obtaining
the books you want.

Go to the shelf and get them.

STEP 10

Imagine that you have been chosen as the authority in your school on the subject--folk music. Your principal has asked you to prepare a brief report, to be presented at PTA, explaining some of the background of and current happenings in folk music.

Using the information you have discovered, write such a report. Include bibliographical information using the following form for books:

Lomax, John A. and Alan Lomax (Compilers),
American Ballads and Folk Songs. The Macmillan
Company, New York, 1934.

ANSWER SHEETS--FOLK MUSIC

ANSWER SHEET

STEP 1 (Page 95)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "F" volume until you found folk music.

The material was organized in paragraph form under subtitles. A list of "Related Articles" was included at the end of the article.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under folk music in the Index of the "F" volume. The main article to which you are referred is on page 307 in the "F" volume.

The material was organized in paragraph form under subtitles. Reference to related articles is made in the Index.

ANSWER SHEET

STEP 2 (Page 96)

If you used The World Book Encyclopedia, your questions might be similar to the following:

1. What is folk music?
2. What are the three types of folk music?
3. What are some examples of American folk music?

You might have noted the following main ideas if you used The World Book Encyclopedia:

Folk music has been handed down from generation to generation. Much of it was never written down until recent years. It is characterized by unusual rhythms and scales with many changes from major to minor.

Folk music reflects the language and customs of a particular race or locality.

"Great political movements have been responsible for many folk songs. The oppression of the czars gave rise to the most dramatic of the Russian peasant songs. Slavery in America helped to produce the Negro spiritual."^{1/}

"The three types of folk music are dance songs, legendary folk songs, and composed folk songs.

Dance songs are probably the oldest type of folk music....The dance song always has a strongly accented rhythm. Some of the dances imitate the work of the people....Some are associated with the place of origin...."^{2/}

^{1/}Field Enterprises Educational Corporation, "Folk Music," Volume 6, p. 281, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}Ibid., p. 281.

ANSWER SHEET

STEP 2 (Page 96)

"The legendary folk song is usually of early origin. It sounds poetic in character, and speaks directly from the singer's heart. 'Loch Lomond'.... 'Vermeland'...., 'All through the Night'...., and the American Negro spirituals are excellent examples."^{1/}

"The composed folk song belongs to a later date. It reflects the daily life of the people. The composer is known. Among the most famous examples are 'Annie Laurie'...., 'Die Logelei'...., 'O Sole Mio'...., and 'Swanee River.'"^{2/}

American folk music covers a large number of songs, some of which are imported, but many of which are thoroughly American. Among the truly American songs are: "Boll Weevil Song," "The Cowboy's Lament," "The Foggy, Foggy Dew," "Sourwood Mountain," "Poor Wayfaring Stranger," and "I Wonder as I Wander."^{3/}

If you used Compton's Pictured Encyclopedia, your questions might be similar to the following:

1. What is American folk music?
2. Why are there many versions of each song?
3. What are some songs for children?
4. What are some sad songs?
5. How did wartime effect folk songs?

^{1/}Ibid., p. 282.

^{2/}Ibid., p. 282.

^{2/}Ibid., p. 282.

ANSWER SHEET

STEP 2 (Page 96)

6. What is the influence of folk music?

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

The songs which make up American folk music are, now, familiar to many Americans. Until rather recently these songs were known only to the people who sang them and to a few scholars.

These songs were handed down from generation to generation and were "...invented by the folk out of the needs and experiences of their lives."^{1/}

"Because this music was changed by each performer to suit his need and audience, there are many versions of most folk songs."^{2/}

John and Alan Lomax, in the early 1930's, traveled through the United States:

"....persuading folk singers to perform for them. They recorded more than 10,000 songs, now in the music division of the Library of Congress."^{3/}

Some folk songs are lullabies which mothers have used to sing their children to sleep. Many songs were invented to entertain children, especially as they traveled westward.

^{1/}F.E. Compton and Company, "Folk Music, American," Volume 5, p. 307, Compton's Pictured Encyclopedia, William Benton Publisher, Chicago, 1963.

^{2/}Ibid., p. 307.

^{3/}Ibid., p. 307.

ANSWER SHEET

STEP 2 (Page 96)

"They often tell impossible stories about animals --talking animals, reasoning animals, animals which are like human beings."^{1/}

"From Negro slaves came one of the most truly American forms of music--the blues. These mournful songs tell of lost love, bad^{2/} treatment by white men, poverty, hunger, and cold."

Soldiers in every war have contributed folk songs to our folk music.

"Every war has produced stirring patriotic music which has inspired the people at home. The songs that the American soldier invents himself, however, are satirical, rowdy, and irreverent. They make bitter fun of Army food, discipline, and loneliness as well as of the hard work, noise and danger of war."^{3/}

Other forms of music reflect the influence of folk music.

"Many 'popular' song hits have been patterned after cowboy songs, mountain ballads, railroad songs, and work songs."^{4/}

1/Ibid., p. 307.

2/Ibid., p. 307.

3/Ibid., p. 307.

4/Ibid., p. 307.

ANSWER SHEET

STEP 3 (Page 97)

"Folk music--Music that expresses the customs, traditions and emotions of the people of a country or community. Folk music is not formally composed, but rather develops among the people.

Among the American folk songs are the mountain tunes, cowboy songs, and Negro spirituals."^{1/}

^{1/}Marilyn Kornreich Davis and Arnold Broido, Music Dictionary, Doubleday & Company, Inc., Garden City, New York, 1956, p. 27.

ANSWER SHEET

STEP 4 (Page 98)

Art music is "...the artistic expression of musically trained individuals."^{1/}

Folk song consists of the musical collections and traditions of communities.

"It develops anonymously, usually among the 'lower classes,' together with artless poems dealing with the various phases of daily life: working songs, love songs, cradle songs, drinking songs, patriotic songs, dancing songs, mourning songs, narrative and epic songs, etc."^{2/}

"Civilized folk songs [are]...folk songs which show the influence of art music."^{3/}

Icelandic songs and the Polish war song Bogarodicza are probably the earliest true folk songs in written form.

^{1/}Willi Apel, Harvard Dictionary of Music, Harvard University Press, Cambridge, Massachusetts, 1947, p. 274.

^{2/}Ibid., p. 274.

^{3/}Ibid., p. 275.

ANSWER SHEET

STEP 5 (Page 99)

You might have found information about folk music in the following sources:

Barden, J.C., "Pete Seeger," High Fidelity (January, 1963), 13:51-4+.

_____, "Everybody's Just Folks," New York Times Magazine (November 4, 1962), p. 43.

Pruner, Maggie, "Folk Music as I See It," Seventeen (January, 1963), 22:29.

You might have learned the following facts from the articles you chose:

Pete Seeger enjoys life to the fullest. He lives, with his family, in a two-room log cabin sixty miles from Manhattan on land overlooking the Hudson River. He remains unspoiled by his success in folksinging and he never asks what fee he will receive for performing. He often goes out of his way to perform for people who haven't heard him.

"Seeger's deep-rooted desire to spread folk music leads him to seek bookings in as many widely scattered places as possible....

....Through folk songs, Seeger feels, 'future generations will be capable of living fuller lives by understanding these times.'...."^{1/}

The article "Everybody's Just Folks,"^{2/} shows college students deeply engrossed in observing folk concerts,

^{1/}J.C. Barden, "Pete Seeger," High Fidelity (January, 1963), p. 53.

^{2/}"Everybody's Just Folks," New York Times Magazine (November 4, 1962), p. 43.

ANSWER SHEET

STEP 5 (Page 99)

taking part in a folk singing workshop, and enjoying some refreshment following the last concert.

Maggie Pruner sums up her feelings about folk music in the following manner:

"Folk music is living music, an expression of human emotions--despair, joy, hope. It has no ulterior motives, just a few basic hopes: to preserve the heritage of every country throughout the world in song; to express firsthand the thoughts of the people; to become a part of the mind and heart of everyone willing to let it. . . ."^{1/}

^{1/}Maggie Pruner, "Folk Music as I See It," Seventeen (January, 1963), p. 29.

ANSWER SHEET

STEP 6 (Page 100)

An account of Woody Guthrie appears in the May, 1963 Current Biography.

Current Biography is a monthly periodical which contains lively, interesting accounts of individuals currently in the news. Each issue indexes the individuals discussed in all periodicals for the year; e.g., the April, 1963 issue contains an index to the January-April, 1963 issues. At the end of each year, the individuals discussed in all twelve issues are organized alphabetically in a Current Biography Yearbook.

Woody Guthrie "....helped to meet his living expenses by collecting and selling junk, delivering milk, shining shoes, washing spittoons, and meeting night trains to solicit customers for a local hotel."^{1/}

He also played a harmonica in pool halls and barber-shops.

Woody started his folk song career in Pampa, Oklahoma, when his uncle taught him to play the guitar.

"For the next few years he played and sang at country dances, rodeos, and carnivals, and before long he began to make up his^{2/} own songs by putting new words to the old tunes."

^{1/}Charles Moritz (Editor), Current Biography (May, 1963), H.W. Wilson Company, 1963, p. 17.

^{2/}Ibid., p. 17.

ANSWER SHEET

STEP 6 (Page 100)

About 1955, Woody was afflicted with a nervous condition and he has been in the hospital since that time.

Woody "...has written songs about virtually everything he has seen, heard, or read, from Einstein's theory of relativity to the simple joys of children."^{1/}

1/Ibid., p. 18.

ANSWER SHEET

STEP 8 (Page 102)

The International Cyclopedia of Music and Musicians does not have an Index.

You may have chosen to read about our "Wholly Native" songs and ballads. If you chose this subtitle, you might have noted the following ideas:

It is difficult to determine exactly which songs are native American folk songs or ballads. Some overlapping occurs between the native and the traditional and between the songs of various sections of America.

"Many of these wholly native productions are crude, and of little or no musical or literary value."^{1/}

Types of songs represented among our native folk songs include:

"Song-Ballads Based on Murder or Tragedy (generally inferior in tune and text)....
 Woodsmen and Shantyboy Songs and Ballads....
 Southern Appalachian Songs and Ballads....
 Lyric or Love Songs (sometimes of very poor quality)....
 Songs and Ballads of the Great Lakes and Erie Canal....
 Ballads of Criminals and Outlaws (generally inferior in tune and text)....
 War Ballads (occasionally found with good tunes)

 Cowboy and Western Songs and Ballads (Often semi-traditional)....
 Railroad Songs and Ballads (generally to mediocre

^{1/}Oscar Thompson (Editor), "Folk Music in America," p. 589, The International Cyclopedia of Music and Musicians (Eighth Edition, Revised), Dodd, Mead & Company, New York, 1958.

ANSWER SHEET

STEP 8 (Page 102)

tunes)....

Work Songs (generally of poor quality; often found also in negro folk music)....

Prison and Convict Songs and Ballads (Very poor)

....

Miscellaneous (very poor; often vulgar)...."^{1/}

Many modern tunes have been occurring as an outgrowth from the mountains, street corners, jails, coal mines, etc. Most of these songs are not in the class with native or traditional folk music.

"It should be remembered that, while folksong is continually in the making, it takes many generations for a native production to become so thoroughly imbued with the thoughts and feelings of an entire people as to become literally the expression of the people.

At present, with the many fine old-world and new-world traditional texts and tunes available in various types, there is no need to measure America's folksong by the products of her gutters--although even these might occasionally yield a pearl."^{2/}

^{1/}Ibid., pp. 589-90.

^{2/}Ibid., p. 590.

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- Field Enterprises Educational Corporation, "Folk Music," Volume 6, pp. 281-282, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Moritz, Charles (Editor), Current Biography (May, 1963), The H.W. Wilson Company, 1963, pp. 16-19.
- Readers' Guide to Periodical Literature, February 10, 1963, Volume 62, Number 22. The H.W. Wilson Company, New York, 1963, pp. 199-200.
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LIBRARY STUDY EXPERIENCE

SCIENCE--ASTRONOMY

SUGGESTIONS FOR THE TEACHER:

The following Library Study Experience, designed for students' independent use, takes them through nine steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in science.

These activities are divided into steps for efficiency. Step 5 involves the use of an encyclopedia which may be too technical in content and vocabulary for the average seventh-grader. This activity could probably be used in full with the more able students and varied somewhat for use with the average or below-average students. One possibility might be to have all the students doing this topic compare the concepts and difficulty of this material with that found in The World Book Encyclopedia and Compton's Pictured Encyclopedia.

Some of the steps presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

- Step 1.-- Presumes no special knowledge.
- Step 2.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)
- Step 3.-- Presumes knowledge of a subtitle and of quoting material correctly.
- Step 4.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.
- Step 5.-- Presumes knowledge of (a) how to use the Index; (b) what a cross reference is and how to use it; and (c) how to quote material correctly.
- Step 6.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.
- Step 7.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)
- Step 8.-- Presumes no special knowledge.
- Step 9.-- Presumes that these students (a) are able to work well in a group; and, (b) are at ease in dramatizing a scene before the class.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

STEP 1

Perhaps you have become interested in exploring the topic astronomy.

What is astronomy?

Where do you look when you want to know the meaning of a word? (Of course, in the dictionary.)

After you have looked up astronomy in the unabridged dictionary, write the dictionary definition.

Use the following footnote form:

Biology--"The science of life; the branch of knowledge which treats of living organisms.
...."1

1/William Allan Neilson, (Editor in Chief), Webster's New International Dictionary of the English Language (Second Edition, unabridged), G. & C. Merriam Company, Publishers, Springfield, Massachusetts, 1956, p. 271.

STEP 2

Imagine that an astronomer, Dr. Harlow Shapley, is coming to your school and you are a member of the welcoming committee. You want a broad general knowledge of his subject in order to talk to him intelligently.

Where would you start your search for information about astronomy?

Choose an encyclopedia and look up astronomy.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 3

Using the same encyclopedia:

Survey the chief subtitles under astronomy.

- 1) Into how many main divisions is the article divided?

Choose any one division.

- 1) Into how many subtitles is it divided?

Question.-- Change each subtitle under the division you chose into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"Astronomy is the scientific study of the heavenly bodies and their motions."^{1/}

"In addition to stars, planets, and planetary satellites, the universe contains many bodies, large and small."^{2/}

^{1/}Field Enterprises Educational Corporation, "Astronomy," Volume 1, p. 676, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}F.E. Compton & Company, "Astronomy," Volume 1, p. 651, Compton's Pictured Encyclopedia, F.E. Compton and Company, William Benton, Publisher, Chicago, 1963.

STEP 4

You probably noticed that the article you read in the encyclopedia included a list of books.

Choose three of the books and organize the information about them as follows:

Parker, Bertha, The Golden Book of Science,
Golden Press, Inc., New York, 1956.

Look in the card catalog to see if your library has these books.

Under what three entries might you look? (Author, title, and subject)

Which entry is best for these books?

If your library does not have any of the books you wanted, under what entry might you look? (Look first under ASTRONOMY. If you don't find anything, try the broader subject, SCIENCE.)

Make note of the necessary information for obtaining the books you want.

Go to the shelf and get them.

STEP 5

You have read about astronomy in a general encyclopedia. Suppose that you are interested in material about astronomy contained in a scientific encyclopedia.

Get the McGraw-Hill Encyclopedia of Science and Technology.

Does this encyclopedia have an Index?

Look up astronomy in the Index.

In what volume and on what page can you read about astronomy?

Get the proper volume and find this article.

Could you have found the article without the Index?
If so, how?

Read this article rapidly, noticing the kinds of information given and the cross references.

Choose and read one cross reference.

What cross reference did you choose?

What are two new facts which you learned from this reference?

Was the information in this encyclopedia as easy to understand as the information in the general encyclopedia which you used?

STEP 6

As you have been reading and doing the activities in this Library Study Experience, perhaps you have become interested in some of the activities and opportunities for the amateur astronomer. Would you like to know more about what these many, many amateurs are doing right now?

Where might you look for current information about amateur astronomers? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find two articles about amateur astronomers and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Curtis, H.J., "Limitations on Space Flight Due to Cosmic Radiation," Science (February 3, 1961), 133:312-16.

What are two interesting activities discussed in these articles which amateurs are doing?

STEP 7

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of astronomy.

STEP 8

You are the lucky one who has been chosen to introduce Dr. Shapley to the school. Since you know very little about the man, you would like to find some information about his education, family, residence, etc.

Where would you look for this information?

Try Who's Who 1963.

How is Who's Who organized?

Find Dr. Harlow Shapley.

How many children does Dr. Shapley have?

What was his job between 1921 and 1952?

From where did he receive his Ph.D.?

What other school did he attend?

What are five publications which he wrote?

Where does he live now?

What are three other facts which you learned about Dr. Shapley from this account?

Is this account interestingly written?

Why or why not?

STEP 9

Working together with three or four others who chose this topic, plan what you would do if you were actually a member of this welcoming committee.

Choose one person to play the part of Dr. Shapley and dramatize the scene for the class.

Using the books, information from the Vertical File and other information you have discovered, prepare two questions which you would like to ask Dr. Shapley. ("Dr. Shapley" should read widely so that he is able to answer your questions.)

Choose one person to introduce Dr. Shapley to the class.

Act out the scene as you have planned it.

ANSWER SHEETS--ASTRONOMY

ANSWER SHEET

STEP 1 (Page 124)

Astronomy.-- "The science which treats of the celestial bodies, of their positions, magnitudes, motions, distances, constitution, physical condition, their mutual relations, their history, and their destiny--anciently synonymous with astrology. Also, a treatise on this science."^{1/}

^{1/}William Allan Neilson (Editor in Chief), Webster's New International Dictionary of the English Language (Second Edition, unabridged), G. & C. Merriam Company, Publishers, Springfield, Massachusetts, 1956, p. 171.

ANSWER SHEET

STEP 2 (Page 125)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "A" volume until you found astronomy.

The material was organized in paragraph form under subtitles. A list of "Terms in Astronomy," "Related Articles," an "Outline," "Questions," and "Bibliographies" were included at the end of the article.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under astronomy in the Index of the "A" volume. The main article to which you are referred is on pages 643-661 in the "A" volume.

The material was organized in paragraph form under subtitles. A "Reference-Outline for Study of Astronomy" and "Bibliography for Astronomy" were included at the end of the article. Reference to related articles is made in the Index and in the "Reference-Outline."

ANSWER SHEET

STEP 3 (Page 126)

If you used The World Book Encyclopedia, you should have discovered six chief subtitles under astronomy.

If you chose "Astronomers at Work" as the division you wished to explore, you should have discovered six subtitles under it.

If you used the above topic, your questions might be similar to the following:

1. How do astronomers determine distances?
2. How are stellar motions measured?
3. What is meant by the "expanding universe"?
4. How are stars "weighed"?
5. How are star sizes measured?
6. What is radio astronomy?

You might have noted the following main ideas if you used The World Book Encyclopedia:

Astronomers can determine distances in space through these methods: By figuring the position of the moon from two different angles, the distance between the earth and the moon can be determined by the parallax method; through the dimming and brightening of variable stars, astronomers can roughly determine their distances.

Astronomers can measure shifts in light spectrum and their measurements "...tell us how fast in miles per

ANSWER SHEET

STEP 3 (Page 126)

second the stars are moving toward or away from us."^{1/}

Through the 200-inch telescope at Palomar Observatory (California) astronomers have observed that "...all the galaxies are moving away from each other, with the farthest ones going fastest. This sort of picture is called the 'expanding universe.'"^{2/}

"Newton's theory is used to compute the mass of the planets--to 'weigh' them--from the periods of rotation of their satellites."^{2/}

The stars vary in size and in the amount of heat and light which they give off. Most stars have about the same mass, or gravitational pull, as the sun.

Astronomers can compute the size of the stars from the time required for an eclipse if they know the size of the orbit for a double star. An interferometer is a special instrument which is used to give an indication of the size of very distant, bright red stars. Another more complex method can be used to determine approximate distances--

"The total light a star gives off, in comparison to the sun can be computed from its distance and

^{1/}Field Enterprises Educational Corporation, "Astronomy," Volume 1, p. 682, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}Ibid., p. 682.

^{3/}Ibid., p. 682.

ANSWER SHEET

STEP 3 (Page 126)

apparent brightness. The temperature can be estimated from the color. Then the astronomer finds the surface area which is needed at that temperature to produce the amount of light the star actually produces. If the star is one of a type whose sizes are fairly uniform, this procedure can be reversed to indicate the star's distance."¹

Radio waves are sent from the Milky Way, from meteors, and from the sun. Certain points in outer space are centers of radio astronomy and, although nothing could be detected by telescopes pointing in their direction, many theories have been suggested and research in radio astronomy is increasing.

If you used Compton's Pictured Encyclopedia, you should have discovered four chief subtitles under astronomy.

If you chose "Learning the Nature of the Stars" as the division you wished to explore, you should have discovered three subtitles under it.

If you used the above topic, your questions might be similar to the following:

1. What is the nature of the stars?
2. What is astrophysics?
3. What are galaxies and the 'exploding' universe?

1/Ibid., p. 684.

ANSWER SHEET

STEP 3 (Page 126)

4. How did the universe originate?

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

"....two German scientists....developed a method for identifying chemical elements with a spectroscope.

....
Other scientists developed this method until they could estimate the temperatures of stars from analysis of their light."^{1/}

Astrophysics is the science which "....studies about the physical nature of the heavenly bodies."^{2/}

The universe of stars which makes up the Milky Way is our galaxy. Astronomers have discovered that, beyond our galaxy, exist many other galaxies. The distances between these galaxies is constantly increasing as the most distant ones move away rapidly. "Thus, the universe seems to be 'exploding.'"^{3/}

Scientists still do not know how the universe originated.

"Most modern theories are based upon the assumption that planets came from some natural^{4/} process rather than from a cosmic catastrophe."^{4/}

^{1/}F.E. Compton & Company, "Astronomy," Volume 1, p. 658, Compton's Pictured Encyclopedia, F.E. Compton and Company, William Benton, Publisher, Chicago, 1963.

^{2/}Ibid., p. 658.

^{3/}Ibid., p. 659.

^{4/}Ibid., p. 659.

ANSWER SHEET

STEP 4 (Page 127)

An example of a correctly recorded book from the "Books for Older Readers"--The World Book Encyclopedia, p. 690, follows:

Branley, Franklyn M., Experiments in Skywatching.
Crowell, 1959.

An example of a correctly recorded book from the "Books for Younger Readers"--Compton's Pictured Encyclopedia, p. 661, follows:

Gallant, R.A., Exploring the Sun. Garden City,
1958.

(Any other books are acceptable if you have recorded them in the above form.)

The three entries under which you might look are author, subject and title.

The author entry is best for these books, and title entry is second best.

The necessary information for obtaining the books you want depends on your library's arrangement, classification system, etc.

ANSWER SHEET

STEP 5 (Page 128)

The McGraw-Hill Encyclopedia of Science and Technology does have an Index.

You may read about astronomy in Volume 1, pages 618-19.

You could have found the article without the Index because astronomy is included in the alphabetical arrangement of the first volume.

Suppose that you chose Radio Astronomy as your cross reference.

You might have noted the following facts:

Radio astronomy is "...that branch of astronomy which studies heavenly bodies, by observations of the radio waves that they emit." 1

Radio waves come from the sun's atmosphere at a steady rate when they aren't disturbed and in bursts when disturbed by a sunspot or flare activity. Radio waves are longer than light rays--in every other respect they are identical. There are many methods of observing radio waves.

Any other cross reference is acceptable.

Any two new facts which you learned from this reference are acceptable.

1/"Radio Astronomy," Volume 11, p. 243, McGraw-Hill Encyclopedia of Science and Technology, McGraw-Hill Book Company, Inc., New York, 1960.

ANSWER SHEET

STEP 5 (Page 128)

This encyclopedia uses technical vocabulary and, thus, is not as easily understood as The World Book Encyclopedia or Compton's Pictured Encyclopedia.

ANSWER SHEET

STEP 6 (Page 129)

You might have found information in any issue of Sky and Telescope. Some examples are:

Cox, Robert E. (Editor), "Gleanings for ATM's,"
Sky and Telescope (November, 1962), 24:300-303.

Cox, Robert E., (Editor), "Gleanings for ATM's,"
Sky and Telescope (October, 1961), 22:232-235.

_____, "Personal Business," Business Week
(February 18, 1961), pp. 117-18.

Some activities being done by amateurs are: (1) making low-power eyepieces; and, (2) making an oblique reflector for observing planets and the moon.

Many other answers would be acceptable.

ANSWER SHEET

STEP 8 (Page 131)

Who's Who is "an annual biographical dictionary" which is arranged alphabetically by individuals. It includes, primarily, brief biographical sketches of prominent living Englishmen, although a few important individuals from other countries are included.

Also included are: "Abbreviations used in the book;" "Obituary" and "The Royal Family."

Dr. Shapley has five children (four sons and one daughter).

Between 1921 and 1952 he was director of the Harvard College Observatory.

He was a lecturer at Lowell Institute, Boston, 1922; an astronomer at Mount Wilson Observatory, 1914-1921; Exchange Lecturer, Belgian Universities, 1926; Halley Lecturer, Oxford, 1928; Darwin Lecturer (Royal Astronomical Society, London) 1934; Arthur Lecturer, New York University, 1934; etc. (Any five are acceptable.)

Dr. Shapley received his Ph.D. from Princeton University. He received his A.B., A.M. and L.L.D. degrees from the University of Missouri.

His publications include: Star Clusters, 1930; Source Book in Astronomy, 1929; Flights from Chaos, 1930; Galaxies, 1943; Treasury of Science, 1943; Of Stars and Men; Climactic

ANSWER SHEET

STEP 8 (Page 131)

Changes, 1953; The Inner Metagalaxy, 1957; and Readings in Physical Sciences. (Any five are acceptable.)

Dr. Shapley now resides in Peterboro, New Hampshire.

You learned what medals Dr. Shapley has received; to what societies he belongs; of what institutes he is a trustee; and, to what clubs he belongs.

This account is not interestingly written; it is merely a concise list of facts concerning Dr. Shapley.

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- F.E. Compton and Company, "Astronomy," Volume 1, pp. 643-661, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- Field Enterprises Educational Corporation, "Astronomy," Volume 1, pp. 676-690, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Neilson, William Allan (Editor in Chief), Webster's New International Dictionary of the English Language (Second Edition, Unabridged). G. & C. Merriam Company, Publishers, Springfield, Massachusetts, 1956, p. 171.
- "Radio Astronomy," Volume 11, p. 243, McGraw-Hill Encyclopedia of Science and Technology. McGraw-Hill Book Company, Inc., New York, 1960.
- Robinson, Sarita and Zada Limerick (Editors), The Readers' Guide to Periodical Literature (March 1961-February 1962). The H.W. Wilson Company, New York, 1962.
- Who's Who 1963. Adam and Charles Black, London, 1963, p. 2758.

LIBRARY STUDY EXPERIENCE

ENGLISH--FOLKLORE

SUGGESTIONS FOR THE TEACHER:

The following Library Study Experience, designed for students' independent use, takes them through eight steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in English.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

Step 1.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)

Step 2.-- Presumes knowledge of a subtitle and of quoting material correctly.

Step 3.-- Presumes no special knowledge.

Step 4.-- Presumes no special knowledge.

Step 5.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.

Step 6.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 7.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.

Step 8.-- Presumes no special knowledge.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

In your reading in English class you have probably read many myths, legends or folktales. If you have found these stories interesting you might like to learn more about folklore and where it came from. You will probably want to narrow it down to one type of folklore--for instance, American folklore.

STEP 1

Imagine that you are a radio reporter and that you are going to prepare a brief program about American folklore. Your audience will include, mainly, elementary school children.

Where would you start your search for information about American folklore?

Choose an encyclopedia and look up folklore.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 2

Using the same encyclopedia:

Survey the chief subtitles under folklore.

- 1) Into how many main divisions is the article divided?

Choose any one division. (Two divisions for Compton's.)

- 1) Into how many subtitles is it divided?

Question.-- Change each subtitle under the division you chose into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"Folklore in its broadest meaning includes all the customs, beliefs, and traditions that people have handed down from generation to generation."¹

"People have always liked to tell stories and to sing songs. Even in the days before there were books to be published and bought, people² made up tales and tunes with words to them."²

¹/Field Enterprises Educational Corporation, "Folklore," Volume 6, p. 282, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

²/F.E. Compton and Company, "American Folklore and Its Old-World Backgrounds," Volume 5, p. 291, Compton's Pictured Encyclopedia, William Benton, Publisher, 1963.

STEP 3

Suppose that you are interested in learning more about tall tales.

Where might you look for this information?

Get The Oxford Companion to American Literature.

How is The Oxford Companion to American Literature organized?

Look up "tall tale."

- 1) Who created the use of tall tales in story-telling?
- 2) Where were these tales frequently published?

STEP 4

As your class started its study of folklore, one of the boys immediately announced that he didn't like folklore. The teacher asked him if he liked comics. He replied that he did.

Did you know that there is a relationship between comics and folklore?

Get Funk & Wagnalls Standard Dictionary of Folklore Mythology and Legend.

- 1) Look up "comics."
- 2) What are some of the familiar folk themes which the comics use?

STEP 5

Perhaps you are interested in current articles and information about folklore.

Where might you look for current information about folklore? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find three articles about any phase of folklore which appeals to you and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Dundes, A., "Folklore: a Key to Culture,"
Overseas (December, 1962), 2:8-14.

What are three new facts which you learned from these articles?

STEP 6

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of folklore.

STEP 7

Suppose that you want an entire book about folklore--one you can get right in this library.

Where would you look for such a book? (That's right, in the card catalog.)

Under what three entries can you find information in the card catalog? (Author, title, and subject.)

Since you may not know the author or title of any books about folklore, look first under the subject FOLKLORE.

Make note of the necessary information for obtaining the books you want.

Go to the shelf and get them.

STEP 8

Imagine that you are a radio reporter and, using the information you have discovered, write a brief program about American folklore. Tape record the program for use with elementary school children in your town. You may wish to make a map illustrating which characters were in which part of the country, to go with the program.

Include bibliographical information using the following form for books:

Leach, Maria, Rainbow Book of American Folk
Tales and Legends. The World Publishing
Company, Cleveland, 1958.

ANSWER SHEETS--FOLKLORE

ANSWER SHEET

STEP 1 (Page 152)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "F" volume until you found folklore.

The material was organized in paragraph form under subtitles. A list of "Related Articles" was included at the end of the article.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under folklore in the Index of the "F" volume. The main article to which you are referred is on pages 291-306.

The material was organized in paragraph form under subtitles. Reference to related articles is made in the Index. A "Bibliography for Folklore" was included at the end of the article.

ANSWER SHEET

STEP 2 (Page 153)

If you used The World Book Encyclopedia you should have discovered two chief subtitles under folklore.

If you chose "Folklore in the United States" as the division you wished to explore, you should have discovered two subtitles under it.

If you used the above topic, your questions might be similar to the following:

1. What is some Indian folklore?
2. What is some American folklore and who are some of the characters representing it?

You might have noted the following main ideas if you used The World Book Encyclopedia:

Indian folklore varied greatly depending upon the region and the tribe involved. Most of it was in the form of legends or myths based upon religious beliefs. Almost all Indian myths and legends about the creation of the world and the mysteries of nature were based on their belief in "....a magic power contained in every object and being."^{1/}

"American folklore represents a mixture of cul-

^{1/}Field Enterprises Educational Corporation, "Folklore," Volume 6, p. 284, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

ANSWER SHEET

STEP 2 (Page 153)

tures, of old and new, and of oral and written traditions." ^{1/}

American folklore is generally concerned with history and legend rather than with mythology, fables, or fairy tales.

In the East, Washington Irving contributed many stories to folklore, including "Rip Van Winkle."

From the South comes much Negro folklore. John Henry, the "steel driving man," and Tony Beaver, a West Virginian lumberjack, are important characters in Southern folklore.

Of course, everyone has heard of Paul Bunyan and his famous blue ox, Babe, and their fantastic exploits in the North.

Perhaps our richest source of folk stories is the West from which we get many tall tales and stories of outlaws or desperadoes. Included among the characters of Western folklore are: Davy Crockett, Mike Fink, Jesse James, and Billy the Kid.

If you used Compton's Pictured Encyclopedia, you should have discovered that there were no chief subtitles under "American Folklore and Its Old-World Backgrounds."

1/Ibid., p. 284.

ANSWER SHEET

STEP 2 (Page 153)

The article is divided into 29 subtitles.

If you chose "Americans Develop Their Own Folklore" and "Pecos Bill" as the divisions you wished to explore, your questions might be similar to the following:

1. When and how did Americans develop their own folklore?
2. Who was Pecos Bill?

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

Folktales that originated in America began to develop early in our history.

"They came naturally from its landscape and work. When the first settlers came to America, they found jobs to be done that were so hard that doing them seemed impossible. The idea of doing the impossible has always appealed to the American sense of humor. From Benjamin Franklin to Walt Disney, Americans have amused themselves by picturing ridiculously impossible doings as if they were a matter of course."

Benjamin Franklin was so amused by the books written about the United States by visiting Englishmen that he wrote a letter to a London newspaper.

"In his note he complained about the British writers failing to mention the fact that the Ameri-

I/F.E. Compton and Company, "American Folklore and Its Old-World Backgrounds," Volume 5, p. 295, Compton's Pictured Encyclopedia, William Benton, Publisher, 1963.

ANSWER SHEET

STEP 2 (Page 153)

can sheep grew so much wool on their tails that they could not carry the weight without help. Each one, he said, now dragged a little cart along behind it to hold its tail."^{1/}

He also reported that whales were chasing cod (a salt-water fish) into the Great Lakes.

"One can easily imagine today a Disney cartoon showing sheep dragging carts bearing their wool-loaded tails or a cod's frantic jump up Niagara Falls just ahead of the open jaws of a hungry whale."^{2/}

Pecos Bill was a cowboy who had fallen out of a covered wagon when he was a baby. He was adopted by the coyotes and, until he was 18, he thought he was a coyote.

Some of the fantastic deeds attributed to Pecos Bill include: riding a mountain lion using a rattlesnake as a quirt; finding the Perpetual Motion Ranch; and, meeting Slue-foot Sue and losing her when she fell on her steel bustle and "...bounced over the lower horn of the new moon."^{3/}

"The stories of other heroic cowboy adventures began to lose the names of their heroes and the name of Pecos Bill took their places. Just as in the northern wilds all great deeds were said to have been done by Paul Bunyan, no matter who really did them, so in the cow country all remarkable cowboy doings were said to be the work of Pecos Bill.

^{1/}Ibid., p. 295.

^{2/}Ibid., p. 295.

^{3/}Ibid., p. 298.

ANSWER SHEET

STEP 2 (Page 153)

Folk characters such as Paul Bunyan, Tony Beaver, John Henry, and Pecos Bill are almost entirely made up out of the minds of the folk. There may have been at some time past real persons who bore these names, and they may have done things to gain a reputation. The persons have been forgotten, however, and the wildly impossible character remains to give our minds joy by this very impossibility."^{1/}

1/Ibid., p. 298.

ANSWER SHEET

STEP 3 (Page 154)

The Oxford Companion to American Literature is organized in an alphabetical arrangement similar to that of a dictionary.

Frontier story-tellers created the use of tall tales in story-telling.

"These....tales were frequently published in almanacs, and in such newspapers as The Spirit of the Times...."^{1/}

^{1/}James D. Hart, The Oxford Companion to American Literature (Third Edition), Oxford University Press, New York, 1956, p. 744.

ANSWER SHEET

STEP 4 (Page 155)

The comics use some of the following folk themes:

"....the bad boy, the henpecked husband, the helpless clown, the bungler, the feuding cat and mouse, Cinderella, the little man who is always kicked around but gets his in the end, 1 the he-man, the racing fan, the hill-billy...."1

"To folklore too belong the 'changeling personality' or transformations of Clark Kent to Superman, with the magic amulet that enables Tiny Tim to assume minute or normal size, and the magic formula, 'Schazam,' that 2 changes a crippled newsboy into Captain Marvel, Jr."2

1/B.A. Botkins, "comics," in Funk & Wagnalls Standard Dictionary of Folklore Mythology and Legend, Volume One, p. 243, Maria Leach, Editor, Funk & Wagnalls Company, New York, 1949.

2/Ibid., p. 244.

ANSWER SHEET

STEP 5 (Page 156)

You might have found information about folklore in the following sources:

_____, "Folklore of America," Life (August 31, 1959), 47:55-67.

_____, "Folklore of America, Part II," Life (November 2, 1959), 47:66-77.

_____, "Folklore of America, Part III," Life (January 25, 1960), 48:50-61.

_____, "Folklore of America, Part IV," Life (April 11, 1960), 48:86-97+.

_____, "Folklore of America, Part V," Life (August 22, 1960), 49:48-63.

Gould, J., "Research Project," Atlantic (November, 1958), 202:179-80.

_____, "Moon and Sun Were Man and Wife, Say Eskimos," Science Digest (January, 1960), 47:43.

You might have learned the following facts from the articles you chose:

The articles in Life retell legends, myths, and folklore in the following sequence: Part I, legends of exploration and discovery; Part II, legends of the Indians; Part III, tales told by the colonists; Part IV, tales of the Pioneers; and Part V, ballads and tales of the frontier. The articles are all well illustrated and two maps are included.

ANSWER SHEET

STEP 5 (Page 156)

The article by John Gould^{1/} tells, with tongue-in-cheek, of the manner in which a certain professor went to Jonesport, Maine, and gathered supposedly "authentic" folklore material.

"....A professor with a tape recorder is not likely to bring away the real thing--however good his catch appears to his patrons."^{2/}

The major problem with gathering folklore from Maine, according to Mr. Gould, is obtaining something printable.

According to the Eskimos, the moon and the sun were man and wife.

"They argued about the weather. The man wanted it colder, the woman warmer. The man attacked her with a knife. She left and went up in the sky by the rainbow. He followed, but it always was too warm where she was. Sometimes he tries to get at her, and then moon and sun shine at the same time."^{3/} When the sun shines red, it is the woman bleeding."

^{1/}John Gould, "Research Project," Atlantic (November, 1958), 202:179-80.

^{2/}Ibid., p. 179.

^{3/}"Moon and Sun Were Man and Wife, Say Eskimos," Science Digest, (January, 1960), 47:43.

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- F.E. Compton and Company, "American Folklore and Its Old-World Backgrounds," Volume 5, pp. 291-306, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- Field Enterprises Educational Corporation, "Folklore," Volume 6, pp. 282-284, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Hart, James D., The Oxford Companion to American Literature (Third Edition). Oxford University Press, New York, 1956, pp. 745-746.
- Robinson, Sarita (Editor), Readers' Guide to Periodical Literature (March, 1959-February 1961). The H.W. Wilson Company, New York, 1961.

LIBRARY STUDY EXPERIENCE

ENGLISH--POETRY

SUGGESTIONS FOR THE TEACHER:

The following Library Study Experience, designed for students' independent use, takes them through nine steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in English.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

Step 1.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)

Step 2.-- Presumes knowledge of a subtitle and of quoting material correctly. NOTE: This step has been written on two separate sheets--one for The World Book and one for Compton's. It is intended that the student will choose the the questions for one of these. The writer considered the two sheets necessary because the two encyclopedias approached the topic so differently.

Step 3.-- Presumes knowledge of how to use a key to symbols in order to discover titles of books.

Step 4.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.

Step 5.-- Presumes knowledge of how to use a key to symbols in order to discover titles of books.

Step 6.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 7.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.

Step 8.-- Presumes no special knowledge.

Step 9.-- Presumes no special knowledge.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

STEP 1

Imagine that you were just arguing with a classmate about poetry. You like poetry; your friend isn't so sure that he likes it.

"Okay," you tell him, "I'll show you that poetry can be exciting and fun."

Where would you start your search for information about poetry?

Choose an encyclopedia and look up poetry.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 2

WORLD BOOK ENCYCLOPEDIA

Using The World Book Encyclopedia:

Survey the chief subtitles under poetry. (Omit pp. 528b & 528c.)

1) Into how many main divisions is it divided?

Choose any one division.

1) Into how many subtitles is it divided?

Question.-- Change each subtitle under the division you chose into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"Any poem is a 'good' poem for you if you like it or if it seems worth while. And you might say that a poem is 'bad' for you if it 'leaves you cold.'"^{1/}

^{1/}Field Enterprises Educational Corporation, "Poetry," Volume 14, p. 528, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

STEP 2

COMPTON'S PICTURED ENCYCLOPEDIA

Using Compton's Pictured Encyclopedia:

Survey the chief subtitles under poetry.

- 1) Into how many main divisions is it divided?
- 2) Into how many subtitles is "The Music in Poetry" divided?

Question.-- Change three of those subtitles under "The Music in Poetry" into questions.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"That must have been the earliest and most primitive form of poetry--rhythmic words, chanted aloud to a rough musical accompaniment or to no accompaniment at all but the stamp of the chanter's feet on the ground, the slap of his hands on his body to mark the pulse of his song."^{1/}

^{1/}F.E. Compton and Company, "The Magic of Poetry," Volume 11, p. 403, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

STEP 3

Suppose that you want to get some actual poems which you think might convince your friend that poetry is exciting and that it offers something for everyone. You know that your friend likes the out-of-doors and you think he might enjoy some poetry about outdoor life. (Note: If this subject does not interest you, choose one which does!)

Where might you find some poetry about this subject?

Get Subject Index to Poetry for Children and Young People.

How do you use this book? (See p. 8 in the book.)

Look up OUTDOOR LIFE (or whatever subject you chose).

Make note of the information you need in order to tell whether or not your library has the books containing the poems you want.

GO ON TO STEP 4.

STEP 4

You have noted the authors and titles of several books containing poetry about Outdoor Life (or whatever subject you used). Now, you want to find out if the books are in your school library.

Where would you look for these books? (That's right, in the card catalog.)

Under what three entries can you find information in the card catalog? (Author, title, and subject.)

Since you know author, title, and subject, you may look under whichever entry you wish. If you don't find the book under one entry, check both the other entries before you decide that the library doesn't have the book.

Make note of the necessary information for obtaining the books you want.

Get and copy at least three poems which you think will interest your friend.

STEP 5

You remember having read or heard a very good poem about arithmetic. You don't know who wrote it or what the title was, but you feel sure that you would recognize it if you could hear just a line or two from it.

Where might you look for the first line of a poem?

Get Granger's Index to Poetry.

How do you use this book?

Look up arithmetic under the "Title and First Line Index."

Who wrote this poem?

In what books and on what page does the poem appear?
Use the bibliographical form which appears in Granger to record your answer.

If you are interested, and if your library has it, get the poem and read it. You will really enjoy this poem whether you like arithmetic or not.

STEP 6

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of poetry.

STEP 7

Perhaps you are interested in current articles and information about poetry.

Where might you look for current information about poetry? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find three articles about poetry and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Shapiro, Karl, "From the Bourgeois Poet,"
Poetry (October, 1962), 101:115-121.

What are three new facts which you learned from these articles?

STEP 8

After reading the poem, "Arithmetic," by Carl Sandburg, you may be interested in learning more about Mr. Sandburg.

Since Carl Sandburg won the Pulitzer Prize in 1940, you might expect to find an interesting account of his life in Current Biography.

In which volume of Current Biography will you find an account about Carl Sandburg?

How is Current Biography organized?

What are three new facts you learned from this article?

STEP 9

You have now gathered many poems and much information about poetry. Using the information you have discovered, prepare a talk which you could use to "sell" your friend the idea that poetry can be fun and exciting.

Include bibliographical information using the following form for books:

Hollander, John and Harold Bloom (Editors),
The Wind and the Rain. Doubleday and Company,
Inc., Garden City, New York, 1961.

ANSWER SHEETS--POETRY

ANSWER SHEET

STEP 1 (Page 176)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "P" volume until you found poetry.

The material was organized in paragraph form under subtitles. A list of "Related Articles;" an "Outline;" and "Questions" were included at the end of the article.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under poetry in the Index of the "P" volume. The main article to which you are referred is on pages 403-407. Reference to related articles is made in the Index.

ANSWER SHEET

STEP 2 (Page 177)

WORLD BOOK ENCYCLOPEDIA

If you used The World Book Encyclopedia, you should have discovered that the article, "Poetry," is divided into five main divisions.

If you chose "How a Poet Writes" as the division you wished to explore, you should have discovered three subtitles under it.

If you used the above topic, your questions might be similar to the following:

1. How does a poet use verse and melody?
2. How does a poet use images and pictures?
3. How does a poet communicate thought and feeling to the reader?

You might have noted the following main ideas in answering the above questions:

"A poet, as an artist, creates something with his imagination that did not exist before, and gives it permanent form. Unlike other artists, the poet works with language. And unlike other writers, he writes in verse."¹

Poets use verse and, thus, the lines of words may go as far as the poet wants them to go. The writer of prose must extend his lines within the page or column

¹/Field Enterprises Educational Corporation, "Poetry," Volume 14, p. 528a, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

ANSWER SHEET

STEP 2 (Page 177)

WORLD BOOK ENCYCLOPEDIA

where they appear.

Poets writing in modern English use either free verse or bound verse.

Bound verse "...is bound to, or based on, a metrical pattern. A poem in free verse...has no regular metrical pattern."^{1/}

The poet develops pictures, sounds, movements, comparisons, and images of things seen and heard, etc. in his poetry. Alfred Lord Tennyson's, "The Eagle," creates a picture of an eagle "...clasp [ing] the crag with crooked hands...."^{2/}

"The poet does not have to limit himself to things that can be seen. He often suggests sound and movement. Alfred Noyes begins "The Highwayman" with these lines:

'The wind was a torrent of darkness among the
gusty trees,
The moon was a ghostly galleon tossed upon
cloudy seas,
The road was a ribbon of moonlight over the
purple moor....'

Then, with the night scene pictured, 'The highwayman came riding up, to the old inn-door.' Here the poet has used language that is both sensory and figurative: it appeals to our senses and creates powerful images. The metaphors suggest striking comparisons: the wind and the torrent, the moon and the ship, the sky and the sea, and the road

1/Ibid., p. 528a.

2/Ibid., p. 528d.

ANSWER SHEET

STEP 2 (Page 177)

WORLD BOOK ENCYCLOPEDIA

and the ribbon....There are also strong images of things seen (darkness, moon, and moor), of things heard (wind and riding), and of things in motion (wind, tossing galleon, and riding). These words stir the imagination far more than a simple statement that a highwayman rode to an inn one night."¹

"Sometimes the poet deals with complicated ideas and emotions, even with themes that may seem simple, such as nature or war. These ideas may be difficult to communicate, but they are rewarding after we have grasped and felt them."²

¹/Ibid., p. 528d.

²/Ibid., p. 528d.

ANSWER SHEET

STEP 2 (Page 178)

COMPTON'S PICTURED ENCYCLOPEDIA

If you used Compton's Pictured Encyclopedia, you should have discovered that the article, "The Magic of Poetry" is divided into two main divisions.

"The Music in Poetry" is divided into six subtitles.

If you chose "The Various Kinds of Poetry," "How to Learn to Appreciate Poetry," and "The Magic and Mystery of Poetry" as the subtitles you changed into questions, your questions might be similar to the following:

1. What are the various kinds of poetry?
2. How does one learn to appreciate poetry?
3. What is the magic and mystery of poetry?

You might have noted the following main ideas in answering the above questions:

"A lyric is a brief, intense burst of music in words....Lyric poetry is singing poetry.
 Elegiac poetry grieves for a dead friend.
An ode usually deals with an exalted or impersonal subject in a somewhat formal pattern.
 Narrative poetry tells a story. Epic poetry is....poetry dealing with heroic subjects in a heroic manner. A ballad is direct and simple, a swinging tune about war or love or stirring events.
 Dramatic poetry builds a drama or play.
 Didactic poetry is intended to teach a lesson or to point a moral."=

1/F.E. Compton and Company, "The Magic of Poetry," Volume 11, p. 407, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

ANSWER SHEET

STEP 2 (Page 178)

COMPTON'S PICTURED ENCYCLOPEDIA

Poetry is best appreciated if it is heard. If, in reading modern poetry, you discover that it seems to lack rhythm and pattern,

"....read it over to yourself, aloud or half-aloud, feeling for the music and the pattern that were in the poet's mind."^{1/}

"....the first thing poetry asks [is] to be heard. After that there are other things. There is the curiously magical effect of certain words, certain sounds, certain images brought together.... There are lines that stir the mind like a bugle, and lines that fade away into forest-distances.... There are lines that seem to hold great wisdom and great peace.... But they must be heard before they become part of our minds."^{2/}

1/Ibid., p. 407.

2/Ibid., p. 407.

ANSWER SHEET

STEP 3 (Page 179)

The poems are listed under subjects. Following the title of each poem is a combination of letters and numbers. For example, under OUTDOOR LIFE you find:

"~~Belong~~"Belonging to Summer. M.D. Shacklett. Hu-GF: 226."^{1/}

If you look back to the "List of Books Indexed," at the front of the book you will discover that Hu-GF: 226 refers to:

"Hubbard, Alice (Moore) and Babbit, Adeline, comps. The Golden Flute: An Anthology of Poetry for Young Children. John Day, 1932...."^{2/}

This means that the poem, "Belonging to Summer," by M.D. Shacklett is on page 226 of the above book.

^{1/}Violet Sell, et al (Compilers), Subject Index to Poetry for Children and Young People, American Library Association, Chicago, 1957, p. 405.

^{2/}Ibid., p. 4.

ANSWER SHEET

STEP 5 (Page 181)

Granger's Index to Poetry (Fifth Edition) has three indexes--"Title and First Line Index;" "Author Index;" and "Subject Index." The Third Edition has a "Title Index;" "Author Index;" and "First Line Index." Both editions contain a key to the books indexed, which is similar to the key in Subject Index to Poetry for Children and Young People. (See ANSWER SHEET, STEP 3, for explanation.)

Carl Sandburg wrote "Arithmetic."

"Arithmetic," by Carl Sandburg, appears in:

Imagination's Other Place: Poems of Science and Mathematics. Helen Plotz, comp. (c. 1955)
Thomas Y. Crowell Company.

A Way of Knowing; a Collection of Poems for Boys.
Gerald D. McDonald, comp. (c. 1959) Thomas Y.
Crowell Company.

A selection from the poem appears in:

Favorite Poems Old and New. Helen Ferris, ed.
(c. 1957) Doubleday and Company.

ANSWER SHEET

STEP 7 (Page 183)

You might have found information about poetry in the following sources:

Ciardi, J., "Mailbag: Poets' Corner," Saturday Review (December 1, 1962), 45:14+.

Ciardi, J., "Poetry and Salesmanship," Saturday Review (January 5, 1963), 46:22.

Fuller, J.G., "Trade Winds; Ogden Nash's Poems," Saturday Review (November 24, 1962), 45:10-11.

Sanford, A.R., "Muse in Miniature: Children and Poetry," Saturday Review (November 10, 1962), 45:43-8.

You might have learned the following facts from the articles you chose:

John Ciardi^{1/} explains that in reading poetry submitted to him he ignores the name of the author and reads it anonymously. This way, the poetry is accepted or rejected on its own merits. He closes his article by advising the would-be poet to:

"Read. Read all the poets you can find to love madly. Read their poems into your blood, breath, and mind. Then let those poems be your teacher."^{2/}

John Ciardi^{3/} points out that a reader should like or

^{1/}John Ciardi, "Mailbag: Poets' Corner," Saturday Review (December 1, 1962), 45:14+.

^{2/}Ibid., p. 16.

^{3/}John Ciardi, "Poetry and Salesmanship," Saturday Review (January 5, 1963), 46:22.

ANSWER SHEET

STEP 7 (Page 183)

dislike the poetry he reads for what it does or does not say to him rather than for whether or not the person likes the poet. He even goes so far as to say:

"Unfortunately, many poets are engaging people. Not all of them--there is yet hope for a universal surliness of the flesh. Nevertheless, far too many poets turn out to be infuriatingly likable. I wish they could all be as objectionable....as assertive righteousness can make a man. Then you would have to like the poetry for itself, in spite of the poet...."^{1/}

According to John G. Fuller,^{2/} Ogden Nash claims to have discovered his

"....format of squeezing an almost uncountable number of metric feet into a single line of poetry [because] the style provided a marvelous cover-up for what he calls his half-baked literacy."^{2/}

However, Mr. Fuller goes on to indicate that one of Ogden Nash's poems has withstood the test "....of three generations of translation...."^{4/}

The poem was first translated to French by a French translator; it was then translated back to English by another French translator; the new English version was sent to a German translator.

^{1/}Ibid., p. 22.

^{2/}John G. Fuller, "Trade Winds; Ogden Nash's Poems," Saturday Review (November 24, 1962), 45:10-11.

^{3/}Ibid., p. 10.

^{4/}Ibid., p. 10.

ANSWER SHEET

STEP 7 (Page 183)

"Here the process was repeated, with one German translator putting the poem into German, and a different translator putting it back into English again. The same steps were taken in Spanish, with step number six being the final translation from Spanish to English."^{1/}

The poem, although literally translated, was very similar in meaning after its final return translation to English.

1/Ibid., p. 10.

ANSWER SHEET

STEP 8 (Page 184)

Carl Sandburg is discussed in the 1940 Current Biography Yearbook.

Current Biography is a monthly periodical which contains lively, interesting accounts of individuals currently in the news. Each issue indexes the individuals discussed in all periodicals for the year; e.g., the April, 1963 issue contains an index to the January-April, 1963 issues. At the end of each year, the individuals discussed in all twelve issues are organized alphabetically in a Current Biography Yearbook.

You might have learned the following facts from this article:

Carl Sandburg wrote a biography of Abraham Lincoln which "...has been called the greatest study of an American ever written by another American."^{1/}

Sandburg writes prose which sometimes approaches the poetic. (He also writes poetry.) He was very well qualified to reconstruct the story of Lincoln's life because his background was similar to Lincoln's.

"He has the same earthy, genuine sense of humor; he loves folklore and is a teller of anecdotes and of parables."^{2/}

^{1/}Maxine Block (Editor), Current Biography 1940, H.W. Wilson Company, New York, 1940, p. 708.

^{2/}Ibid., p. 709.

ANSWER SHEET

STEP 8 (Page 184)

Sandburg's writing is about and for the people.

He "...is a natural entertainer, he likes to talk to people and they like his deep slow voice, his humor, his homely informality."¹

1/Ibid., p. 710.

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- Block, Maxine (Editor), Current Biography 1940. The H.W. Wilson Company, New York, 1940, pp. 708-711.
- F.E. Compton and Company, "The Magic of Poetry," Volume 11, pp. 403-407, Compton's Pictured Encyclopedia. William Benton, Publisher, Chicago, 1963.
- Field Enterprises Educational Corporation, "Poetry," Volume 14, pp. 528-529, The World Book Encyclopedia. Field Enterprises Educational Corporation, Chicago, 1963.
- Readers' Guide to Periodical Literature (February 10, 1963), Volume 62, No. 22. The H.W. Wilson Company, New York, 1963.
- Sell, Violet, et al. (Compilers), Subject Index to Poetry for Children and Young People. American Library Association, Chicago, 1957.

LIBRARY STUDY EXPERIENCE

ENGLISH--SIANG

SUGGESTIONS FOR THE TEACHER:

NOTE: IF SLANG IS AN OBJECTIONABLE TOPIC, OMIT THIS ENTIRE EXPERIENCE. IF YOU DO NOT WISH TO EXPOSE YOUR STUDENTS TO THE DICTIONARY OF AMERICAN SLANG AND ERIC PARTRIDGE'S, A DICTIONARY OF SLANG AND UNCONVENTIONAL ENGLISH, OMIT STEPS 5 AND 6 IN THIS EXPERIENCE.

The following Library Study Experience, designed for students' independent use, takes them through nine steps in practice use of the library. These steps are not arranged in sequence, but are designed to provide opportunity to get acquainted with a variety of library reference tools in English.

These activities are divided into steps for efficiency. Some of them presume knowledge of certain types of library organization or possession of certain materials. If students are not yet ready, some pre-teaching may be necessary. If the library is organized differently from the demonstration one, minor changes may be needed in the Study Experience.

Step 1.-- Presumes no special knowledge.

Step 2.-- Presumes knowledge of the organization of two encyclopedias--The World Book Encyclopedia and Compton's Pictured Encyclopedia. (You may wish to add or substitute other encyclopedias.)

Step 3.-- Presumes knowledge of a subtitle and of quoting material correctly.

Step 4.-- Presumes knowledge of how to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.

Step 5.-- Presumes no special knowledge.

Step 6.-- Presumes no special knowledge.

Step 7.-- Presumes (a) that open shelves are available; (b) that pupils know the layout and organization of the library; and (c) that pupils know what information is necessary to obtain a book.

Step 8.-- Presumes availability of an adequate Vertical File. (If your school library does not have one, omit this step.)

Step 9.-- Presumes no special knowledge.

DIRECTIONS TO THE STUDENT:

This Library Study Experience has two purposes: (1) to help you learn more about a subject of interest to you; and (2) to help you become more skillful in using an important tool--your school library.

In completing the following Experience, write all answers in your Library Notebook unless you and your teacher have made a different arrangement. Read through each step before answering any questions.

In your reading you have probably noticed many types of footnotes and bibliographies. The one suggested here is recommended by Roy O. Billett.^{1/} You and your teacher may decide to use a different form.

The techniques are not explained for quoting within a quote, quoting incomplete sentences, adding your own words to a quotation, etc. Notice the form used in these answer sheets and refer also to such books as:

Christ, Henry I., Margaret M. Starkey and J.C. Tressler, Heath Handbook of English, Complete Course. D.C. Heath & Company, Boston, 1961.

Leggett, Glenn, C. David Mead, and William Charvat, Prentice-Hall Handbook for Writers (Second Edition). Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1954.

^{1/}Roy O. Billett, Preparing Theses and Other Typed Manuscripts, Littlefield, Adams & Company, Paterson, New Jersey, 1956.

Doug and Jim were hurrying home from an after-school buzz session with the gang.

"Boy, am I gonna 'catch it!'" exclaimed Doug. "I was s'posed to be home 45 minutes ago."

"Ah, don't 'sweat it,'" retorted Jim. "A little lecture never hurt anybody. Besides, we had a great discussion and we needed your 'two cents worth.'"

"Well, that doesn't mean a thing to my folks; but, I guess you're right. It doesn't do any good to 'sweat it.'" That's the way the 'ball bounces,' I guess."

STEP 1

Doug and Jim were using slang in their conversation.

What is slang?

Look up slang in A Dictionary of Contemporary American Usage.

Write, in your own words, a brief definition for slang.

STEP 2

Imagine that you have been asked to write an article for your school newspaper discussing the development and use of slang.

Where would you start your search for information about slang?

Choose an encyclopedia and look up slang.

Which encyclopedia did you use?

Did it have an Index?

Did you use the Index?

How was the material organized? (Was it in outline form? Was it in paragraph form? Were there subtitles?)

STEP 3

Using the same encyclopedia:

Survey the subtitles under slang.

Question.-- Change each subtitle into a question.

Read each division and then answer the question briefly. Use your own words as much as possible. If you quote, use quotation marks and the following footnote form:

"Slang is a kind of language in which words and phrases are used in unconventional ways."^{1/}

"There is a colorful kind of talk that refuses to follow the rules set by the best writers and speakers. This language is wild, free, racy, and often vulgar. It is called slang."^{2/}

^{1/}Field Enterprises Educational Corporation, "Slang," Volume 16, p. 412, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}F.E. Compton and Company, "Slang," Volume 13, p. 212, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

STEP 4

You now know that slang is a rapidly changing language. Many words that were slang at one time are now in common usage. Likewise, many new slang words are in use now.

Where might you look for current information about slang? (The key word here is "current" and it tells you to use The Readers' Guide to Periodical Literature or The Abridged Readers' Guide to Periodical Literature.)

Find three articles about slang and answer the following questions:

What are the magazines and articles where you found your information? Use the following bibliographical form to list them:

Hamilton, A., "English Is a Queer Language,"
Atlantic (June, 1959), 203:51-2.

What are at least two types of slang you read about in these articles?

What are three new facts (or slang terms) you learned from these articles?

STEP 5

In reading about a horse race, you may have learned that some racing fans like to watch the "gee-gees." Did you wonder what the "gee-gees" were?

In the drugstore, you overheard the owner telling his young helper to watch out for "paper-hangers." You thought, "That is a rather odd thing to say!"

The hoodlums in the television show you were watching last night kept talking about that "wisenheimer." Did you wonder what they meant?

Where might you look for the meanings of these slang expressions?

Try the Dictionary of American Slang.

What is a "gee-gee"?

What is a "paper-hanger"?

What is a "wisenheimer"?

STEP 6

Now, suppose that you want to know a bit more about these three words.

Where might you look?

Try Eric Partridge's A Dictionary of Slang and Unconventional English.

Notice that this dictionary has two alphabets. You may have to look in both places in order to find answers to the following questions:

Where did the name "gee-gee" come from?

In what country did the slang term "paper-hanger" originate?

What did you learn about a "wisenheimer"? (Be careful; this might be tricky.)

STEP 7

Suppose that you want an entire book about slang--one you can get right in this library.

Where would you look for such a book? (That's right, in the card catalog.)

Under what three entries can you find information in the card catalog? (Author, title, and subject.)

Since you may not know the author or title of any books about slang, look first under the subject SLANG. If you don't find anything, try the broader subject ENGLISH LANGUAGE--SLANG, or ENGLISH LANGUAGE.

Make note of the necessary information for obtaining the books you want.

Go to the shelf and get them.

STEP 8

The Vertical File is one valuable source of information. It is the file which contains pamphlets, clippings and pictures dealing with a variety of subjects.

Go to the file and get information which might be helpful in your study of slang.

STEP 9

Using the information you have discovered, prepare a brief article about slang for your school newspaper. Include bibliographical information using the following form for books:

Partridge, Eric, Dictionary of the Underworld.
Macmillan Company, New York, 1938.

ANSWER SHEETS--SLANG

ANSWER SHEET

STEP 1 (Page 206)

Slang is language which is not acceptable for use in formal conversation or in writing. Constant use of slang indicates a limited vocabulary although some slang is "...vivid and clever and forceful."^{1/}

^{1/}Bergen and Cornelia Evans, A Dictionary of Contemporary American Usage, Random House, New York, 1957, p. 458.

ANSWER SHEET

STEP 2 (Page 207)

The World Book Encyclopedia does not have an Index. You found the topic by looking through the alphabetical arrangement of the "S" volume until you found slang.

The material was organized in paragraph form under subtitles.

Compton's Pictured Encyclopedia does have an Index at the end of each volume. You should have looked under slang in the Index of the "S" volume. The main article about slang is on page 212 of the "S" volume.

The material was organized in paragraph form under subtitles.

ANSWER SHEET

STEP 3 (Page 208)

If you used The World Book Encyclopedia, your questions might be similar to the following:

1. What is slang?
2. What are some types of slang?
3. What are some sources of slang?
4. What are some fads in slang?
5. What are some dangers of slang?

You might have noted the following main ideas if you used The World Book Encyclopedia:

Slang is language which is used unconventionally. Usually it meets with disapproval when it first appears in the language, but some people welcome it. (Carl Sandburg and Gilbert K. Chesterton belong to the latter group.)

Probably most slang expressions die out rather rapidly after they have served their purpose. However, some slang has been used for many, many years and thus becomes a part of our "slanguage." Another type of slang comes into common usage adding descriptive new words to our language.

The sources of slang are often difficult to determine. Some slang has come from the criminal world;

ANSWER SHEET

STEP 3 (Page 208)

jargon--"the vocabulary of special groups"^{1/}--often comes into regular language as slang; musicians--particularly jazz fans and musicians--have added much slang to our language (such as, "...hepcat, rat race, killer-diller, jerk, blow one's top and jitterbug...."^{2/}); sailors are quick to create slang expressions (such as, "...above-board, overboard, three sheets in the wind, Davy Jones' locker, pipe down, run afoul and keel over...."^{3/}); the sports world has also added to slang ("....par, divot and stymie....home run, charley horse, bunt, fan, peg (a throw) and, seventh inning stretch."^{4/}); and, many writers and entertainers have invented some slang to add freshness to their work (such as, "...palooka (meaning a person of little ability), belly laugh and pushover....whoopee...."^{5/}).

Slang expressions change rapidly--often a word develops an entirely new meaning; often it simply passes out of use as a slang expression.

"Someone might be described one year as out of this world, but real gone the next.Something

^{1/}Field Enterprises Educational Corporation, "Slang," Volume 16, p. 413, The World Book Encyclopedia, Field Enterprises Educational Corporation, Chicago, 1963.

^{2/}Ibid., p. 413.

^{3/}Ibid., p. 413.

^{4/}Ibid., p. 413.

^{5/}Ibid., p. 413.

ANSWER SHEET

STEP 3 (Page 208)

might be real hot during one slang fad and real cool during the next. Then it might be far out.^{1/2}

Overuse of slang is its greatest danger. Such use endangers the user because he may be misunderstood and he may be unable to communicate effectively in regular English.

If you used Compton's Pictured Encyclopedia, your questions might be similar to the following:

1. What is slang?
2. What is "the spice of the language"?
3. What is "the picturesque slang of war"?

You might have noted the following main ideas if you used Compton's Pictured Encyclopedia:

Slang is a colorful type of language which can be vulgar and crude and which often limits a person's vocabulary.

Slang has a good side, too. It adds spice and interest to our language. Although many slang terms and expressions are short-lived, some of our most expressive language originated as slang. (Examples: "blizzard"; "skyscraper";

1/Ibid., p. 413.

ANSWER SHEET

STEP 3 (Page 208)

"mob"; "humbug"; and "squelch."^{1/})

Many interesting terms and expressions of slang were created by American, British, and Australian soldiers during the war. For example, "The Americans offered 'gold-bricking' (loafing on the job), 'dogface' (a soldier), 'goof off' (to get in trouble), 'sweat out' (to wait anxiously), and 'that's the way the ball bounces' (that is the way things are and there is not much one can do about it). The British popularized 'rhubarb' (opportune target for bomber), 'prang' (to crash an airplane), and 'browned off' (irritated). The Australians contributed 'cobber' (buddy) and 'dill' (stupid)."^{2/}

^{1/}F.E. Compton and Company, "Slang," Volume 13, p. 212, Compton's Pictured Encyclopedia, William Benton, Publisher, Chicago, 1963.

^{2/}Ibid., p. 212.

ANSWER SHEET

STEP 4 (Page 209)

You might have found information about slang in the following sources:

Bernstein, T.M., "Now It's Watch Your Slangage," New York Times Magazine (April 5, 1959), p. 81.

_____, "Gator Gab," Time (August 24, 1959), 74:46.

_____, "Hot-Rod Terms for Teen-Age Girls," Good Housekeeping (September, 1958), 147:143.

_____, "Tenderfoot's Guide to TV Westerns," Good Housekeeping (May, 1958), 146:174.

You might have read about slang used on TV Westerns; slang used by boys with "hot-rods"; or, slang used by college students (outside of class).

In 1959, according to an article in Time,^{1/} a superior student was a "four-pointer" or a "curve killer" while those who just got by were "egg heads."

A "sugarfoot," according to Good Housekeeping,^{2/} is "one rung below a tenderfoot; a bumbling ranch hand who can't even mount a horse without falling over the other side."

^{1/}"Gator Gab," Time (August 24, 1959), 74:46.

^{2/}"Tenderfoot's Guide to TV Westerns," Good Housekeeping (May, 1958), 146:174.

ANSWER SHEET

STEP 4 (Page 209)

"Spaghetti," according to Good Housekeeping,^{1/} is
"excess chrome on a car."

A variety of other answers would be acceptable.

^{1/}"Hot-Rod Terms for Teen-Age Girls," Good Housekeeping
(September, 1958), 147:143.

ANSWER SHEET

STEP 5 (Page 210)

A "gee-gee" is an inferior or average race horse.

A "paper-hanger" is a person who writes or passes worthless checks.

A "wisenheimer" is a "smart aleck; a wise guy; a know-it-all."

ANSWER SHEET

STEP 6 (Page 211)

The journalists created the nickname "gee-gee" for Mr. G(eorge) G(rossman).

The term "paper-hanger" comes from Australia.

"Wiseneimer" is not in this Dictionary.

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