

1957

# A workbook to develop library skills in the junior high school

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*Hinckley, M. M.*  
*1957*

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Service Paper

A WORKBOOK TO DEVELOP LIBRARY SKILLS  
IN THE JUNIOR HIGH SCHOOL

Submitted by

Marjorie Mary Hinckley  
(S.B., Simmons College, 1952)

In Partial Fulfillment of Requirements for  
the Degree of Master of Education

1957

EDUCATIONAL RESOURCES LIBRARY  
Boston University School of Education  
Not To Be Taken From This Library

Reader: M. Agnell Gunn  
Professor of Education

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CHAPTER I  
INTRODUCTION

Statement of purpose.- The purpose of this paper is to construct a Workbook as an aid in developing library skills in junior high school pupils.

Justification.- As students and future citizens, boys and girls need skill in using library resources. Yet little specific material for use with junior high school pupils is available. Existing courses suggest types of activities and exercises, but do not correlate them with modern curricular needs. Many colleges and secondary schools offer no continued systematic library instruction. Because the writer will need materials to develop library skills for her own students, she has constructed this Workbook.

Procedure.- In order to familiarize herself with the problems involved in organizing developmental library instruction, the writer completed the research described in Chapter II of this paper. As a further aid in determining the most useful form and content for her Workbook, the writer also consulted library handbooks and library science tools listed in the Bibliography.

Scope and limitations.- In scope, the Workbook includes library lessons and exercises utilizing text books,

the card catalog, periodicals, and reference books; and it includes, in the Appendix, suggestions for using this material in existing courses. Instruction in the use of specific library tools will limit the use of the Workbook. The Workbook does not include instruction in specialized research skills.

This Workbook is largely theoretical, since it has not yet been tried out in functional situations.

Definition of terms.- The terms listed below have the following meanings when used in this paper.

1. A card catalog is a card file listing all of the books in the library alphabetically by author, title, and subject.
2. The Dewey Decimal Classification System is an arrangement of books by subjects, with each subject represented by a number.
3. A dictionary is a book containing words, arranged in alphabetical order, with their pronunciations and meanings.
4. An encyclopedia is a book or a set of books containing information on many subjects.
5. An entry is any complete item or reference in an index or other list.
6. An index is an alphabetical list of authors, titles, subjects, or other items, with page numbers indicating where the items are discussed.
7. Reference books are books which contain many facts, statistics, and other information.

8. A subject heading is a topic which is listed in an index, card catalog, or other alphabetical list.
9. A topic is a word or a group of words which describes an idea or a project such as a school report.

## CHAPTER II

### REVIEW OF RESEARCH

Meaningful Library Instruction.- Sources seem to agree that:

. . . library instruction must never be given in a vacuum. It must never be taught in itself and for itself. The library is a tool, and lessons in library usage must teach the student how to use that tool.<sup>1</sup>

The question then arises, how can the special library needs of individual students be recognized and filled?

Recognition of Needs.- In 1940, May Ingles, librarian of Omaha Technical High School, stated:

As library instruction becomes more nearly standardized and as certain definite units of instruction are incorporated into the courses of study for schools at all levels it will be possible to know somewhat accurately just what library knowledges and skills have already been acquired by a high school or college freshman. At the present time however, when this standardization is lacking and students entering high school or college differ so widely in their library experience, diagnostic or pre-tests to determine what students already know are very valuable. These tests not only help the instructor plan the work which is to follow by showing what parts of the subject matter need emphasis, but they also make it possible for her to arrange for individual differences and to demonstrate to the students themselves their particular library needs.<sup>2</sup>

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<sup>1</sup>Chase Dane, "Library Instruction in a Vacuum," Education, LXXIV (October, 1953), 121.

<sup>2</sup>May Ingles and Anna McCague, Teaching the Use of Books and Libraries (3d ed. rev.; New York: H.W. Wilson Company, 1940), 14.

Since standardized tests test skills of proven importance to secondary school students, and since questions are in clearly defined, classified sections, the administration of them as pre-tests would help to identify students' weaknesses. However, few such tests are available, so that use of them to measure progress over a period of time might not be feasible. And although items on these tests are constructed to be as similar as possible to school assignments, they cannot be expected to test finally and fairly all the special assignment needs of all schools.

Teachers and librarians might pool their knowledge of the curriculum and the library in cooperatively constructed pre-tests suited to the needs of individual schools.

Another possibility is the informal evaluation of students' proficiency in assignments involving library skills. Again, this type of diagnosis would require a high degree of cooperation between teachers and librarians. For while a teacher knows that a student is or is not able to complete an assignment, a librarian knows how much library help was needed by the student, and how comparatively easy or difficult were the skills involved.

Individual Versus Group Instruction.- Once student weaknesses have been identified, can teachers and librarians afford to give the necessary time to individual drill?

Different situations . . . require different methods of library instruction. In one school group instruction may be the only possible solution . . . in another school, the best method may be a combination of the two.<sup>1</sup>

The "combination" program would include training in basic library skills followed by drill or specialized training to meet individual needs.<sup>2</sup>

Sub-grouping is one way of meeting individual needs. Testing, informal diagnosis, and consideration of individual study habits, interests, and capabilities, is an important part of such a program.

Faculty Cooperation.- "Teachers should keep in mind that the teaching of library usage to pupils, like the teaching of reading, is a continuous process."<sup>3</sup> This comment from a public librarian provokes the thought that the library instruction program, like the developmental reading program, should be carefully worked out by administrators, teachers, and librarians of all grade levels.

Librarian Garber makes some positive suggestions for teacher-librarian cooperation, from which the following are adapted:

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<sup>1</sup>Dane, op. cit., p. 124.

<sup>2</sup>Ibid.

<sup>3</sup>Ethel Garber, "Teachers Need Library Education," Journal of Teacher Education, V (December, 1954), 318.

1. Teachers should visit the library before assigning work involving library skills, so that they become acquainted with the materials available.
2. Work can be planned so that students learn to use a variety of general reading and reference books.
3. Library assignments should be definite rather than vague.
4. Library assignments should be geared to children's grade and experience levels. Otherwise, librarians may do the bulk of students' reference work, and the students themselves derive little benefit from the assignments.
5. Teachers can ask librarians to furnish bibliographies on various subjects, for use in unit teaching.
6. The librarian should be notified before group assignments are made, so that she will have time to collect materials needed, or to put materials on reserve if necessary.
7. Library-usage drill should be a continuous process.
8. Teachers and librarians should share in selecting books for the school library.
9. Librarians are responsible for convincing administrators of the importance of the library.
10. Librarians are responsible for making available to faculty new publications, and for otherwise serving the teaching staff.<sup>1</sup>

In formulating a library skills program, it would seem essential that librarians be thoroughly familiar with the curriculum and its demands, and that teachers be familiar with the broad, general field of library science, and with

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<sup>1</sup>Adapted from Garber, op. cit., p. 318.

the facilities and services of the school and public libraries.

Integration with Subject Matter.- Margaret G. Cook, teacher and librarian at Drexel Institute of Technology and New Jersey State Teachers College at Montclair, suggests that:

An alternative to a credit-bearing course is the unit included in the composition course, where the student, assigned the task of writing a paper based on "research," is introduced by the librarian to the tools related to his topic, and directed in his use of them by teacher and librarian working together. In the writer's experience, this procedure is effective both in introducing the student to the materials and methods of research, and in demonstrating to him how helpful librarians can be.<sup>1</sup>

Thus Miss Cook, in her suggestions for integrated teaching, also emphasizes the importance of teaching library skills in functional situations, and the necessity of teacher-librarian understanding and cooperation.

If this belief in the value of integrating library instruction with other courses is widely accepted by librarians and educators, the whole conception of library lessons will be changed. Librarians will no longer prepare outlines and practice work for lessons that are, of necessity, more or less distinct from the pupils' interests and needs. But rather will the classroom teacher, who is herself skilled in library use, introduce her students to various library tools and techniques at the time when learning comes most easily, that is, when the need is felt.<sup>2</sup>

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<sup>1</sup>Margaret G. Cook, New Library Key (New York: H.W. Wilson Company, 1956), iv.

<sup>2</sup>Ingles, op. cit., p. 10.

Some of the major questions to consider when integrating library instruction with secondary school courses might be:

1. What do the students of a specific grade already know?
2. What library skills do these students need to learn or to review?
3. What schedule of teacher and librarian instruction will give the instruction when it is most needed, in sufficient and not superfluous detail, and with provision for review without useless repetition?

A number of books (listed in the bibliography of this paper) written by library science instructors include detailed discussions of a wide variety of library tools. Teachers and librarians who use these books as a basis for library instruction must choose the topics and details which best fit into their school situations.

Topics of Library Instruction.— While most library manuals present a multiplicity of detail, one source warns:

Librarians are realizing that in a commendable zeal to make pupils efficient, they have gone into too many details, thus burdening boys and girls with information not immediately useful, and interfering with the retention of that which is essential. Emphasis should be on a few indispensables--dictionaries, encyclopedias, and a limited number of ready reference titles; methods of finding books and magazine articles through catalogs and indexes; the compilation of a bibliography; good citizenship and the care of library books.<sup>1</sup>

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<sup>1</sup>Lucile F. Fargo, The Library in the School (3d ed., Chicago: American Library Association, 1939), 112.

All of the sources investigated for this paper recommended teaching students the use of:

1. parts of a book,
2. dictionaries,
3. encyclopedias,
4. the card catalog,
5. the Dewey classification system for book location,
6. the Readers' Guide to Periodical Literature,
7. magazines, and
8. special reference books.

Included frequently in these or other units was information about:

1. the use and function of the library,
2. library citizenship,
3. the care of books,
4. note-taking,
5. outlining,
6. bibliography-making,
7. evaluating authorities,
8. studying booklists, and
9. building personal home libraries.

Differences of opinion exist not in the choice of the over-all skills to be taught, but in the order in which these skills are taught. Some sources begin by discussing the parts

of a book, and others discuss first library arrangement, encyclopedias, or the writing of term papers. It seems to this writer that the needs of each group must govern the order in which skills are taught.

Differences of opinion also exist in the tools to be used for instruction in library skills. This is particularly true in the study of reference books. Many courses organize the teaching of reference skills under such classifications as: quotations, biography, poetry, or political information. Within these classifications, the choice of titles varies considerably.

The following are universally included in library instruction:

1. Almanacs (particularly the World Almanac),
2. Atlases,
3. Who's Who in America, and
4. Bartlett's Familiar Quotations.

Nine other reference books are stressed by more than half of the sources investigated by this writer:

1. Who's Who,
2. Kunitz collective biographies,
3. Junior Book of Authors,
4. Current Biography,
5. Stevenson's Home Book of Quotations,

6. Hoyt's New Cyclopedia of Practical Quotations,
7. Statesman's Yearbook,
8. Gazetteers, and
9. Statistical Abstract of the United States.

Summary and conclusions.- It remains for individual teachers and librarians to diagnose the needs of their students, decide on appropriate methods of instruction, and integrate instruction with classroom work.

This Workbook presents exercises for use in developing library skills in junior high school students, and it attempts to show how these exercises may be used in classroom situations.

CHAPTER III  
WORKBOOK

Dear Teacher,

Most of us have access to a wealth of books and magazines in our school and public libraries. If we help our students to use these library materials efficiently, we will be enriching both their present work in school and their future lives as thinking citizens of a democracy.

The purpose of this Workbook is to present exercises as an aid in developing library skills in junior high school students. The Workbook is divided into five parts, each part stressing one of five types of library skills:

- A. Understanding and Using the Parts of a Book
- B. Using the Card Catalog
- C. Using Magazines and the Readers' Guide
- D. Using Encyclopedias
- E. Using Reference Books

The Worksheets within each part contain questions designed to lead the student to understand and to develop specific library skills. Suggested low, medium, and high levels of difficulty are indicated by numerals (I, II, III). These levels are intended to be flexible, since a student may not need the same level of instruction in all areas. Also, certain skills, such as the use of biographical reference books, may be totally unnecessary

in some situations.

Keys to the Worksheets contain suggested answers to the questions. However, since some of the questions are subjective, a variety of answers may be acceptable. It would benefit students to discuss these questions and answers during the class period.

The Library Test consists of five quizzes keyed to correspond in emphasis to the five parts of the Workbook. The quizzes may be given separately or at one time. They may serve as a diagnostic pre-test or as an achievement test, or they may be given twice as a measure of progress.

The Key to the Library Test contains answers to the questions. A low, medium, or high level of proficiency is indicated for each answer. Students showing a weakness on any level of any area may be referred to the corresponding Worksheets for instruction and practice.

The Curriculum Guides in the Appendix suggest parts of the Workbook which are related to typical activities in various subject fields.

I hope that your students enjoy and profit by the use of this Workbook.

Sincerely yours,

Mayorie M. Hindley

Dear Student,

Imagine that a pen pal from Switzerland came to visit you. He would probably tell about some interesting skiing experiences, or about the men who carve wooden peasants and animals. You, in your turn, might talk about frogmen and baseball, or about dancing and American cooking.

Now suppose that he wanted to know more about American sports and hobbies. Suppose he suggested that you take him to the library to find a book about frogmen for him, and one about wood carving for yourself.

What would you do? Could you walk into the library and quickly find your friend the book he wants? Could you find an atlas and look up your home town--and his--on the maps? Or would you have to admit that you do not know your way around in the library, and have to depend on the librarian to find your books for you?

What do you do now, when you want to know more about horses or actresses or American Indians?

If you look carefully at the library, its books, and its magazines, and answer the questions in this Workbook, you will discover how to find books and magazines which will interest you. When you are really "in the know", you will not only be able to help visitors in the library, you

will help yourself to more exciting reading, better ball playing, bigger hobbies, and--yes, you will help yourself to easier, more enjoyable school work.

This offer has a money-back guarantee. But remember that to ask for your money of your books, you must first use this product (or Workbook) according to directions! Why not give it a try?

Sincerely yours,

*Marjorie M. Hindley*

## About the Library Test

### To the Teacher:

This Test may be given as a diagnostic pre-test or as an achievement test; or it may be given at both the beginning and end of a term, to measure progress. It may be given at one time, or it may be given in five sections.

The Test is divided into five quizzes which stress the same five groups of library skills that the Workbook features:

- A. Understanding and Using the Parts of a Book
- B. Using the Card Catalog
- C. Using Magazines and the Readers' Guide
- D. Using Encyclopedias
- E. Using Reference Books

The quizzes are lettered to correspond to sections of instruction in the Workbook. Thus, a student weak in a particular section of the Test may be referred to the section of the Workbook which will instruct or review the skills he needs.

On the Test Answer Key the answers are labelled, according to the skills involved, as low difficulty level, middle difficulty level, and high difficulty level. Pages in the Workbook are also labelled to indicate three levels of difficulty. Thus, a student who misses

questions of a particular level may be referred to Workbook instruction on that level.

By examining the students' answer sheets, it is possible to find both topics on which a student or a class needs low-level instruction, and topics on which the individual or group is ready for high-level instruction.

LIBRARY TEST: Quiz A

Number right \_\_\_\_\_

Name \_\_\_\_\_

How Efficiently Do You Use a Book?

Imagine that you are looking at a sports book. How efficiently can you use the book? Complete each of the following statements by placing a check (✓) before the best ending.

1. The table of contents contains
  - a. a list of people, topics, and words.
  - b. an alphabetical list of subjects included in the book.
  - c. titles of chapters, stories, and units, with their page numbers.
  - d. authors, titles, and call numbers of other books you may wish to read.
  - e. explanations of the content of the book.
  
2. To find a chapter or a unit about tennis, you would use the
  - a. appendix.
  - b. bibliography.
  - c. index.
  - d. preface.
  - e. table of contents.
  
3. To find a description of the Australian crawl, you would use the
  - a. appendix.
  - b. bibliography.

- c. index.
- d. preface.
- e. table of contents.

4. To find information about the late golfer "Babe" Zaharias you would use the

- a. appendix.
- b. bibliography.
- c. index.
- d. preface.
- e. table of contents.

5. To find the author, title, and publishing company you would look

- a. on the front of the book.
- b. on the title page.
- c. on the jacket of the book.
- d. in the table of contents.
- e. in the index.

6. If you look up "baseball" in the index and find: Baseball 17, 23-9, 41, See also Cricket, this means that:

- a. you should look on pages 17, 23 to 29, and 41.
- b. you need not find the page numbers listed, but you should look up "cricket".
- c. you should look up the pages listed, and should also find the chapter on "cricket" in the table of contents.

- d. you should look up the pages listed, and should also find pages listed under "cricket" in the index.
- e. cricket is another name for baseball.

7. To find out how recently this book was published, look

- a. on the title page.
- b. on the back of the title page.
- c. on the other side of the frontispiece.
- d. after the preface.
- e. in the appendix.

8. To find the purpose of the author in writing this book, you would look in the

- a. appendix.
- b. first chapter.
- c. index.
- d. bibliography.
- e. preface.

9. Books about horse racing might be suggested in the

- a. bibliography.
- b. biography.
- c. appendix.
- d. index.
- e. table of contents.

10. The introduction of the book contains

- a. an introductory article about sports.
- b. the purpose of the author in writing the book.
- c. an explanation of how to take part in sports.
- d. a list of people to whom the author is indebted.
- e. an article which is always written by the author.

LIBRARY TEST: Quiz B

Number right \_\_\_\_\_

Name \_\_\_\_\_

How Efficiently Do You Use the Card Catalog?

How independent are you? Can you find the library books that you need? Complete each of the following statements by placing a check (✓) before the best ending.

1. In the library, fiction books are arranged
  - a. according to the Dewey Decimal Classification System.
  - b. according to size.
  - c. alphabetically by subjects.
  - d. alphabetically by the last names of the authors.
  - e. alphabetically by the first words of the titles.
  
2. To find on the shelves National Velvet by Enid Bagnold, you would look
  - a. under the correct Dewey Decimal number.
  - b. between Going Steady, by Anne Emery, and The Echoing Green, by Eleanor Estes.
  - c. between Gads on Harnsback, by S.G. Baggett, and Piney, by Zachary Hall.
  - d. with the other horse books.
  - e. between My Friend Flicka, by Mary O'Hara, and Not Without Peril, by Marguerite Allis.
  
3. In the library, non-fiction is arranged
  - a. according to the Dewey Decimal System.
  - b. according to size.

- c. alphabetically by subjects.
  - d. alphabetically by the last names of the authors.
  - e. alphabetically by the first words of the titles.
4. To find a biography of John Paul Jones written by Phillip Russell, you look in the biography section between
- a. a book about Pocahontas and one about Paul Revere.
  - b. Audubon, by Constance Reurke, and The Babe Ruth Story, by Babe Ruth.
  - c. Jean Lafitte, by M.V.Charnley, and Johnny Appleseed, by E.S.Atkinson.
  - d. a book about Will James and one about Jean Lafitte.
  - e. a book about Jenny Lind and one about Paul Revere.
5. When a biography is about more than one person, you will find it on the shelves
- a. with the single biographies.
  - b. alphabetically according to the name of the author.
  - c. alphabetically according to the first man mentioned in the book.
  - d. alphabetically according to the title.
  - e. in the literature section of the library.
6. To quickly find the books of Alice T. Hobart, you would look in the card catalog drawer marked
- a. Sl-Tew.
  - b. A-Beg.
  - c. Meh-Ot.

- d. Fro-Hy.
- e. none of these.

7. To find The Road Lies West, you would use the catalog drawer marked

- a. R-Sk.
- b. Tex-Z.
- c. Sl-Tew.
- d. I-Ma.
- e. none of these.

8. Books telling how to dance would be listed in drawer

- a. Beh-Chap
- b. Char-Cun.
- c. Cur-Ef.
- d. Eg-Fri.
- e. Meh-Ot.

9. You find the following titles in the card catalog. Which book would almost certainly contain a play which your homeroom might produce at Christmas time?

- a. New Plays for Red Letter Days.
- b. Costuming a Play.
- c. Dramatized Ballads.
- d. On Stage for Teen-agers.
- e. Plays for the Christmas Season.

10. If you look up "Cowboy Stories" in the card catalog and find COWBOY STORIES see RANCH LIFE, this means that

- a. you should look for the ranch life books on the shelves.
- b. "Ranch Life" is another way of saying "Cowboy Stories".
- c. this is a note to remind the librarian of something.
- d. you should look for cowboy stories in the catalog.
- e. you should look up "Ranch Life" in the catalog.

LIBRARY TEST: Quiz C

Number right \_\_\_\_\_

Name \_\_\_\_\_

How Efficiently Do You Use Magazines?

Do you know how to make magazines work for you?  
Complete each of the following statements by placing  
a check (✓) before the best ending.

1. News magazines such as Newsweek and Time describe
  - \_\_\_ a. mainly national political events.
  - \_\_\_ b. mainly world and national political events.
  - \_\_\_ c. current events in politics, music, science, drama, and other fields.
  - \_\_\_ d. current events in politics, defense, and agriculture only.
  - \_\_\_ e. mainly news from Hollywood, Broadway, and Congress.
  
2. A good magazine to read for a report on atomic developments is
  - \_\_\_ a. Science News Letter.
  - \_\_\_ b. Reader's Digest.
  - \_\_\_ c. Hobbies.
  - \_\_\_ d. Time.
  - \_\_\_ e. Holiday.
  
3. Recent articles about skin diving can be located through the
  - \_\_\_ a. card catalog.
  - \_\_\_ b. visual guide to periodicals.

- c. Encyclopedia Britannica.
  - d. World Almanac.
  - e. Readers' Guide to Periodical Literature.
4. If you have this information about a magazine article: Sat Eve Post 227: 40-1/4 My 14 '55, you could find the article in the Saturday Evening Post in
- a. Volume 40, May 14, 1955, on page 227.
  - b. Volume 227, May 14, 1955, pages 40 to 41.
  - c. Volume 55, May 14, 1955, page 237.
  - d. Volume 40, May 1, 1955, page 14.
  - e. Volume 227, May 1, 1955, page 14.
5. To find an article about dinosaurs which is in an old issue of Life, you would look in the Readers' Guide for
- a. "articles".
  - b. the name of the author.
  - c. "Life".
  - d. "dinosaurs".
  - e. none of these.
6. Through the Readers' Guide you can find magazine
- a. articles and stories only.
  - b. articles, stories, poems, and play and movie reviews.
  - c. articles, stories, poems, play and movie reviews, and book reviews.

- d. articles, stories, poems, and songs.
  - e. articles, stories, plays, and book reviews.
7. To find a poem by Eva Byron entitled "Cat Sleeping" you would look in the Readers' Guide for
- a. "cats".
  - b. "sleep".
  - c. Byron, Eva.
  - d. the subject "cat" under "Poems".
  - e. none of these.
8. Stories are listed in the Readers' Guide by
- a. the title of the story only.
  - b. the subject of the story only.
  - c. the word "stories".
  - d. the author, subject, and title of the story.
  - e. the subject and title and the word "stories".
9. If you found this in the Readers' Guide: Anastasia; drama. See Bolton, G.R., it would mean that
- a. you should look further on down the page.
  - b. you should look under Bolton, G.R.
  - c. you should look under "plays".
  - d. G.R. Bolton is the name of the company which produced "Anastasia".
  - e. G.R. Bolton is Anastasia's real name.

10. A new Readers' Guide is issued

- a. whenever there is enough new material.
- b. once every two years.
- c. once a year.
- d. twice a year.
- e. twice a month.

LIBRARY TEST: Quiz D

Number right \_\_\_\_\_

Name \_\_\_\_\_

How Efficiently Do You Use Encyclopedias?

The Canadian Mounted Police always "gets its man." Do you always get your topic? Complete each of the following sentences by placing a check (✓) before the best ending.

1. An encyclopedia includes

- a. words and their spelling, pronunciation, and meaning.
- b. references to other books and magazines.
- c. many articles arranged alphabetically by authors.
- d. brief facts on many subjects, arranged alphabetically by authors.
- e. articles on nearly every subject, arranged alphabetically by subjects.

2. You might find pictures of cloud formations in volume

- a. P.
- b. C.
- c. F.
- d. S.
- e. none of these.

3. In preparing a report on South America you should look

- a. in the S Volume because that is the quickest way to find material.
- b. in the S volume because the index is hard to use.

- c. look in the index in order to find all the information that there is.
- d. look in the index because the S volume is hard to use.
- e. look in the atlas volume.

4. The index of an encyclopedia

- a. is alphabetical by subjects.
- b. lists articles alphabetically by authors.
- c. lists titles of books alphabetically.
- d. lists mainly maps and illustrations.
- e. suggests one volume and page for every subject.

5. If you do not find "West Indies" in the index, you should

- a. turn to the W volume and look in alphabetical order.
- b. look under "Indies" in the index.
- c. look for a "see" reference in the index.
- d. use the table of contents.
- e. look further up and down the index column.

6. If you find this entry in the index: **Reading, see Books and Reading**, you should

- a. look in the bibliography for books about reading.
- b. see an illustration of books and reading.
- c. look further up and down the index column.
- d. look for "Books and Reading" in the B volume.
- e. look for "Books and Reading" in the index.

7. The following are primarily for children and young people:
- a. Compton's and Britannica Junior.
  - b. Compton's and Americana.
  - c. Britannica and World Book.
  - d. Americana and Colliers.
  - e. World Book and Colliers.
8. An encyclopedia annual is
- a. any volume of an encyclopedia.
  - b. a volume of topics for further study.
  - c. a volume of the events and progress of one year.
  - d. a volume of maps.
  - e. a list of book titles for further study.
9. All encyclopedias contain
- a. many volumes.
  - b. a volume of topics for further study.
  - c. a separate index volume.
  - d. information on many subjects.
  - e. the same features arranged in the same way.
10. Your library has more than one encyclopedia because
- a. all sets are not equally as good as others.
  - b. all sets are not equally as easy, and do not contain the same features.

- c. if someone were using one set, you could use another set at the same time.
- d. some students prefer one set, and other students prefer other sets.
- e. some of the sets are more expensive than others, and the library is being economical.

LIBRARY TEST: Quiz E

Number right \_\_\_\_\_

Name \_\_\_\_\_

How Efficiently Do You Use Reference Books?

Are you getting the most out of the reference section of your library? Complete each of the following statements by placing a check (✓) before the best ending.

1. A dictionary contains

- a. the spellings and meanings of words.
- b. the pronunciations of words.
- c. synonyms, antonyms, and syllable divisions.
- d. all of the features listed in a, b, and c.
- e. all of the features listed in a, b, and c, in addition to articles on many subjects.

2. The word "graju-št" is

- a. part of a foreign phrase listed in an English dictionary.
- b. a foreign word from which an English word is derived.
- c. spelled phonetically to show how to pronounce it.
- d. not the preferred spelling.
- e. probably taken from a foreign dictionary.

3. You would find the population of Paris in

- a. a dictionary.
- b. an almanac.
- c. an atlas.

- d. an almanac and an atlas, but not in a dictionary.
  - e. an almanac, an atlas, and a dictionary.
4. You would find brief information about French government in
- a. a dictionary.
  - b. an almanac.
  - c. an atlas.
  - d. an almanac and an atlas, but not in a dictionary.
  - e. an almanac, an atlas, and a dictionary.
5. You would find information about early Major League games in
- a. a dictionary.
  - b. an almanac.
  - c. an atlas.
  - d. a historical atlas.
  - e. the Dictionary of American Biography.
6. To find out about forts used in the French and Indian War you might use
- a. a United States atlas.
  - b. a historical atlas.
  - c. the World Almanac.
  - d. a dictionary.
  - e. all of these.

7. To find a small Maine village on a map, your best source would be
- a. a United States atlas.
  - b. a world atlas.
  - c. a historical atlas.
  - d. an almanac.
  - e. Who's Who in America.
8. You would find information about Paul Revere in
- a. Current Biography.
  - b. the Dictionary of American Biography.
  - c. Who's Who.
  - d. Who's Who in America.
  - e. the World Almanac.
9. You would find Grace Kelley listed in
- a. Current Biography.
  - b. the Dictionary of American Biography.
  - c. Who's Who.
  - d. Who's Who in America.
  - e. the World Almanac.
10. You would look for a description and a picture of Roy Rogers in
- a. Current Biography.
  - b. the Dictionary of American Biography.

- \_\_\_ c. Webster's Biographical Dictionary.
- \_\_\_ d. Who's Who.
- \_\_\_ e. Who's Who in America.

A. UNDERSTANDING AND USING THE PARTS OF A BOOK

Difficulty Level I:

Why Do We Use the Table of Contents?

If you have a new text book, it will be perfect for this activity.

1. In what part of the book is the table of contents? \_\_\_\_\_
2. How is the table of contents arranged? \_\_\_\_\_
3. How can you find in the book a chapter or a story that is listed in the table of contents? \_\_\_\_\_
4. Which of the following items are listed in the table of contents? On the blanks to the right, please check the items that you find.
  - a. Preface \_\_\_\_\_
  - b. List of Illustrations \_\_\_\_\_
  - c. Introduction \_\_\_\_\_
  - d. Units or Sections \_\_\_\_\_
  - e. Chapters or Stories \_\_\_\_\_
  - f. Small Sections \_\_\_\_\_
  - g. Appendix \_\_\_\_\_
  - h. Bibliography \_\_\_\_\_
  - i. Glossary \_\_\_\_\_
  - j. Index \_\_\_\_\_

5. What have you learned from the table of contents about the subject of the book?

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6. What have you learned about the arrangement of the book?

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7. What special sections or features did you find?

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8. If you wanted to find Chapter VIII in your book, what would be the quickest way?

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9. Now on the basis of your experience, answer this question: Why do we use the table of contents in a book?

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## A. UNDERSTANDING AND USING THE PARTS OF A BOOK

Difficulty Level II:

Why and How Do We Use the Index?Must We Use the Index?

1. What person or topic can you think of which might be discussed in your text book?

Examples: Louis Pasteur,  
apostrophes, trapezoids,  
"The Highwayman"

2. How would you look for this subject in the book? (Check the method you would use.)

Leafing through the book

Using the table of contents

3. Use the method that you checked above. Then answer this question: Would you recommend this method to a classmate? Why or why not?

Recommendation: \_\_\_\_\_

4. Please turn to the index of your text book, and look for your subject. What pages are suggested in the index?

5. Would you recommend the use of the index to a classmate? Why or why not?

Recommendation: \_\_\_\_\_

How Do We Use the Index?

6. List six subjects which might be included in your text book. Then time yourself as you quickly look up each subject in the index, record the page numbers given, and find one of the correct pages in the book. If a subject is not listed in the index, place a "0" in the column for page numbers.

<u>Subjects</u>	<u>Page Numbers</u>	<u>Page Found</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
f. _____	_____	_____

Starting Time \_\_\_\_\_

Finishing Time \_\_\_\_\_

Number of Minutes \_\_\_\_\_

7. Now that you have had some practice in locating subjects in an index, list six subjects which might be included in one of your other text books, and repeat the exercise. Has your speed improved?

<u>Subjects</u>	<u>Page Numbers</u>	<u>Page Found</u>
a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____

Starting Time \_\_\_\_\_

Subjects

Page  
Numbers

Page  
Found

d. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

f. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Finishing Time \_\_\_\_\_

Number of Minutes \_\_\_\_\_

## A. UNDERSTANDING AND USING THE PARTS OF A BOOK

Difficulty Level III:

How Do We Use Cross References?

Suppose that you looked for the subject "Charlemagne" and found this entry in the index:

Charlemagne, See Charles  
the Great

1. What information is missing?
2. What other subject is suggested?
3. Why do you think that we call this a cross reference or a "see" reference?
4. If you looked up "Charles the Great" in the index, what would you find?

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Another type of cross reference, a "see also" reference, refers you across the index for additional page numbers:

Example:

Name words: finding and  
judging, 26, 43, 94-95,  
136, 181  
using, 13, 53, 95, 225  
See also Nouns

5. If you look up "Nouns" you find:
5. If you looked only under the heading "Name words" what pages would you not find?

Nouns: defined, 136  
finding, 43, 148, 181-  
182, 225  
using, 136, 144, 225  
See also Name words

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6. If you looked only under the heading "Nouns" what pages would you not find?

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7. What is an example of a cross reference from your own text book?

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8. What should you do in order to find this subject in your text book?

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9. When you are preparing a report, and you find a cross reference, why is it necessary to look up the subject to which you are referred?

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Books

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Name of Series	-	-	-	-	-	-	-	-	-	-
Publisher	-	-	-	-	-	-	-	-	-	-
Press or Printer	-	-	-	-	-	-	-	-	-	-
Place of Publication	-	-	-	-	-	-	-	-	-	-
Date of Publication	-	-	-	-	-	-	-	-	-	-

4. What information is on all of the title pages that you examined?

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5. Of what use would the title page be to you if you were writing a book report, or if you were making a list of books for someone else to find in the library?

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## A. UNDERSTANDING AND USING THE PARTS OF A BOOK

Difficulty Level III:

Is the Copyright Date Important?Why Is the Copyright Date Important?

For this activity, you will need three books about atomic science.

1. Please open one of the books to the back of the title page. How many copyright dates do you find?
2. What do you think that the word "copyright" means?
3. What is the most recent copyright date in your book?
4. What does this tell you about the information in the book?
5. Please turn to the second atomic science book. What is the most recent copyright date in it?
6. What is the most recent copyright date in the third book?
7. Which book do you believe contains the most up-to-date facts?
8. Which book would be most useful for a report?

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a. 

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b. 

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c. 

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9. To summarize your findings, answer the following question in your own words: Why is the copyright date important?

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When Is the Copyright Date Important?

10. Are new books always more useful than older books? To find out, examine each of the topics listed below, and imagine that you need a book about each topic. If you must have a recently published book, place a check in the first column. If an older book would be as useful as a new one, place a check in the second column.

	<u>Recent Date</u>	<u>Any Date</u>
a. Opportunities in Engineering Professions	—	—
b. Music in the Twentieth Century	—	—
c. Algebraic Equation Solutions	—	—
d. Polio and Cancer Treatments	—	—
e. Aviation Developments	—	—
f. History of the Confederate States	—	—
g. Cabinet-building	—	—
h. The Negro Problem in the United States	—	—

11. Why do you feel that some of these topics require recently published books?

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12. Why do you feel that for some of the topics, books may be either recent or older?

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13. Now that you have thought about how recent different kinds of books must be, answer this question:  
When is the copyright date important?

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## A. UNDERSTANDING AND USING THE PARTS OF A BOOK

Difficulty Level III:

### How Can We Use Special Study Helps?

You have learned to use the title page, table of contents, and index in your text book. What other sections of the book also help you?

#### Preface, Foreword, or Acknowledgements

1. If there is a preface, a foreword, or acknowledgements in your text book, where is this section?
2. What two kinds of information do you find in this section?

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#### Introduction

3. If there is an introduction in your text book, where is it located?
4. What name or initials do you find at the end of the introduction?
5. Is the introduction written by the author of the book, or is it by a historian, scientist, or other distinguished person?
6. Skim the introduction to see why it is included. How does it help the reader?

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Chapter Introductions, Summaries, and Review Questions

7. Are there introductions to the chapters or units in your book?
8. How could they help you in reading this book?
9. At the end of chapters or units are there summaries or review questions?
10. How could the summaries or reviews help you?
11. When would you read the summaries or reviews?

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Bibliographies

12. If your text book includes a list of other books (a bibliography) or several such lists, where is it?
13. Look at the titles on the bibliography. What subjects do the books cover?
14. Why do you think that the author included a bibliography?
15. Where might you find some of the books listed on bibliographies?

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Glossary

16. If there is a glossary, where is it located?
17. How are the words in the glossary arranged?
18. What information is given for each word in the glossary?
19. Of what use might the glossary be to you?

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Appendix

20. If there are one or more appendixes in your book, where are they?
21. List the kinds of information which you can find in the appendix when you need them.

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7. Which of these features will you need?

	<u>Check</u>	<u>Pages</u>
Preface	—	—
Introduction	—	—
Bibliography	—	—
Glossary	—	—
Appendix	—	—

8. What specific people or details do you want to locate? Find their page numbers in the index.

Pages \_\_\_\_\_

Pages \_\_\_\_\_

Pages \_\_\_\_\_

Pages \_\_\_\_\_

9. What, in your own words, is the purpose of the author?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. What useful information do you find in the introduction?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Check the bibliographies for books which might be useful, and list them below.

Author: \_\_\_\_\_ Call Number: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Call Number: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Call Number: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Call Number: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Call Number: \_\_\_\_\_

Title: \_\_\_\_\_

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## B. USING THE CARD CATALOG

Difficulty Level I:

How Are Library Books Arranged?Fiction

1. When you examine the fiction (novels and stories) section in your library, how do you find the books are arranged?

\_\_\_\_\_

\_\_\_\_\_

2. If you had read Led: A Dog and wanted other books by Albert Payson Terhune, where would you look for them?

\_\_\_\_\_

\_\_\_\_\_

To the right is a list of authors. Imagine that each of these authors has a book on the shelves, and that you are looking among them for books by other authors.

Bronte  
Cavanna  
DeLeeuw  
Goudge  
Heinlein  
Lawson  
Nordhoff  
Sperry  
Tunis

3. Between which two authors would you look for a book by Coatsworth?

\_\_\_\_\_ and \_\_\_\_\_

4. Between which two would you look for a book by Malvern?

\_\_\_\_\_ and \_\_\_\_\_

5. Between which two would you look for a book by Stolz?

\_\_\_\_\_ and \_\_\_\_\_

6. Between which two would you look for a book by Forbes?

\_\_\_\_\_ and \_\_\_\_\_

7. Between which two would you look for a book by Dalglish?

\_\_\_\_\_ and \_\_\_\_\_

8. Between which two would you look for a book by Norton?

\_\_\_\_\_ and \_\_\_\_\_

9. Look on your library shelves for books by three of the authors on the preceding list. Write the name of each author, and the names of the two authors to the left and right of it.

Example:

Costworth between  
Candill and  
Cobb

a. \_\_\_\_\_ between  
\_\_\_\_\_ and  
\_\_\_\_\_

b. \_\_\_\_\_ between  
\_\_\_\_\_ and  
\_\_\_\_\_

c. \_\_\_\_\_ between  
\_\_\_\_\_ and  
\_\_\_\_\_



Biographies

1. What is a biography?

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2. What is the call number on biographies in your library?

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3. Look at the first book in the biography section. What person is described in it?

a. 

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Who is described in the second book?

b. 

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Who is described in the third book?

c. 

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Who is described in the fourth book?

d. 

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4. What is the arrangement of the four names you have just written?

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5. How are biographies arranged?

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6. What does the word "collective" mean to you?

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7. When you look at the books in the 920, or "collective biography" section, what do you discover that a collective biography is?

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8. How are collective biographies arranged?

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Review

9. Without looking back, answer this question: How is fiction arranged on the library shelves?
10. How is most non-fiction arranged?
11. How are single biographies arranged?
12. How are collective biographies arranged?
13. Now look back and check yourself. How many of the review questions have you answered correctly?

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## B. USING THE CARD CATALOG

Difficulty Level III:

How Are Library Books Arranged?Dewey Classification System

1. On the left are some of the classification numbers that you will see on books, along with the subject for which each number stands. Some of the subjects, however, have not been filled in. What subject does each number in the right-hand column represent?

000-099	General Works (Encyclopedias)		
100-199	Philosophy; Psychology		
170	Manners		
200-299	Religion; Mythology		
220	Bible Stories		
290		290	_____
300-399	Social Science		
380	Transportation		
390	Customs		
	394	394	_____
	398		
		398	_____
400-499	Languages		
500-599		500-599	_____
510		510	_____
570	Biology		
	571	571	_____
590		590	_____

600-699	Applied Science	
610	Medicine	
620		620 _____
	629	629 _____
	630	630 _____
	690	690 _____
700-799		700-799 _____
740		740 _____
770		770 _____
780		780 _____
790		790 _____
800-899		800-899 _____
810	American Literature	
	811	811 _____
	812	812 _____
	820	English Literature
	821	821 _____
	822	822 _____
	840	840 _____
900-999		900-999 _____
910	Geography; Travel	
	914	Geography of Europe
	917	917 _____
	940	History of Europe
	970	970 _____
	973	973 _____

2. What do books in sections 810, 820, and 840 have in common?

\_\_\_\_\_

\_\_\_\_\_

3. 810, 820, and 840 are in what major classification number?

\_\_\_\_\_

4. How many major classification numbers are there in the Dewey Decimal Classification System?
-

## B. USING THE CARD CATALOG

Difficulty Level II:

What Is a Card Catalog?

Here are two sample cards from the catalog:

780  
 G      Graham, Alberta  
           Great bands of America.

780      Great bands of America.  
 G      Graham, Alberta

1. How many books are mentioned on one catalog card?
2. On the first catalog card, what do the first words refer to?
3. On the second card, what do the first words refer to?
4. In what two ways is this book listed in the catalog?
5. What does <sup>780</sup><sub>G</sub> tell you about this book?
6. Now, on the basis of your experience, answer this question in your own words: What is a card catalog?

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a. 

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b. 

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## B. USING THE CARD CATALOG

Difficulty Level II:

How Do We Locate a Particular Book?

On the front of each catalog drawer are guide letters. Imagine that each of the blanks below stands for a catalog drawer in the school library. Copy the correct guide letters on the blanks, so that you have a chart of the school card catalog.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. In what order are the letters on your chart?  
\_\_\_\_\_
2. In what order are the drawers in the card catalog?  
\_\_\_\_\_

Authors

3. Select the drawer in which you would look for each of the following authors, and copy the guide letters on the corresponding blank.

Alcott

\_\_\_\_\_

Stevenson

\_\_\_\_\_

Cavanna

\_\_\_\_\_

Nordhoff

\_\_\_\_\_

De Lesuw

\_\_\_\_\_

4. Select one of these authors, and find it in your card catalog. How many cards do you find for your author?
5. If there is no number in the upper left-hand corner of a card, what kind of a book is described on the card?
6. Find on the shelves the books by the author you have chosen. What is the author directly to the left of your author?
7. What is the author to the right of your author?

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### Titles

8. Select the drawer in which you would look for each of the following titles, and copy the guide letters on the corresponding blank. If the first word of a title is "A" or "An" or "The", it will be alphabetized under the second word in the title.
- a. Big Foot Wallace of the Texas Rangers
- b. You and Space Travel
- c. The Story of People
- d. Basketball Comes to Lonesome Point
- e. My Room Is My Hobby
9. List here the titles of two books which you believe that your school library owns. Find one of them in the card catalog.

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10. If the book is fiction, what is the last name of the author?

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If it is non-fiction, what is the call number?

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11. When you find the book on the library shelves, what books are to the right and left of it?

a. 

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b. 

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Review

12. In what two ways could you find a book in the card catalog?

a. 

---

b. 

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13. How is the card catalog arranged?

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14. If a catalog card has no call number in the upper left-hand corner, how do you find that book on the library shelves?

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## B. USING THE CARD CATALOG

Difficulty Level III:

How Do We Locate Particular Kinds of Books?

If you know either the author or the title of a book, you can find in the catalog a card which will direct you to the shelf where that book belongs. In what other way can you locate a book through the card catalog?

780            BAND MUSIC  
 G            Graham, Alberta  
               Great bands of America.

1. What is the title of the book represented by the card above?
2. Who is the author of the book?
3. What is the subject of the book?
4. Would this card be filed under title, or author, or subject?
5. If you wanted a book by Robert Williams called All About Butterflies, under what three headings would you find it listed in the card catalog?
6. Now imagine that you are preparing a report about airplanes. Under what heading will you look in the card catalog?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

You might find in the catalog a card stating:

AIRPLANES  
see  
AVIATION

7. This is a cross reference card. How many books are referred to on this card?

---

8. What should you do when you find this card?

---



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9. Imagine that your report is about the history of airplanes. In the catalog you find a card for each of the following books. Which books are important for your report? Check the appropriate columns. If you must know more about a book before deciding, check the "?" column.

	<u>Yes</u>	<u>No</u>	<u>?</u>
a. Airplanes and Their History	—	—	—
b. Amelia Earhart, Queen of the Skies	—	—	—
c. Famous Airports of the World	—	—	—
d. Flight Today and Yesterday	—	—	—
e. Guy Gilpatric's Flying Stories	—	—	—
f. High Frontier	—	—	—
g. Night Flight	—	—	—
h. Planes of the United States Air Force	—	—	—
i. Real Book of Airplanes	—	—	—
j. Story of Aviation	—	—	—

10. If you looked only at the first card, Airplanes and Their History, when finding information for your report, what would happen?

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11. Why did you check the "?" column after some books?

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12. How could you find out whether these books are suitable for your report?

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The rest of this lesson consists of blanks for you to fill in with information about specific books which would be useful for a report.

13. How will you find these books in the card catalog?

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14. How will you find them on the library shelves?

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15. If you are looking for a biography of a man, how will you look up his name in the card catalog?

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Author: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Call Number: \_\_\_\_\_

Call Number: \_\_\_\_\_

Author: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Call Number: \_\_\_\_\_

Call Number: \_\_\_\_\_

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2. How many of the magazines that you examined were new to you?

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3. Which magazines would you enjoy reading in leisure time?

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4. Which magazines would be valuable in your club work?

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5. Which magazines would be valuable for social studies reports or for background reading?

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6. Which magazines would be valuable for English class?

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7. Which magazines would be valuable for science work?

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---

8. Which magazines would be valuable for other school subjects?

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C. USING MAGAZINES AND THE READERS' GUIDE

Difficulty Level II:

How Do We Find Magazine Articles?

If you looked through all of the magazines in your school library for an article about the Little League, how long would you have to search? Is there not some easier way to locate specific magazine articles?

1. Where is the Readers' Guide to Periodical Literature in your school library? \_\_\_\_\_
2. What kind of information does the Readers' Guide contain? \_\_\_\_\_
3. How is the Readers' Guide arranged? \_\_\_\_\_
4. Where in the Readers' Guide would you find something about the Little League? \_\_\_\_\_
5. Imagine that you have found this in the Readers' Guide:

LITTLE leagues

Big-league Little leaguers: Schenectady, N.Y.  
H.Cohn. il Colliers 136:72-3 J1 8 '55

5. Where in the Readers' Guide can you find a "Key" which explains the symbols and abbreviations used? \_\_\_\_\_
6. What article is suggested in the Readers' Guide entry above? \_\_\_\_\_  
\_\_\_\_\_
7. Who wrote the article? \_\_\_\_\_

8. What do you know about the article from the abbreviation "il"?
9. In what magazine would you find the article?
10. What does "136" stand for?
11. In what month, day, and year of the magazine would you look?
12. On what pages in the magazine would you find the article?
13. What subject would you like to look up in the Readers' Guide?
14. How will you find the subject that you have chosen?
15. When you have found your subject, what article do you find suggested?
16. Who wrote the article?
17. In what magazine will you find the article?
18. In which issue of the magazine will you look?
19. On what pages will you look?
20. How will you find a copy of the magazine in the library?

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C. USING MAGAZINES AND THE READERS' GUIDE

Difficulty Level III:

How Do We Find Magazine Stories, Reviews, and Poems?

You have used the Readers' Guide to find magazine articles. But magazines also contain stories, movie and play reviews, and poems. How would you locate these in magazines?

1. Where in the Readers' Guide can you find an explanation of how stories, reviews, and poems are listed?

\_\_\_\_\_

Here is a Readers' Guide entry:

BASE runners need brains;  
story. See Einstein, C.

2. Where would you look for more information about this story?

\_\_\_\_\_

3. Would the story also be mentioned under the subject "Baseball" in the Readers' Guide?

\_\_\_\_\_

4. In what three ways can you find a story listed in the Readers' Guide?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. In what two ways could you find a poem by Robert Frost?

a. \_\_\_\_\_

b. \_\_\_\_\_

6. How would you find a review of the movie "Around the World in Eighty Days"?

\_\_\_\_\_

\_\_\_\_\_

7. How would you find a review of the stage version of "St. Joan"?

\_\_\_\_\_

\_\_\_\_\_

C. USING MAGAZINES AND THE READERS' GUIDE

Difficulty Level III:

How Can We Use the Readers' Guide  
In Club and School Work?

1. What club, school, or leisure-time interest would you like to learn more about during the next few months?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why would it be valuable to keep a permanent record of the magazine reading you do on this topic?  
\_\_\_\_\_  
\_\_\_\_\_
3. What subject headings in the Readers' Guide do you find that are important for this topic?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How often is the Readers' Guide published?  
\_\_\_\_\_
5. How often should you look for newly published magazine articles on your topic?  
\_\_\_\_\_  
\_\_\_\_\_

On the following pages are blanks which will help you to keep a record of the articles you read.

Who is the author? \_\_\_\_\_

What is the title? \_\_\_\_\_

In what magazine is it? \_\_\_\_\_

What volume, date, and pages? \_\_\_\_\_

What are the four most important ideas that you found? 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

.....

Who is the author? \_\_\_\_\_

What is the title? \_\_\_\_\_

In what magazine is it? \_\_\_\_\_

What volume, date, and pages? \_\_\_\_\_

What are the five most important ideas that you found? 1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

Who is the author?

\_\_\_\_\_

What is the title?

\_\_\_\_\_

In what magazine is it?

\_\_\_\_\_

What volume, date, and pages?

\_\_\_\_\_

What are the four most important ideas that you found?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

.....  
Who is the author?

\_\_\_\_\_

What is the title?

\_\_\_\_\_

In what magazine is it?

\_\_\_\_\_

What volume, date, and pages?

\_\_\_\_\_

What are the five most important ideas that you found?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

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## D. USING ENCYCLOPEDIAS

Difficulty Level I:

What Is an Encyclopedia?

Can an encyclopedia help with club and hobby work as well as with school reports? Just what does an encyclopedia contain?

1. Where are the encyclopedias in your school library?  
\_\_\_\_\_
2. If you are looking for a particular topic, what markings on the back of each volume can help you?  
\_\_\_\_\_
3. What markings at the top of the pages can help?  
\_\_\_\_\_
4. What sport can you find in an encyclopedia?  
\_\_\_\_\_
5. What pastime or hobby can you find?  
\_\_\_\_\_
6. What famous person can you find?  
\_\_\_\_\_
7. What country can you find?  
\_\_\_\_\_
8. What science topic can you find?  
\_\_\_\_\_
9. How is the material in an encyclopedia arranged?  
\_\_\_\_\_
10. Now that you have examined several topics in an encyclopedia, write your own definition. What is an encyclopedia?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## D. USING ENCYCLOPEDIAS

Difficulty Level II:

Why Do We Use the Index of an Encyclopedia?

Perhaps you think that in using an encyclopedia it would be easier to turn directly to the correct volume, and to look up a topic without consulting the index. Let us conduct an experiment.

1. Which of these topics would you like to look up:  
Elephant, Fisheries,  
Middle Ages, Music,  
Napoleon, Reading, or  
United States?  

---
2. When you turn directly to the correct volume without using the index, how many pages on your topic do you find?  

---
3. When you look up your topic in the index of the encyclopedia, how many pages are suggested?  

---
4. Which method of finding a topic do you prefer?  

---
5. Why do you like this method better?  

---

Do you remember how to use an index? For a review, turn back to page 42, to the section Why and How Do We Use the Index?

## D. USING ENCYCLOPEDIAS

Difficulty Level III:

Why Are Some Topics Hard to Find in the Index?

Here is a list of words arranged the way the index of Encyclopedia Americana is arranged:

Water  
Water turbine  
Water wheel  
Watertown  
Waterville  
Waterways  
Waterworks

1. Why do you think that we call this "word-by-word" alphabetical order?

---



---



---

The same words would be arranged this way in the index of Compton's Pictured Encyclopedia:

Water  
Watertown  
Water turbine  
Waterville  
Waterways  
Water wheel  
Waterworks

2. Why do you think that we call this "letter-by-letter" alphabetical arrangement?

---



---



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3. In the first list, the word "waters" would go between which two words?

---

\_\_\_\_\_ and \_\_\_\_\_

4. In the second list, the word "waters" would go between which two words?

---

\_\_\_\_\_ and \_\_\_\_\_

5. Now that you know that there are two ways in which indexes may be arranged, what would you do if you were looking for "water wheel" in an encyclopedia?

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6. If you do not find the topic you want in the first place you look for it, what should you do?

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If you look up "aeronautics" in the index of an encyclopedia, you might find this entry:

Aeronautics, see Aviation

7. What must you do in order to find articles?

---

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8. When you look up "Poetry" in an encyclopedia, what other heading do you find suggested?

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9. When you look up "Hogweed" what other heading do you find?

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10. Why is it important to follow up "see" and "see also" references?

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D. USING ENCYCLOPEDIAS

Difficulty Level III:

How Do Encyclopedias Differ?

Why does your school or public library own several different encyclopedias? How is one set different from the others?

1. Which encyclopedias does your school library own?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
2. Which encyclopedias have a separate index volume?  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Which encyclopedias have an index in each volume?  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Which encyclopedias have a special section with topics for further study?  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Which encyclopedias have topics for study following individual articles?  
\_\_\_\_\_  
\_\_\_\_\_
  
6. Which encyclopedias have yearbooks or annuals?  
\_\_\_\_\_  
\_\_\_\_\_
  
7. When were the most recent annuals published?  
\_\_\_\_\_

8. What kind of information would you look up in annuals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Which encyclopedias are primarily for children and young people? \_\_\_\_\_  
\_\_\_\_\_
10. Which encyclopedias are primarily for advanced students or older people? \_\_\_\_\_  
\_\_\_\_\_
11. In what three ways do encyclopedias differ?  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

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## E. USING REFERENCE BOOKS

Difficulty Level I:

What Is a Dictionary?

You know that when you cannot spell a word, the dictionary will help you. What other problems can you solve by turning to the dictionary?

1. What is the meaning of the expression "hoity-toity"?  
\_\_\_\_\_  
\_\_\_\_\_
2. Suppose that you want to use a word which means the same thing that "increase" means. What synonyms for "increase" are listed?  
\_\_\_\_\_  
\_\_\_\_\_
3. What antonyms for "increase" are listed?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the meaning of the abbreviation "f.o.b."?  
\_\_\_\_\_
5. What does the dictionary tell you about the town of Timbuktu?  
\_\_\_\_\_  
\_\_\_\_\_
6. Is the word "advertisement" pronounced "advertisement", or is it "advertisement"?  
\_\_\_\_\_
7. You want to add an "ing" ending to the word "offer", but you cannot remember whether the "r" should be doubled. What does the dictionary tell you?  
\_\_\_\_\_

8. You have come to the end of a line in writing a letter, and you must divide the word "fabulous" between two syllables. What does the dictionary tell you about dividing this word?
9. How is a dictionary arranged?
10. Now that you have examined and used a dictionary, answer this question in your own words:  
What is a dictionary?

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## E. USING REFERENCE BOOKS

Difficulty Level II:

How Do We Use a Dictionary?

How do we use an unabridged dictionary or a desk-size dictionary? Is a large dictionary more difficult to understand than a pocket-size dictionary? To find out, let us examine a large dictionary.

1. How can the thumb-index help you? \_\_\_\_\_
2. When you are looking for a word, what information at the top of each page can help you? \_\_\_\_\_
3. How is the dictionary arranged? \_\_\_\_\_
4. Where can you find an explanation of the arrangement and meaning of the dictionary? \_\_\_\_\_
5. What is the phonetic spelling of the word "morose"? \_\_\_\_\_
6. What is phonetic spelling supposed to show about a word? \_\_\_\_\_
7. Where in the dictionary do you find a table showing how to pronounce "ä", "ë", and other phonetic symbols? \_\_\_\_\_
8. According to this table, the "ö" in "morose" is pronounced like the "o" in what common word? \_\_\_\_\_
9. What phonetic spellings are given for the word "route"? \_\_\_\_\_

10. Which pronunciation of "route" is the more common, or preferred, pronunciation?  
\_\_\_\_\_
11. How many meanings can you find for the verb "puff"?  
\_\_\_\_\_
12. How many meanings can you find for the noun "puff"?  
\_\_\_\_\_
13. In the dictionary you are using, is the most common meaning, or definition, given first, or last?  
\_\_\_\_\_
14. When you find an unfamiliar word in a book, why should you read all of the dictionary meanings for it?  
\_\_\_\_\_  
\_\_\_\_\_
15. From what foreign words does the word "adversary" come?  
\_\_\_\_\_
16. Where can you find the meaning and pronunciation of foreign phrases such as "faux pas" and "e pluribus unum"?  
\_\_\_\_\_  
\_\_\_\_\_
17. What is the meaning of the prefix "mono-"?  
\_\_\_\_\_
18. What is the meaning of the suffix "-ed"?  
\_\_\_\_\_
19. Where is there a table of weights and measures?  
\_\_\_\_\_
20. Now that you have finished two lessons on the dictionary, a. \_\_\_\_\_  
answer these questions:  
What uses does a small dictionary have? \_\_\_\_\_  
What additional uses does a larger dictionary have? b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## E. USING REFERENCE BOOKS

Difficulty Level III:

How Is the World Almanac Helpful?

1. Where is the World Almanac in your library? \_\_\_\_\_
2. In what part of the World Almanac is the index? \_\_\_\_\_
3. When was Boston founded? \_\_\_\_\_
4. What is the population of Boston? \_\_\_\_\_
5. Who are the United States senators from Massachusetts?  
a. \_\_\_\_\_  
b. \_\_\_\_\_
6. What are the principal industries of Massachusetts? \_\_\_\_\_  
\_\_\_\_\_
7. Where is there a list of cabinet members of the United States? \_\_\_\_\_
8. Who is the ruler of Saudi-Arabia? \_\_\_\_\_
9. What are the principal products of Saudi-Arabia? \_\_\_\_\_  
\_\_\_\_\_
10. What is the principal religion in Saudi-Arabia? \_\_\_\_\_  
\_\_\_\_\_
11. What kinds of information have you found about cities, states, countries, and other geographical sections of the world? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. What country produces the most sugar?
13. Who won the Pulitzer prize for poetry last year?
14. Who received the Academy Award for best supporting actor?
15. What horse won last year's Kentucky Derby?
16. Where is there a list of colleges and universities?
17. How many traffic deaths occurred in the United States last year?
18. What is the most recent round-the-world airplane speed record listed in the World Almanac?
19. What is the longest river in the world?
20. Where is there a list of important events of last year?
21. Now that you have had a chance to look through the World Almanac, answer these questions:  
What kinds of information in the World Almanac might be valuable for school reports?  
What kinds of information might be valuable for club work or for your own interest?

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## E. USING REFERENCE BOOKS

Difficulty Level III:

How Do We Use Atlases?

1. Where are the atlases in your school library?

---

2. What different kinds of atlases are there?

---

---

For the next few questions, use a world atlas.

3. How is the index arranged?

---

4. What information is given in the index about the city of London?

---

---

5. What symbols in the index will help you to locate London on a map?

---

6. Which part of the symbols tells you which map to find?

---

7. When you have found the correct map, how can you find London on it?

---

---

---

8. What information is given in the index about countries, such as France?

---

---

9. What information is given about states, such as New York?

---

---

10. What special features are included in the world atlas you are using?

---

---

---

---

11. What is the title of one United States atlas in the library?

---

12. What special features does the United States atlas contain?

---

---

---

---

13. If your library has a historical atlas, what kinds of maps does it contain?

---

---

14. If you were studying the state of Virginia in 1800, what information in the historical atlas would you find helpful?

---

---

---

## E. USING REFERENCE BOOKS

Difficulty Level III:

How Do We Use Biographical Reference Books?Webster's Biographical Dictionary

1. Where is Webster's Biographical Dictionary in your library? \_\_\_\_\_
2. Are most of the men listed in it alive, or dead? \_\_\_\_\_
3. Of what nationalities are the men listed? \_\_\_\_\_
4. Check the description which best fits the entries of Webster's Biographical Dictionary.
  - a. Long, chatty, illustrated entries \_\_\_\_\_
  - b. Long, scholarly entries \_\_\_\_\_
  - c. Brief, factual entries \_\_\_\_\_
5. Check the way in which Webster's Biographical Dictionary would be most useful to you.
  - a. In giving the backgrounds, achievements, and reputations of people \_\_\_\_\_
  - b. In giving identifying facts of birth, education, and positions held \_\_\_\_\_
  - c. In giving descriptions of the appearance, background, tastes and interests, and personality? \_\_\_\_\_

Who's Who and Who's Who in America

6. Where are Who's Who and Who's Who in America in the library? \_\_\_\_\_
7. How often are new editions of these books published? \_\_\_\_\_
8. Are the men listed in these books alive, or dead? \_\_\_\_\_
9. Of what nationality are the people listed in Who's Who? \_\_\_\_\_
10. Of what nationality are those in Who's Who in America? \_\_\_\_\_
11. Check the description which best characterizes entries in Who's Who and Who's Who in America.
- a. Long, chatty, illustrated entries \_\_\_\_\_
- b. Long, scholarly entries \_\_\_\_\_
- c. Brief, factual entries \_\_\_\_\_
12. Check the way in which these two books would be most useful to you.
- a. In giving the backgrounds, achievements, and reputations of people \_\_\_\_\_
- b. In giving identifying facts of birth, education, and positions held \_\_\_\_\_
- c. In giving descriptions of the appearance, background, tastes and interests, and personality? \_\_\_\_\_

Current Biography

13. Where is Current Biography in your library? \_\_\_\_\_
14. How often are supplements to Current Biography published? \_\_\_\_\_
15. Where is the index to all of the past volumes of it? \_\_\_\_\_
16. Are the people in it alive, or dead? \_\_\_\_\_
17. Of what nationalities are the people listed? \_\_\_\_\_
18. If you want to know more about a person than Current Biography tells you, what item will lead you to more information? \_\_\_\_\_
19. Check the description which best fits the entires of Current Biography.
- a. Long, chatty, illustrated entries \_\_\_\_\_
- b. Long, scholarly entries \_\_\_\_\_
- c. Brief, factual entries \_\_\_\_\_
20. Check the way in which Current Biography would be most useful to you.
- a. In giving the backgrounds, achievements, and reputations of people \_\_\_\_\_
- b. In giving identifying facts of birth, education, and positions held \_\_\_\_\_
- c. In describing the appearance, background, tastes and interests, and personality? \_\_\_\_\_

Dictionary of American Biography

21. Where is the Dictionary of American Biography in your library? \_\_\_\_\_
22. Are the people listed in it alive, or dead? \_\_\_\_\_
23. Of what nationality are the people listed? \_\_\_\_\_
24. Check the description which best fits the entries of the Dictionary of American Biography.
- a. Long, chatty, illustrated entries \_\_\_\_\_
  - b. Long, scholarly entries \_\_\_\_\_
  - c. Brief, factual entries \_\_\_\_\_
25. Check the way in which the Dictionary of American Biography would be most useful to you.
- a. In giving the backgrounds, achievements, and reputations of people \_\_\_\_\_
  - b. In giving identifying facts of birth, education, and positions held \_\_\_\_\_
  - c. In describing the appearance, background, tastes and interests, and personality? \_\_\_\_\_

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## TEST ANSWER KEY

	Quiz	A	B	C	D	E	
Level I:	1	1	1	1	1	1	Question
	c	d	c	e	d		Answer
Level II:	2	2	2	2	2		Question
	e	c	a	b			Answer
Level II:	3	3	3	3	2		Question
	c	a	e	c	c		Answer
Level III:	4	4	4	4			Question
	c	d	b	a			Answer
Level III:		5	5				Question
		b	d				Answer
Level III:		6					Question
		d					Answer
Level III:		7					Question
		a					Answer
Level III:	5	8	6	5	3		Question
	b	c	b	e	e		Answer
Level III:	6	9	7	6	4		Question
	d	e	c	e	d		Answer
Level III:	7	10	8	7	5		Question
	b	e	d	a	b		Answer
Level III:	8		9	8	6		Question
	e		b	c	b		Answer
Level III:	9		10	9	7		Question
	a		e	d	a		Answer
Level III:	10			10	8		Question
	a			b	b		Answer
Level III:					9		Question
					a		Answer
Level III:					10		Question
					a		Answer

## SUGGESTED ANSWERS TO THE WORKBOOK EXERCISES

\* Starred answers may vary, according to the books used, or according to individual interests and methods.

Why Do We Use the Table of Contents?Page 40

1. in the front
2. in alphabetical order
3. by finding the page number suggested in the table

4. \*

Page 41

5. \* \_\_\_\_\_
6. \* It is in chronological order.
7. \* a vocabulary-building section.
8. find it in numerical order in the table of contents; find the page
9. to find out the subject and arrangement of the book; to find special sections and chapters

SUGGESTED ANSWERS: Why and How Do We Use the Index?

\* Starred answers may vary.

Page 42

Page 43 and

Page 44

will have various answers according to the books used and according to individual choice of subjects.

1. \* \_\_\_\_\_
  
2. \* \_\_\_\_\_
  
3. Recommendation: No. It  
is too slow, and I did not  
find my topic.
  
- 4.\* \_\_\_\_\_
  
5. Recommendation: Yes. It  
is quick and accurate.

SUGGESTED ANSWERS: How Do We Use Cross References?

\* Starred answers may vary.

Page 45Page 46

- |  |   |
|--|---|
| 1. <u>page numbers</u>   | 6. <u>Pp. 26, 94-95, 13, 53, 95</u>                                   |
| 2. <u>"Charles the Great"</u>                                    | 7. <u>*</u>   |
| 3. <u>We look across the index</u><br><u>to another heading.</u> | 8. <u>*</u>   |
| 4. <u>"Charles the Great"</u><br><u>followed by page numbers</u> | 9. <u>so that you find all of the</u><br><u>pages on your subject</u> |
| 5. <u>pages 144, 148, and 182</u>                                |   |

SUGGESTED ANSWERS: What Does the Title Page Tell Us?

\* Starred answers may vary.

Page 47  
will have various answers  
according to the books  
used.

Page 48

4. title, author, publisher  
\_\_\_\_\_
5. It would give complete  
information necessary for  
identifying the book.

SUGGESTED ANSWERS: Is the Copyright Date Important?

\* Starred answers may vary.

Page 49

Page 50

9. because it shows how up-  
to-date the information  
is

1. \* \_\_\_\_\_

2. Only the author can make  
other copies of the book.

3. a. \* \_\_\_\_\_

4. It was up-to-date in  
that year.

5. b. \* \_\_\_\_\_

6. c. \* \_\_\_\_\_

7. that with the latest date

8. that with the latest date

	<u>Recent</u> <u>Date</u>	<u>Any</u> <u>Date</u>
10.		
a.	<u>x</u>	<u>—</u>
b.	<u>x</u>	<u>—</u>
c.	<u>—</u>	<u>x</u>
d.	<u>x</u>	<u>—</u>
e.	<u>x</u>	<u>—</u>
f.	<u>—</u>	<u>x</u>
g.	<u>—</u>	<u>x</u>
h.	<u>x</u>	<u>—</u>

11. These fields change  
rapidly, and old books do  
not include new changes.

SUGGESTED ANSWERS: Is the Copyright Date Important?

Page 51

12. These subjects do not  
change greatly from year  
to year.
  
13. when you have a subject in  
which there have been  
recent important changes

SUGGESTED ANSWERS: How Can We Use Special Study Helps?

\* Starred answers may vary.

Page 52

Page 53

- 1. after the title page  
\_\_\_\_\_
- 2. purpose of the author,  
and names of people who  
helped the author  
\_\_\_\_\_
- 3. after the table of  
contents  
\_\_\_\_\_
- 4. \* \_\_\_\_\_
- 5. \* \_\_\_\_\_
- 6. by introducing him to  
the subject of the book  
\_\_\_\_\_

- 7. \* \_\_\_\_\_
- 8. by preparing you for what  
the chapter will tell you  
\_\_\_\_\_
- 9. \* \_\_\_\_\_
- 10. by reminding you about what  
you have read  
\_\_\_\_\_
- 11. after reading the chapters,  
and also when reviewing  
for a test  
\_\_\_\_\_
- 12. \* \_\_\_\_\_
- 13. \* \_\_\_\_\_  
\_\_\_\_\_
- 14. in case you wanted to know  
more about the subject  
\_\_\_\_\_
- 15. in the library (through the  
card catalog)  
\_\_\_\_\_

SUGGESTED ANSWERS: How Can We Use Special Study Helps?

\* Starred answers may vary.

Page 54

Page 55,  
Page 56, and  
Page 57

16. \* \_\_\_\_\_  
\_\_\_\_\_

will have various answers according to the books used and according to individual choice of subjects.

17. alphabetically

18. the meaning of the word  
\_\_\_\_\_

19. It defines hard words  
found in the reading.

20. \* in the back of the book

21. \* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUGGESTED ANSWERS: How Are Library Books Arranged?

\* Starred answers may vary.

Page 59

Page 60

will have various answers  
according to the authors  
chosen by individuals

1. alphabetically by last  
names of authors
2. in the "T" section, in  
alphabetical order
3. Cavanna and DeLeeuw
4. Lawson and Nordhoff
5. Sperry and Tunis
6. DeLeeuw and Goudge
7. Cavanna and DeLeeuw
8. Nordhoff and Sperry

SUGGESTED ANSWERS: How Are Library Books Arranged?

\* Starred answers may vary.

Page 62Page 61

- |  |   |
|--|---|
| 1. <u>according to numbers on</u><br><u>the backs of the books</u>             | 1. <u>a true book about a real</u><br><u>person</u>                                 |
| 2. <u>American history</u>   | 2. <u>*</u>   |
| 3. <u>* Adams</u>  | 3. <u>a. *</u><br><u>b. *</u>   |
| 4. <u>American history</u>   | <u>c. *</u>   |
| 5. <u>* Baker</u>  | <u>d. *</u>   |
| 6. <u>American history</u>   | 4. <u>last names are alphabetical</u><br><u>_____</u>                               |
| 7. <u>American history books</u>   | 5. <u>alphabetically by the last</u><br><u>names of the men described</u>           |
| 8. <u>last name of the author</u>  | 6. <u>several things; a group</u>   |
| 9. <u>alphabetically by the</u><br><u>last names of the</u><br><u>authors.</u> | 7. <u>a book about several real</u><br><u>people</u>                                |
|  | 8. <u>alphabetically by the last</u><br><u>names of the authors</u><br><u>_____</u> |

SUGGESTED ANSWERS: How Are Library Books Arranged?

\* Starred answers may vary.

Page 63Page 64

9. alphabetically by last  
names of the authors
10. by numbers (which  
represent subjects)
11. alphabetically by the last  
names of the men described
12. alphabetically by last  
names of the authors
13. \* \_\_\_\_\_

290 Mythology394 Holidays398 Fairy tales500-599 Science510 Mathematics571 Prehistoric man590 Animal stories

SUGGESTED ANSWERS: How Are Library Books Arranged?

\*Starred answers may vary.

Page 65

620 Engineering  
 629 Aviation  
 630 Gardening  
 690 Building  
 700-799 Fine arts  
 740 Drawing  
 770 Photography  
 780 Music  
 790 Recreation

800-899 Literature

811 American poetry  
 812 American plays

821 English poetry  
 822 English plays

840 French literature

900-999 History and Geography

917 N.American Geography

970 N.American History

973 United States History

2. all are about literature

---

3. 800-899 (Literature)

Page 66

4. ten

SUGGESTED ANSWERS: What Is a Card Catalog?  
How Do We Locate a Particular Book?

\* Starred answers may vary.

Page 67

Page 68

1. one

2. the author

3. the title

4. a. by author

b. by title

5. You can find it in the  
780 section.

6. It is a list, on cards,  
of all the authors and  
titles in the library,  
with their call numbers.

1. alphabetical

2. alphabetical

SUGGESTED ANSWERS: How Do We Locate a Particular Book?

\* Starred answers may vary.

Page 69

Page 70

4. \* \_\_\_\_\_

10. \* \_\_\_\_\_

5. a book of fiction

11. \* \_\_\_\_\_

11. a. \* \_\_\_\_\_

b. \* \_\_\_\_\_

6. \* \_\_\_\_\_

7. \* \_\_\_\_\_

12. a. finding the author

b. finding the title

13. alphabetically

14. by looking for the last name of the author

8. \*

9. \* \_\_\_\_\_  
\_\_\_\_\_

SUGGESTED ANSWERS: How Do We Locate Particular Kinds of Books?

\* Starred answers may vary.

Page 71

Page 72

7. none

8. find "Aviation" in the  
card catalog

1. Great Bands of America

2. Alberta Graham

3. band music

4. under subject

5. a. All About Butterflies

b. Williams, Robert

c. butterflies

6. airplanes

9. 

	<u>Yes</u>	<u>No</u>	<u>?</u>
a.	<u>x</u>	<u>—</u>	<u>—</u>
b.	<u>—</u>	<u>x</u>	<u>—</u>
c.	<u>—</u>	<u>x</u>	<u>—</u>
d.	<u>x</u>	<u>—</u>	<u>—</u>
e.	<u>—</u>	<u>x</u>	<u>—</u>
f.	<u>—</u>	<u>—</u>	<u>x</u>
g.	<u>—</u>	<u>—</u>	<u>x</u>
h.	<u>—</u>	<u>—</u>	<u>x</u>
i.	<u>—</u>	<u>—</u>	<u>x</u>
j.	<u>x</u>	<u>—</u>	<u>—</u>

10. You would miss books which  
might be valuable.

---

SUGGESTED ANSWERS: How Do We Locate Particular Kinds of  
Books? <sup>122</sup>

Page 73

\* Starred answers will vary

11. Some titles do not show  
what is in the books.
12. by finding them and  
using the table of con-  
tents
13. \* by looking up the  
subject alphabetically
14. by finding the author's  
name or the call number
15. look for his last name,  
in alphabetical order

SUGGESTED ANSWERS; How Do We Find Magazine Articles?

\* Starred answers may vary.

Page 79Page 76 andPage 77

will have various answers according to the magazines used and according to individual interests.

Page 78

- |  |   |
|--|---|
| 1. *   | 8. <u>that it has pictures</u>                                |
| 2. <u>about magazine articles</u>                                  | 9. <u>Colliers</u>  |
| 3. <u>alphabetically</u>   | 10. <u>the volume</u>   |
| 4. <u>under "L"</u>  | 11. <u>July 8, 1955</u>                                       |
|  | 12. <u>pages 72 and 73</u>                                    |
|  | 13. *   |
|  | 14. * <u>by looking it up in</u><br><u>alphabetical order</u> |
|  | 15. *   |
|  | 16. *   |
| 5. <u>in the front</u>   | 17. *   |
| 6. <u>"Big-league Little</u><br><u>Leaguers; Schenectady, N.Y.</u> | 18. *   |
| 7. <u>H. Cohn</u>  | 19. *   |
|  | 20. *   |

SUGGESTED ANSWERS: How Do We Find Magazine Stories,  
Reviews, and Poems?

\* Starred answers may vary.

Page 80

1. \* in the front
  
2. under "Einstein, C."
  
3. yes
  
4. a. by author  
b. by title  
c. by subject
  
5. a. by author (Frost, R.)  
b. under "Poems"
  
6. under "Moving picture  
plays--Criticisms, plots"
  
7. by author, or under  
"Dramas-Criticisms, plots"

SUGGESTED ANSWERS: How Can We Use the Readers' Guide  
In Club and School Work?

\* Starred answers may vary.

Page 81

Page 82 and

Page 83

will have various answers  
according to the subjects  
chosen by individuals.

1. \* \_\_\_\_\_

2. to show progress; to  
record references used

3. \* \_\_\_\_\_

4. twice a month

5. at least twice a month  
\_\_\_\_\_

SUGGESTED ANSWERS: What Is an Encyclopedia?  
Why Do We Use the Index of an Encyclopedia?

\* Starred answers may vary.

Page 85

Page 86

1. \* \_\_\_\_\_
2. \* letters of the alphabet
3. \* guide letters
4. \* \_\_\_\_\_
5. \* \_\_\_\_\_
6. \* \_\_\_\_\_
7. \* \_\_\_\_\_
8. \* \_\_\_\_\_
9. alphabetically
10. It is a set of books (or  
a book) containing  
alphabetically arranged  
articles on practically  
every subject.

1. \* \_\_\_\_\_
2. \* \_\_\_\_\_
3. \* \_\_\_\_\_
4. using the index
5. it leads to more pages

SUGGESTED ANSWERS: Why Are Some Topics Hard to Find in the Index?

\* Starred answers may vary.

Page 87

1. because single words  
are alphabetized before  
compound words

2. single and compound  
words are alphabetized  
together

3. Water and Watertown  
wheel

4. Water and Watertown

Page 88

5. look after both  
"Water turbine" and  
"Waterways"

6. look up and down the index  
column to see if it is  
filed somewhere else

7. look up "Aviation" in  
the index

8. "Figures of speech"

9. "Ragweed"

10. so that you do not miss  
valuable material listed  
under other headings

SUGGESTED ANSWERS: How Do Encyclopedias Differ?

\* Starred answers may vary

Page 90Page 898. events, inventions, and  
trends of the past year  
\_\_\_\_\_

1. \* a. Compton's Pictured  
Encyclopedia  
b. Encyclopedia Americana  
c. World Book Encyclopedia  
d. Britannica Junior  
e. Collier's Encyclopedia

9. \* Britannica Junior,  
Compton's, World Book2. Americana, Collier's  
\_\_\_\_\_10. \* Americana, Colliers,  
Encyclopedia Britannica

11. a. features included  
b. feature arrangement  
c. purpose (appeal)

3. \* Compton's  
\_\_\_\_\_4. World Book  
\_\_\_\_\_5. Compton's  
\_\_\_\_\_6. Americana, Worldbook  
\_\_\_\_\_

7. \* \_\_\_\_\_

SUGGESTED ANSWERS: What Is a Dictionary?

\* Starred answers may vary.

Page 92

1. \* "What a pothar!"  
\_\_\_\_\_
2. \* \_\_\_\_\_  
\_\_\_\_\_
3. \* \_\_\_\_\_  
\_\_\_\_\_
4. free on board
5. \* location and population  
figures
6. advertisement
7. "r" is not doubled

Page 93

8. to divide "fab-ulous" or  
"fabu-lous"  
\_\_\_\_\_
9. alphabetically
10. It is a book containing  
words, arranged in  
alphabetical order, with  
their pronunciations and  
meanings.

SUGGESTED ANSWERS: How Do We Use a Dictionary?

\* Starred answers may vary.

Page 94Page 95

- |                                     |   |       |
|-------------------------------------|---|-------|
|                                     | 10. *                                   | _____ |
|                                     | 11. *                                   | _____ |
| 1. <u>The alphabet letters lead</u> | 12. *                                   | _____ |
| <u>you toward your word.</u>        |   |       |
| 2. <u>guide letters or words</u>    | 13. *                                   | _____ |
| 3. <u>alphabetically</u>            | 14. <u>A later meaning may be</u>       | _____ |
|                                     | <u>more appropriate than the</u>        | _____ |
|                                     | <u>first.</u>                           | _____ |
| 4. * <u>in the front</u>            | 15. <u>"ad" and "verto" (Latin)</u>     | _____ |
| 5. * <u>mo-rts</u>                  | 16. *                                   | _____ |
| 6. <u>how it is pronounced</u>      | 17. <u>"single"</u>                     | _____ |
| 7. *                                | 18. <u>something completed</u>          | _____ |
|                                     | 19. *                                   | _____ |
| 8. * <u>"go"</u>                    | 20. a. <u>giving spelling, meaning,</u> | _____ |
|                                     | <u>sometimes pronunciation</u>          | _____ |
| 9. * <u>rüt and raut</u>            | b. <u>phonetic spelling, more</u>       | _____ |
|                                     | <u>meanings, antonyms, synon-</u>       | _____ |
|                                     | <u>yms, derivations are given</u>       | _____ |

SUGGESTED ANSWERS: How Is the World Almanac Helpful?

\* Starred answers may vary. Page 97

- |  |  |
|--|--|
| <p><u>Page 96</u></p> <p>1. * _____</p> <p>2. <u>in the front</u> _____</p> <p>3. <u>in 1630</u> _____</p> <p>4. <u>1,000,000</u> _____</p> <p>5. <u>a. Leverett Saltonstall</u><br/><u>b. John F. Kennedy</u></p> <p>6. <u>shoe, paper, and textile</u><br/><u>making; electronics</u></p> <p>7. * _____</p> <p>8. <u>King Saud</u> _____</p> <p>9. <u>dates, wheat, barley,</u><br/><u>fruit, hides, wool</u></p> <p>10. <u>Moslem</u> _____</p> <p>11. <u>facts of size, location,</u><br/><u>appearance, resources,</u><br/><u>history, government,</u><br/><u>education, religion</u></p> | <p>12. <u>Cuba</u> _____</p> <p>13. * _____</p> <p>14. * _____</p> <p>15. * _____</p> <p>16. * _____</p> <p>17. * _____</p> <p>18. * _____</p> <p>19. <u>Mississippi-Missouri River</u></p> <p>20. <u>In the front</u> _____</p> <p>21. * <u>a. facts about geography,</u><br/><u>literature prize winners,</u><br/><u>scientific developments</u><br/><u>b. _____</u><br/>_____<br/>_____</p> |
|--|--|

SUGGESTED ANSWERS: How Do We Use Atlases?

\* Starred answers may vary.

Page 98

1. \* \_\_\_\_\_

2. \* United States, world,  
and historical atlases

3. alphabetically

4. \* location, population,  
products, industries

5. \* \_\_\_\_\_

6. \* \_\_\_\_\_

7. \* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. \* \_\_\_\_\_  
\_\_\_\_\_

9. \* \_\_\_\_\_  
\_\_\_\_\_

Page 99

10. \* maps of business  
districts; table of facts  
about countries; photos of  
famous places

11. \* \_\_\_\_\_

12. \* \_\_\_\_\_

13. \* of long-age boundaries,  
products, population

14. \* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUGGESTED ANSWERS: How Do We Use Biographical Reference Books?

\* Starred answers may vary. Page 101

Page 100

- |   |  |
|---|--|
| <p>1. * _____</p> <p>2. <u>most are dead</u></p> <p>3. <u>all nationalities</u></p> | <p>6. * _____</p> <p>7. <u>in alternate years</u></p> <p>8. <u>alive</u></p> <p>9. <u>British</u></p> <p>10. <u>American</u></p> |
| <p>4.     a.  —</p> <p>       b.  —</p> <p>       c.  <u>x</u></p>                  | <p>11.    a.  —</p> <p>       b.  —</p> <p>       c.  <u>x</u></p>   |
| <p>5.     a.  —</p> <p>       b.  <u>x</u></p> <p>       c.  —</p>                  | <p>12.    a.  —</p> <p>       b.  <u>x</u></p> <p>       c.  —</p>   |

SUGGESTED ANSWERS: How Do We Use Biographical Reference Books?

\* Starred answers may vary.

Page 102

Page 103

- |                                 |       |                     |       |
|---------------------------------|-------|---------------------|-------|
| 13. *                           | _____ | 21. *               | _____ |
| 14. <u>once a month</u>         | _____ | 22. <u>dead</u>     | _____ |
| 15. *                           | _____ | 23. <u>American</u> | _____ |
| 16. <u>alive</u>                | _____ |                     |       |
| 17. <u>all nationalities</u>    | _____ |                     |       |
| 18. <u>the list of magazine</u> | _____ | 24. a. _____        |       |
| <u>references</u>               | _____ | b. <u>x</u>         |       |
|                                 |       | c. _____            |       |
| 19. a. <u>x</u>                 |       |                     |       |
| b. _____                        |       | 25. a. <u>x</u>     |       |
| c. _____                        |       | b. _____            |       |
|                                 |       | c. _____            |       |
| 20. a. _____                    |       |                     |       |
| b. _____                        |       |                     |       |
| c. <u>x</u>                     |       |                     |       |

APPENDIX

## ART GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to art appreciation activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Learning to Use the Text Book</u>	<u>Pages</u>
1st, 2d, 3d levels:	
Why Do We Use the Table of Contents?	40
2d, 3d levels:	
Why and How Do We Use the Index?	42
3d level:	
How Do We Use Cross References?	45
What Does the Title Page Tell Us?	47
How Can We Use Special Study Helps?	52
 <u>Finding Related Books</u>	
1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Learning About Artists</u>	
1st, 2d, 3d levels:	
What Is an Encyclopedia?	85

2d, 3d levels:	<u>Pages</u>
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86

## 3d level:

Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Biographical Reference Books?	100

Preparing Reports

## 1st, 2d, 3d levels:

How Are Library Books Arranged?	59
What Is an Encyclopedia?	85

## 2d, 3d levels:

What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86

## 3d level:

How Should We Examine a Book for a Report?	55
How Do We Locate Particular Kinds of Books?	71
Why Are Some Topics Hard to Find in the Index?	87
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81

References

Cook, Margaret G. The New Library Key. New York: H.W. Wilson Company, 1956. Pp. 94-95.

Fargo, Lucile F. Activity Book for School Libraries. Chicago: American Library Association, 1938. Pp. 35-39.

\_\_\_\_\_. Activity Book Number Two. Chicago: American Library Association, 1945. Pp. 209-220.

## ENGLISH GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to English activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Learning to Use the Text Book</u>	<u>Pages</u>
1st, 2d, 3d levels:	
Why Do We Use the Table of Contents?	40
2d, 3d levels:	
Why and How Do We Use the Index?	42
3d level:	
How Do We Use Cross References?	45
What Does the Title Page Tell Us?	47
Why Is the Copyright Date Important?	49
How Can We Use Special Study Helps?	52
 <u>Finding Free Reading Books</u>	
1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Vocabulary-Building through Reading</u>	
1st, 2d, 3d levels:	
What Is a Dictionary?	92

2d, 3d levels:	<u>Pages</u>
How Do We Use a Dictionary?	94

Writing Essays, Stories, and Letters

1st, 2d, 3d levels:	
What Is a Dictionary?	92
2d, 3d levels:	
How Do We Use a Dictionary?	94

Learning about Authors or Historical Characters

SEE ALSO "Finding Free Reading Books"

1st, 2d, 3d levels:	
What Is an Encyclopedia?	85
2d, 3d levels:	
How Do We Use the Index of an Encyclopedia?	86
How Do We Find Magazine Articles?	78
3d level:	
Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Biographical Reference Books?	100

Reading About a Particular Place, Period, or Custom

SEE ALSO "Finding Free Reading Books"

1st, 2d, 3d levels:	
How Do We Use the Table of Contents?	40
What Is an Encyclopedia?	85

2d, 3d levels:	<u>Pages</u>
Why and How Do We Use the Index?	42
How Do We Use the Index of an Encyclopedia?	86

## 3d level:

How Do We Use Cross References?	45
Why Are Some Topics Hard to Find in the Index?	87

Preparing Reports

## 1st, 2d, 3d levels:

How Are Library Books Arranged?	59
Which Magazines Are for You?	76
What Is an Encyclopedia?	85

## 2d, 3d levels:

What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86

## 3d level:

How Can We Use Special Study Helps?	52
How Should We Examine a Book for a Report?	55
How Do We Locate Particular Kinds of Books?	71
How Do Encyclopedias Differ?	89
Why Are Some Topics Hard to Find in the Index?	87
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81

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Company, 1956. Pp. 105-108.
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Chicago: American Library Association, 1938. Pp. 41-48,  
54-55, 111-124.

Fargo, Lucile F. Activity Book Number Two. Chicago:  
American Library Association, 1945. Pp. 109-122.

Rossoff, Martin. The Library in High School Teaching.  
New York: H.W.Wilson Company, 1955. Pp. 7-11, 20-21, 40-  
47, 64-87.

\_\_\_\_\_. Using Your High School Library. New York:  
H.W.Wilson Company, 1952. Pp. 9-20.

## FOREIGN LANGUAGE GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to foreign language activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Finding Related Books</u>	<u>Pages</u>
1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Studying Foreign Phrases Common in English</u>	
1st, 2d, 3d levels:	
What Is a Dictionary?	92
2d, 3d levels:	
How Do We Use a Dictionary?	94
 <u>Learning About National Heroes</u>	
SEE ALSO "Finding Related Books"	
1st, 2d, 3d levels:	
What Is an Encyclopedia?	85
2d, 3d levels:	
How Do We Use the Index of an Encyclopedia?	86

3d level:	<u>Pages</u>
Why Are Some Topics Hard to Find in the Index?	86

Learning About Other Peoples

SEE ALSO "Finding Related Books"

1st, 2d, 3d levels:

What Is an Encyclopedia?	85
--------------------------	----

2d, 3d levels:

How Do We Use the Index of an Encyclopedia?	86
How Do We Find Magazine Articles?	78

3d level:

Why Are Some Topics Hard to Find in the Index?	87
--	----

References

Fargo, Lucile F. Activity Book for School Libraries.  
Chicago: American Library Association, 1938. Pp. 48-51.

Rossoff, Martin. The Library in High School Teaching.  
New York: H.W.Wilson Company, 1955. P. 23.

## MATHEMATICS GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to mathematics activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Learning to Use the Text Book</u>	<u>Pages</u>
1st, 2d, 3d levels:	
Why Do We Use the Table of Contents?	40
2d, 3d levels:	
Why and How Do We Use the Index?	42
3d level:	
How Do We Use Cross References?	45
What Does the Title Page Tell Us?	47
How Can We Use Special Study Helps?	52
 <u>Finding Related Books</u>	
1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Understanding Terms Found in Reading</u>	
1st, 2d, 3d levels:	
What Is a Dictionary?	92

2d, 3d levels:	<u>Pages</u>
How Do We Use a Dictionary?	94

### Preparing Reports

1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
What Is an Encyclopedia?	85
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
How Do We Use the Index of an Encyclopedia?	86
3d level:	
How Should We Examine a Book for a Report?	55
How Do We Locate Particular Kinds of Books?	71
Why Are Some Topics Hard to Find in the Index?	87

### References

- Fargo, Lucile F. Activity Book for School Libraries.  
Chicago: American Library Association, 1938. Pp. 55-77.
- \_\_\_\_\_. Activity Book Number Two. Chicago: American  
Library Association, 1945. Pp. 200-203.

## MUSIC GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to music appreciation activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Finding Related Books</u>	<u>Pages</u>
1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Learning About Composers and Musicians</u>	
1st, 2d, 3d levels:	
What Is an Encyclopedia?	85
2d, 3d levels:	
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86
3d level:	
Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Biographical Reference Books?	100
 <u>Studying Current Events</u>	
1st, 2d, 3d levels:	
What Magazines Are for You?	76

2d, 3d levels:

Pages

How Do We Find Magazine Articles?

78

References

Cook, Margaret G. The New Library Key. New York: H.W.Wilson Company, 1956. Pp. 95-96.

Fargo, Lucile F. Activity Book for School Libraries. Chicago: American Library Association, 1938. Pp. 57-58.

\_\_\_\_\_. Activity Book Number Two. Chicago: American Library Association, 1945. Pp. 220-227.

Rossoff, Martin. The Library in High School Teaching. New York: H.W.Wilson Company, 1955. P. 22.

## SCIENCE GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to science activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Learning to Use the Text Book</u>	<u>Pages</u>
1st, 2d, 3d levels:	
Why Do We Use the Table of Contents?	40
2d, 3d levels:	
Why and How Do We Use the Index?	42
3d level:	
How Do We Use Cross References?	45
What Does the Title Page Tell Us?	47
Why Is the Copyright Date Important?	49
How Can We Use Special Study Helps?	52
 <u>Finding Related Books</u>	
1st, 2d, 3d levels:	
How Are Library Books Arranged?	50
2d, 3d levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3d level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Understanding Terms Found in Reading</u>	
1st, 2d, 3d levels:	
What Is a Dictionary?	92

2d, 3d levels:	<u>Pages</u>
How Do We Use a Dictionary?	94

### Learning About Scientists

SEE ALSO "Finding Related Books"

1st, 2d, 3d levels:	
What Is an Encyclopedia?	85
2d, 3d levels:	
How Do We Use the Index of an Encyclopedia?	86
How Do We Find Magazine Articles?	78
3d level:	
Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Biographical Reference Books?	100

### Studying Current Events

1st, 2d, 3d levels:	
What Magazines Are for You?	76
2d, 3d levels:	
How Do We Find Magazine Articles?	78

### Preparing Reports

1st, 2d, 3d levels:	
How Are Library Books Arranged?	59
Which Magazines Are For You?	76
What Is an Encyclopedia?	85

2d, 3d levels:	<u>Pages</u>
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86
 3d level:	
How Can We Use Special Study Helps?	52
How Should We Examine a Book for a Report?	55
How Do We Locate Particular Kinds of Books?	71
How Do Encyclopedias Differ?	89
Why Are Some Topics Hard to Find in the Index?	87
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81

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## SOCIAL STUDIES GUIDE

The purpose of this Guide is to suggest parts of the Workbook which are related to social studies, civics, and history activities. Below each activity is a list of Worksheet titles and page numbers, divided into three levels of difficulty.

<u>Learning to Use the Text Book</u>	<u>Pages</u>
1st, 2d, 3d levels:	
Why Do We Use the Table of Contents?	40
2d, 3rd levels:	
Why and How Do We Use the Index?	42
3rd level:	
How Do We Use Cross References?	45
What Does the Title Page Tell Us?	47
Why Is the Copyright Date Important?	49
How Can We Use Special Study Helps?	52
 <u>Finding Related Books</u>	
1st, 2d, 3rd levels:	
How Are Library Books Arranged?	59
2d, 3rd levels:	
What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
3rd level:	
How Do We Locate Particular Kinds of Books?	71
 <u>Understanding Words Found in Reading</u>	
1st, 2d, 3rd levels:	
What Is a Dictionary?	92

	<u>Pages</u>
2d, 3rd levels:	
How Do We Use a Dictionary?	94
 <u>Studying Current Events</u>	
1st, 2d, 3rd levels:	
What Magazines Are for You?	76
2d, 3rd levels:	
How Do We Find Magazine Articles?	78
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81
 <u>Studying Governments</u>	
SEE ALSO "Finding Related Books"	
2d, 3d levels:	
How Is the <u>World Almanac</u> Helpful?	96
 <u>Learning About Famous People</u>	
SEE ALSO "Finding Related Books"	
1st, 2d, 3d levels:	
What Is an Encyclopedia?	85
2d, 3d levels:	
How Do We Use the Index of an Encyclopedia?	86
How Do We Find Magazine Articles	78
3d level:	
Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Biographical Reference Books?	100

Learning About Other Peoples Pages

SEE ALSO "Finding Related Books"

1st, 2d, 3d levels:

Which Magazines Are for You?	76
What Is an Encyclopedia?	85

2d, 3d levels:

How Do We Use the Index of an Encyclopedia?	86
How Do We Find Magazine Articles?	78

3d level:

How Do We Use Cross References?	45
How Do We Find Magazine Stories.....?	80
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81
Why Are Some Topics Hard to Find in the Index?	87
How Do We Use Atlases?	98

Preparing Reports

1st, 2d, 3d levels:

How Are Library Books Arranged?	59
Which Magazines Are for You?	76
What Is an Encyclopedia?	85

2d, 3d levels:

What Is a Card Catalog?	67
How Do We Locate a Particular Book?	68
How Do We Find Magazine Articles?	78
How Do We Use the Index of an Encyclopedia?	86

3d level:

How Can We Use Special Study Helps?	52
How Should We Examine a Book for a Report?	55
How Do We Locate Particular Kinds of Books?	71
How Do Encyclopedias Differ?	89
Why Are Some Topics Hard to Find in the Index?	87
How Can We Use the <u>Readers' Guide</u> in Club and School Work?	81

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Studies, 1954. Pp. 388-424.
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