

Library Instruction

in

Rochester High Schools



Board of Education
Rochester, New York
1937

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Rochester Public Library

Reference Book

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INTRODUCTION

Training in the use of the library is required for all high school pupils by the *New York State Syllabus in English*. Library instruction in the Rochester high schools has heretofore been efficiently given by the trained librarians. Increase in school population has now made it impossible for the librarians to continue this instruction and teachers of English have assumed the task.

The material in this pamphlet has been planned to present in organized form the elements of library instruction necessary for high school pupils. In the text, the units have not been allocated by grades. Each school may make its own assignment, guided by the splendid suggestions in the *New York State Syllabus in English*. Practical value of the pamphlet will be in its use. Teachers of English will develop library skills and use library facilities in accordance with the needs of the group. Teachers of non-regents classes will emphasize only the development of the simple skills in the use of library tools.

The aim is to develop a closer coöperation between the use of the school library and adult use of libraries in general. Self-reliance in the use of books, skill in the use of library tools, an attitude of responsibility in connection with books, and an enduring interest in the library as one of our greatest aids for pleasure and information—these are the common goals.

COMMITTEE

Miss Edna Bayer	Benjamin Franklin High School
Miss Helen Cashman	Charlotte High School
Miss Bertha Cuyler	Madison High School
Miss Lois Dildine	Monroe High School
Miss Bessie Grinnell	John Marshall High School
Mr. Paul Springer	Edison High School
Miss Mary C. Foley, <i>Chairman</i>	Washington High School

UNIT I—THE BOOK

Good citizenship implies the care of property, both public and private. Usually everyone is very careful of his own books, but often many persons are careless of books from a public library or a school library.

Treat books with respect and they will serve us in many ways.

Pencil marks in books, leaves that have been turned down, covers that have been soiled by rain, snow, or dirty hands, loose pages—all these make us dislike handling books after others have used them.

Books should not be packed too closely together on shelves and should be removed carefully. If a book is new, take a minute to remove the stiffness in the proper way. Lay the book with the cover flat on a table or desk; hold the leaves upright in your hand; then press down gently but firmly along the inside edges a few pages at a time, first on one side and then on the other until the book opens easily.

PARTS OF BOOK

To use a book intelligently, a reader must know the parts of a book and the purpose of each part.

The cover contains the title, the name of the author, and the name of the publisher.

The title page repeats the title, the name of the author, and the name of the publisher, but adds, also, the date of publication. On the back of the title page is the *copyright date*. This corresponds to the patent on a machine. It tells the time when the book was written, and by consulting this, one may learn how up to date the material is. Several copyright dates indicate that the material of the book has been revised several times.

The preface is at the front of the book and is the part in which the author indicates the purpose and scope of the book and gives credit to all who assisted him.

The table of contents is a list of chapters in order of appearance and the pages on which each chapter begins. A topical outline of each chapter is sometimes included.

The text is the main portion of the book, organized according to the plan indicated in the table of contents.

The *footnotes* are at the bottom of the page. They are referred to by number, and their purpose is to give the meaning of unusual words or of an obscure reference in the text. There are sometimes *notes* in the back of the book referred to in the same way and for the same purpose.

A *bibliography* does not appear in all books. It varies, too, as to location. It may be either in the front or in the back and contains a list of other books or articles relating to the subject treated in the book at hand.

The *appendix* is additional information occasionally included at the end of the text or main body of the book.

The *index* is an alphabetical list of persons, places, or things mentioned in the text, with the exact pages. Its arrangement makes the index a means of finding information rapidly. Some anthologies of poetry, etc. have an index by title and author.

TEST

1. Turn to the title page of the book in your hand. List the full title of the book, the author, the publisher. How can you tell whether the book contains up to date matter?
2. Without looking through the book, list three illustrations that may be found in it, and give the number of the pages on which these illustrations are.
3. Give the first three chapter headings and the page on which each of these three chapters begins.
4. Has the book an index? What use can you make of it?
5. List three other books or articles relative to the subject treated in your book. Where did you find them?

UNIT II—THE LIBRARY

The library holds many pleasant reading resources for you who will make the most of them. You will find not only new books which you will enjoy, but many old favorites which you will want to re-read, and many of these in beautifully illustrated editions. There are magazines, books of adventure, and books of romance. There are all types of reference books to aid you in your science, history, English, or shop. About 470,000,000 books have been printed in one year and while not all these books are in any one library, nor would they interest you if they were, still you can, by a little attention and practice, learn to find the books that do interest you in your own library or in any library.

RULES AND REGULATIONS

These vary in different libraries, even in different school libraries. Learn the rules governing your own library as to *hours*, regulations about *borrowing*, (there are different rules governing different kinds of books), and *fines*. All libraries demand silence. This is not an arbitrary rule, but is for your convenience and comfort. We need an atmosphere of study, quiet surroundings in which to read without interruption.

CLASSIFICATION

1. Most libraries use the Dewey Decimal Classification. Under this system the whole field of human knowledge is divided into ten main classes, each of which is divided into ten subdivisions, representing subdivisions of the general subject. The larger divisions are listed below, but not for you to commit to memory. Select those for which you have the most use and learn those. It is well for you to know that the 600's are the useful arts, the 800's literature, the 900's history.
 - 000-099 General Works; 030 Encyclopedias, 050 Periodicals
 - 100-199 Philosophy
 - 200-299 Religion; 290 Myths
 - 300-399 Social Science
 - 400-499 Languages
 - 500-599 Natural Science; 510 Mathematics
 - 600-699 Useful Arts
 - 700-799 Fine Arts
 - 800-899 Literature (except fiction); 811 American Poetry; 821 English Poetry; 814 American Essay; 824 English Essay

900-999 History; 920 Biography; 973 U. S. History
Fiction is placed by itself and is arranged alphabetically
by author.

2. In the back of each book (except fiction) you will find a number which will show the relation of this book to the classification scheme.

973 —U. S. History (*Our Country*—West & West)
973.1—Discovery and Exploration (*Founders of Our Country*—Coe)
973.2—Colonial Period (*Stories of American Colonies*—Chapman)
973.3—Revolution (*History of the Revolution*—Lodge)

3. The books in the library are grouped in classes by subject, as merchandise in department stores is arrayed in departments. You will find, for example, a section of plays, one of essays, one of poetry, one of history.

4. Books are grouped under each subject alphabetically by author, except biography, as
Adams—*Epic of America*
Becker—*Golden Tales of America*
Channing—*Student History of U. S.*

5. Individual biography, like fiction, is frequently placed by itself for convenience and is arranged alphabetically by the name of the person written about—not by author.
Boys' Life of Edison—Jones
Boys' Life of Edison—Meadowcroft
Thos. Alva Edison—Mise

6. Collective biography is arranged alphabetically by author, as

Beard—*Our Foreign Citizens*
Cruse—*Boys and Girls Who Became Famous*
DeKruif—*Microbe Hunters*
Ferris—*Makers of Our History*

Find the 100's in your library, then the 200's and so on to the 900's and become familiar with the general scheme of your own library. Study the chart of your library.

TEST

You have in your hands a diagram of your own library.

1. Show where the magazines are located.
2. Where are the dictionaries?
3. Where are the encyclopedias?
4. Where are the reference books?
5. Where is the fiction?
6. Where is the poetry?
7. Where are the essays?

UNIT III—THE CARD CATALOG

Who wrote *Black Buccaneer*? What books did Louisa M. Alcott write? What books has the library on aviation? All these questions can be answered by consulting the Card Catalog.

The card catalog of a library is an alphabetical list on cards of the authors, titles, and subjects of the books in the library, together with information as to where they may be found on the shelves.

The cards that make up this catalog are kept in the drawers of a cabinet and arranged alphabetically by the first word in the top line.

CONTENT OF THE CARD CATALOG

- A. Description of a dictionary catalog
 - 1. Index to the library, similar to the index of a book, telephone directory
 - 2. Letters on the front of drawers, similar to letters on the back of encyclopedias
 - 3. Alphabetical arrangement, similar to the dictionary Articles *a*, *an*, *the* are disregarded in filing.
 - 4. Call numbers
 - a. Fiction cards have no call number.
 - b. Non-fiction cards have call number in upper left hand corner.
- B. Types of Cards
 - 1. Author cards—author's name on first line—then title on next line—publisher and date
 - 2. Subject card—subject appears on top line in red. The same information as on author card
 - 3. Title card—first word of the title—first line—then the author
 - 4. Analytics cards—cards made from stories—essays—plays or biographies in a collection of the same
 - 5. "See" cards—a card referring from a subject not used to one used
 - 6. "See also" cards—cards referring to an allied subject

WORK SHEET

This instruction sheet should be presented for the working out of this unit. Pupils may be sent to the library individually or in groups, after consultation with the librarian.

LEARNING TO USE THE CARD CATALOG

USE OF THE CARD CATALOG

Do you remember that the index of a book is arranged alphabetically? That is the way in which the card catalog is arranged. The catalog is in alphabetical order according to the first word on the first line of a card unless the first word is "a," or "an," or "the." These words are disregarded and the second word is used. For instance, *The Lady of the Lake* would be found under "L" and not under "T." But the book of *Adventures of Tom Sawyer* would be located under "A."

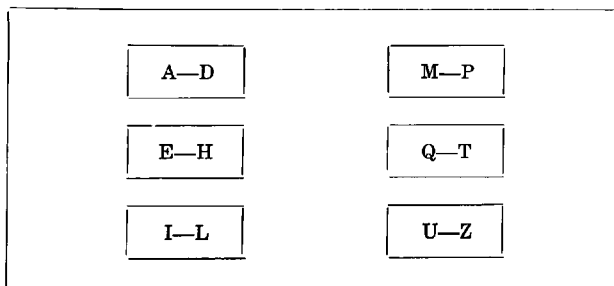
When you learned about the index of a book, you found that page numbers were given after the subject to tell you where to find that subject material. The number in the upper left hand corner of the card tells you the place in the library where one can find the particular book he is looking for. This number is the call number or classification number. When you find the classification number, you find the book easily, for you know that the books on the shelf are arranged according to number.

KEYS TO THE USE OF THE CARD CATALOG

On the front of each drawer in the card catalog, you will find letters to help you. These letters are like those found on the backs of the encyclopedias. The letters tell you in which drawer to look for your book. For example, you would find the book *Little Women* listed in the drawer J-M.

You will notice that there are some cards in the drawer that are taller than the others. On these cards is a guide word. These cards are called guide cards. Words following the guide cards are arranged in alphabetical order.

Diagram of trays in the card catalog



In which trays of the card catalog would you look to find the following cards:

George Washington, Hoosier Schoolmaster, Louisa Alcott, Invention, Journey to the Ohio.

STEPS IN FINDING A BOOK IF YOU KNOW THE TITLE

In looking for the book *Boys' Life of Lincoln* you would look in the drawer which has the cards for the words beginning with "L." The word *Lincoln* may be written on the guide card. The card will look like this:

Sample Title Card

921	Boys' life of Abraham Lincoln.
L	Nicolay, Helen

You find the name of the book or title written on the first line. This is the title card.

HOW TO FIND A BOOK IF YOU KNOW THE AUTHOR

You noticed on the title card that the author of *Boys' Life of Lincoln* was Helen Nicolay. Look in the catalog to see if the library has any more books by Nicolay. For this information you look in the drawer for the words beginning with "N." How many titles has the library by Nicolay? Notice the card.

Sample Author Card

921	Nicolay, Helen
L	Boys' life of Abraham Lincoln.
	Century, c1906.
	Illus.

The author Nicolay is on the first line. This card is called an author card because the first thing on the card is the name of the author. Look on the card closely. Nicolay is the author's last name, and Helen is the first name. Century is the name of the publisher or company who printed the book. 1906 tells the year that the book was published.

If you compare this card with the first one you examined, you will find that they look alike except for the top line. On the first card the name of the book was given first, and so it was called the title card. This card gives the author's name first, and so it is called the author card.

HOW TO FIND BOOKS ON A SUBJECT IF YOU DO NOT KNOW THE AUTHORS OR TITLES OF BOOKS

Since the *Boys' Life of Lincoln* tells about Lincoln, you may wish to know how many books the library has about him. If so, look in the card catalog under Lincoln, Abraham and the card will look like this:

Sample Subject Card

921	Lincoln, Abraham
L	Nicolay, Helen
	Boys' life of Abraham Lincoln.
	Century, c1906.
	Illus.

On the first line you find the word Lincoln, Abraham. This is the subject about which you wish to locate material. Hence, this card is called a subject card. On the next line you find the author of the book which has this information about Lincoln. You then find the name of the book.

WHAT YOU HAVE LEARNED THUS FAR ABOUT THE CARD CATALOG

1. That it is an index to all the books in the library.
2. That you can find:
 - a. Whether the library has a certain book.
 - b. Whether the library has any books by a particular author.
 - c. Whether the library has books about a certain subject.

3. That it tells on each card the classification number of the book so that you may locate the book on the shelf.

OTHER GUIDE POSTS TO AID YOU IN THE USE OF THE LIBRARY INDEX

You know that Mark Twain is not the real name of the author, but is his pen-name. Do you remember his real name is Samuel Langhorne Clemens? One ordinarily does not remember an author's real name if he uses a pen-name, and so when you look up in the card catalog for books written by Mark Twain, you find a card like this:

Sample Card

Twain, Mark, see
Clemens, Samuel Langhorne

The card means that all books by this author are filed under the name of Clemens. This card is called a "see" card and is like a cross reference in an encyclopedia. Go to the card catalog and find how many books by Mark Twain are in the library.

Sometimes you may look for some such subject as *Radio*. You might find only one or two books under this subject. But the card catalog will help you find additional information by referring you to a related subject. For instance, you will probably find a card such as

Sample Card

Radio, see also
Electricity

This means that you may find information about the radio not only in the books listed under *Radio* but in more general books about electricity.

Perhaps you may want to find the play "*At the Junction*" by Rachel Field which is not a book by itself in this library, but is included in a collection of plays.

Sample Card

822.8 At the Junction.
F Field, Rachel Lyman
 Cross-stitch heart, and other plays.
 Scribner, c1927.

At the Junction, by Rachel Field,
 p. 126-146.

This shows that the play may be found in the book, *Cross-Stitch Heart, and Other Plays* by Rachel Field. The call number will tell you where to find it on the shelves. This type card will help you to find a special play, essay or poem in a collection.

TESTS

What do you remember about the card catalog?

Test yourself by working out the following problems some time during this week. Please hand them to your teacher when you finish.

1. Wouldn't it be interesting to know whether our library has more than one book by some authors? Here is a list of authors. Use the card catalog and write the number of books in our library by each of these authors.

Author's Name

Number of Books

Sir Walter Scott

H. W. Van Loon

A. D. Hewes

Edna Ferber

Rudyard Kipling

2. Choose one of the above authors and list the titles of his books which are in our library.
3. Please read these titles of books which are in our library.
Long Knives
My Own Story
Roundabout Europe
The Correct Thing

Use the card catalog and see if you can find the author's name and the call number of each book. Arrange your answers in this way:

Call Number
392

Author's Name
Sabin, Frances N.

4. Suppose you were the librarian for your school. Arrange the following list of titles, authors, and subjects for the card catalog.

A Son of the Middle Border
Abraham Lincoln
Twice Told Tales
Wild Animals
Joan of Arc

5. Select the correct answer in each of the following:
- A card catalog is (the index, preface, title page—of the library).
 - You tell whether or not a book is in the library by looking in the card catalog for (the author's name, the illustrator, the publisher, the classification number).
 - You tell where to find a book on the shelves by looking on the catalog card for (the author's name, subject, classification number, publisher).
 - Select the word you would look for in the card catalog if you were looking for:
a book about Thomas Edison
a book about Theodore Roosevelt
a book namd *Ivanhoe*
a book named *The Spartan*
a book about spring flowers
6. Catalog one of your text books, making author, title, and subject cards.

UNIT IV—THE DICTIONARY

We, as individuals, are accustomed to respect authority. We treat with reverence great works. The dictionary commands admiration for both of these reasons for it is a monumental and authoritative record of our language without which it would be difficult to keep our speech and writing pure.

TYPES OF DICTIONARIES

- A. Abridged Edition—made up of words in common use in our language today
- B. Unabridged Edition—made up of all known words used in the English language

ARRANGEMENT OF THE DICTIONARY

- A. Alphabetical Order of Words
- B. Guide Words
- C. Thumb Index
- D. Special Sections
 - 1. Pronunciation symbols
 - 2. Abbreviations used in the book
 - 3. Signs and symbols
 - 4. Foreign words and phrases
 - 5. Persons and places
 - 6. Concise atlas

USES OF THE DICTIONARY

To obtain the fullest understanding of dictionary use, the objectives which underlie the need for such use should be considered. These are, in a large way, clear expression in speech and composition, complete understanding of all we hear and read, and a broadening influence to enlarge our vocabulary.

- A. Pronunciation of Words
 - 1. Indicated in parenthesis after the word
 - 2. Use of symbols
 - 3. Vowel pronunciation at the bottom of the page
- B. Part of Speech
 - 1. Small letter after the pronunciation
- C. Derivation
 - 1. Follows after the part of speech
 - 2. Indicates from what language the word had its origin

D. Definition of the Word

E. Synonyms

1. Given after the definition
2. Listed under heading, *syn.*

WORK SHEET

1. What are the guide words on the page where the following words are found? Before placing the information on the paper, rearrange the words in alphabetical order.

military
lank
textile
side
coney
conceal
dislocate
intellect

2. Arrange these words as you would find them in your dictionary.

repair
rent
resolute
retreat
renter
repeat
refrain
rate

3. Look up the following words and copy the pronunciation as indicated by the dictionary. Give also the key words at the bottom of the page which tell the sound of the vowels.

chin
hat
egg

4. For the italicized words in the following sentences give the part of speech and the most fitting definition corresponding to its use in the sentence.

- a. It is not *meet* that they should go to the theatre alone.
- b. How do you *gauge* your distance to town?
- c. His voice cast a *spell* over the audience.
- d. The car progressed *moderately* through the traffic.
- e. Please do not *crowd*!

5. Find *three* synonyms for each of the following words.

do
crafty
neat
pale

A DICTIONARY TEST

To the pupils: This is a test to discover how well you can use the dictionary.

1. a. Arrange the following words in alphabetical order:

city
light
book
pencil
mayor

- b. Arrange the following words in alphabetical order:

stream
sew
scream
sold
sign
spare

- c. Arrange the following words in alphabetical order:

easy
each
eat
earn
eagle

- d. Arrange the following words in alphabetical order:

soap
box
search
match
break
carry
real
mean
rose
come

2. a. There are two words at the top of each page of your dictionary. Of what use is the word in the upper left-hand corner?
b. Of what use is the word in the upper right-hand corner?
c. If the guide words on one of the pages of your dictionary were *keen* and *kick*, select any of the following words which would be found on that page:
 keep
 king
 key
 know
 kettle
3. a. Of what use are the key words at the bottom of each page of the dictionary?
b. Find *island* in your dictionary. What key words at the bottom of the page tell you the sound of *i* and of *a*?
c. What is the difference between the sound of *o* in *not* and in *note*?
d. Cross out the silent letter in *salmon*.
4. a. From the following list select any words that *cannot be divided into syllables*:
 brought
 item
 costly
 sake
 when
 swim
 heavy
 certain
 find
b. Look up in your dictionary the words *not selected*. Copy the division of syllables which the dictionary gives. Give the page of the dictionary where you find the information in each case.
5. Copy each of the following words and place the accent mark as it is found in your dictionary. Give the number of the page on which you found each word.
 au to mo bile
 mu nic i pal
 in quir y
6. Suppose that you were in doubt about the spelling of the following words. Use your dictionary to find the missing letter. Tell in each case the page of the dictionary where you found the word.

Word
sep rate
re eive
emphas s
Feb uary
passen er

Page

7. Look up the meaning of the italicized words. Copy from your dictionary the definition best fitted to the meaning of the word in the sentence.
- Will you *conduct* this man to the office?
Conduct in this sentence means
 - The *tear* in the suit was difficult to mend.
Tear in this sentence means
 - It is necessary to *seal* a letter before it is mailed.
Seal in this sentence means
 - A rude *bark* was fashioned by hollowing out a log and in this the sailors rowed down the bay.
Bark in this sentence means
8. a. Give a synonym for the italicized word and tell on what page of the dictionary you found it.
You did not send an *answer* to my letter.
- b. Copy four synonyms of the word *sharp* given in your dictionary.
- c. Do these synonyms differ in meaning?
- d. Show this by using any two of them in sentences.
- -
9. a. Give the part of speech of the italicized words as used in the sentences. Tell on what page of your dictionary you found the information in each case.
Address your Christmas envelopes correctly.
The *fine* on the library book was paid.
- b. According to your dictionary what parts of speech may the word *land* be?
- c. According to your dictionary what parts of speech may the word *snow* be?
10. Look up each of the following in your dictionary, write the meaning, and tell page on which it was found.
- Word
con amore (Italian)
salle a manger (French)
De Soto
f. o. b.

UNIT V—NOTE TAKING

It is often necessary to keep a record of the significant passages of speech you hear, or an article you read. Frequently you must take notes, sorting out the important ideas from the surrounding trimmings, the illustrations, the unimportant details. All through high school, and even more so in college, it is necessary to sort out the wheat from the chaff, to discriminate between major and minor ideas in the substances you read and hear. It is not easy to do this. It demands clear thinking. It does not involve mere copying of whole sentences. It means evaluating ideas, weighing them, condensing much into little.

ADVICE

Here are some simple directions (though this does not mean that the process is simple. Your mind must be actively sorting, selecting, analyzing) :

1. Read the article through.
2. Express in your own words the *main* ideas.
3. Indent minor points as subheadings, so that the *main points* stand out.
4. As far as possible, follow outline form.
5. Abbreviate for your own convenience, to save time.
6. If you are taking notes from a book, write title, author, and page.
7. Acknowledge quotations (even if only a phrase) by quotation marks, whether from a book or a speech.

METHOD

Good habits in taking notes will help you in all your work. Your notes give you material in condensed form for study and review. Then, too, taking notes is a stimulating mental act. While just reading or listening, you are passive. But start to take notes! You have to jump to attention. You become active. Remember the following:

1. Notes should not be crowded. Leave margins.
2. Indicate clearly the difference between main points and subordinate ones.
3. Write neatly.
4. Make the notes brief.
5. Don't relax toward the end. The most important part may be coming.

6. Be honest. Acknowledge source of quotations, thoughts, and ideas.

A PRACTICAL SUGGESTION

If your school has a set of *Better Work Habits*, by Rachel Salisbury, N. Y. Scott, Foresman and Co., 1932, you will find excellent practice material in outlining and note taking there. The following sections are recommended. They progress gradually from simple practices to more difficult tests.

1. Find the main topics—pp. 25-28
2. Phrasing topics—pp. 29-32
3. Finding topic sentence—pp. 33-38
4. Outlining paragraphs (recognizing points there)—pp. 41-44, pp. 46-50, p. 57
5. Outlining longer articles—pp. 51-54, pp. 58-64
6. Outlining in detail—pp. 69-76
7. Sentence outlines—pp. 89-90
8. Making summaries—pp. 91-96
9. Taking notes on assigned reading—p. 119 - 123 - 129
10. Taking notes from lectures—p. 130
11. Combining notes from several sources—p. 131
12. Achievement test on note taking—p. 143

TEST ON NOTE TAKING

1. List in one column the things you should do in taking notes.
2. List in a parallel column those things you should *not* do in taking notes.
3. Prove your ability to take notes, in two ways:
 - a. Take careful, neatly arranged notes on a chapter which you read for the first time in class. (To be chosen by teacher.)
 - b. Take neat notes (properly indicating main points and subordinate points) on an essay the teacher will read aloud to you.

UNIT VI—ENCYCLOPEDIA

The encyclopedia, one of the most useful library tools, contains concise and accurate information on all subjects. When we wish to get facts about persons, places or things we immediately turn to it and readily find what we want for all material is alphabetically arranged under the subject.

Since many encyclopedias consist of a number of volumes there appear on the outside of each volume *guide letters* or *guide words*, similar to the guide words on the top of the dictionary page, indicating what is included in each particular volume.

As a rule every library has a set of juvenile and adult encyclopedias. The most commonly known juvenile ones are "*The World Book*" and "*Compton's Pictured Encyclopedia*." These sets are easily used as many of the volumes are devoted to one letter. For example, the guide letters on *The World Book* are as follows:

V. 1—A	V. 7—G	V. 13—P
V. 2—B	V. 8—H	V. 14—Q-R
V. 3—C	V. 9—I-J	V. 15—S
V. 4—D	V. 10—K-L	V. 16—T
V. 5—E	V. 11—M	V. 17—U-V
V. 6—F	V. 12—N-O	V. 18—W-X-Y-Z

If you wish to find a brief sketch of the life of Thomas Edison you would look in V. 5. If you want something on radio you would consult V. 14.

The most commonly used adult encyclopedias are the *Encyclopedia Britannica* and the *New International Encyclopedia*. The marking on the backs of these sets differs from the juvenile ones. For example on the *Britannica* it is as follows:

V. 1	Anno	V. 12	Hydr-Jere
V. 2	Annu-Balt	V. 13	Jere-Libi
V. 3	Balt-Brai	V. 14	Libi-Mary
V. 4	Brai-Cast	V. 15	Mary-Mus
V. 5	Cast-Cole	V. 16	Mus-Ozon
V. 6	Cole-Dana	V. 17	P-Plan
V. 7	Dana-Educ	V. 18	Plan-Rayn
V. 8	Educ-Extra	V. 19	Rayn-Sarr
V. 9	Extra-Gamb	V. 20	Sars-Sorc
V. 10	Gamb-Gunn	V. 21	Sord-Text
V. 11	Gunn-Hydr	V. 22	Text-Vasc

V. 23 Vase to Zygo

In looking up Thomas Edison in this set you would use V. 7 because *Edi* comes after *Dana* and before *Educ*.

There are also guide words on the top of each encyclopedia page indicating the first and last words on the page. These guides enable you to locate the material you are seeking without turning many pages before finding the desired one. Often in using the encyclopedia you will come upon a reference like this, "RABIES see HYDROPHOBIA." This means you will find no information under *rabies* and you must look under *hydrophobia*. This is called a *cross reference*.

Compton's Pictured Encyclopedia and the *Britannica* have a last volume devoted to an index. If you cannot locate your topic readily in the main part of the encyclopedia consult the index which will refer you directly to volume and page where the information may be found.

Material in the encyclopedia especially on scientific subjects goes out of date rapidly and as it is a great expense to revise and rewrite the material frequently, some encyclopedias keep up to date by publishing a separate book called *Yearbook* which contains important events of the encyclopedia.

At the end of important topics in the encyclopedia, we frequently find a list of books about that topic. Such lists are called *bibliographies*. If one wishes to learn more about a topic, he may consult the library catalog to find out whether such books are available in his school library.

The main points to remember when using the encyclopedia are:

1. That only nouns are included.
2. That all subjects are alphabetically arranged.
3. That guide words or letters on the back of the book and guide words on the top of the page aid one in locating the material quickly.
4. That if a subject cannot be located under the alphabetical arrangement, use an index volume if the set has one.
5. That some encyclopedias publish yearbooks keeping their material up to date. Has the set, you are using, one?
6. That if there is a bibliography at the end of the article you are looking up, you may find further valuable information if you consult the books listed.

THE ENCYCLOPEDIA

WORK SHEET

1. Locate the following topics in the *World Book* and *Britannica* using the volume letter guides given on page 28.

One should use

<i>To find out about</i>	<i>Britannica</i>	<i>World Book</i>
Circe	Vol.	Vol.
Boy Scouts of America	Vol.	Vol.
How glass is made	Vol.	Vol.
Television	Vol.	Vol.
Date and birthplace of Charles Dickens	Vol.	Vol.

2. Arrange in the order in which you would find the following topics in the encyclopedia.

Richard Byrd	Rochester, Minnesota
Guglielmo Marconi	Ivanhoe
Joan of Arc	Henry Ford
Robin Hood	Automobile
Sir Walter Scott	Rochester, New York

3. Look up Evangeline in the *Compton's Encyclopedia*. In what volume and on what page did you find it?

Evangeline

TESTS ON THE USE OF THE ENCYCLOPEDIA

I. TRUE AND FALSE TEST

Copy the numbers of the following sentences and after each number write *T* if the statement is true, *F* if the statement is false:

1. The encyclopedia is the best place in which to find the pronunciation and meaning of a word.
2. The letters on the back of each volume of an encyclopedia are the keys to the subjects contained in that volume.
3. If you look up the life of Washington Irving in the dictionary and in the encyclopedia, the longer account will be found in the dictionary.
4. Encyclopedias give only biographies of noted men.
5. In order to find a sketch of the life of Washington Irving, one should begin with the first volume and make a thorough search of each volume of the encyclopedia.
6. *The Encyclopedia Britannica* has a separate volume containing the index to the whole set.
7. All encyclopedias are kept up to date by year books.

II. COMPLETION TEST

Copy each of the following sentences and complete the statement by adding the necessary information:

1. To find a biography of a famous American author not living, look in
2. If you cannot find the information you desire, in its regular alphabetical order in an encyclopedia you should look in
3. Some encyclopedias are kept up to date by

UNIT VII—REFERENCE BOOKS

A reference book is one which gives definite and concrete answers to a question. Such books as a rule are only consulted, not read, do not circulate, and are housed in a special section of the library. Generally they have *R* before the call number, indicating that they are reference books.

When using a reference book, it is always well to read carefully the title page telling what is to be found in the book, look over the table of contents, and see if and what kind of an index the book has, note whether or not there is a list of abbreviations or special marks used in the book. It is also advisable to observe the arrangement of the book to see whether it is classified chronologically (in order by date) or alphabetically (in order by subject).

The important reference books most commonly used in the school library are of two types.

1. BIOLOGICAL

Who's Who in America: published *every two years*. It contains brief articles about *prominent living Americans* and those connected with American affairs. The information given for each person includes date, place of birth, education, official position held, marriage and present address. It is arranged *alphabetically*. To use this handbook readily and intelligently, consult frequently the list of abbreviations in the front of the book.

Who's Who: a *yearly* British publication. Although the biographies are chiefly English, it contains an account of a few important Americans and persons of other countries. Material listed here is the same in type, scope, and arrangement as *Who's Who in America*. The list of abbreviations in the front is a most helpful tool.

Living Authors: a collection of miniature biographies, some four hundred in number, of living writers of *all* countries whose works are available in English. In many cases photographs of the writers are included. The arrangement is alphabetical, the information given is interesting, alive and told in a chatty manner, not simply concerned with mere facts as the *Who's Who*.

2. STATISTICAL

World Almanac: a yearly publication with a wealth of valuable, accurate, up-to-date, statistical material on finance, government, education, population, athletics, commerce and agriculture. It is arranged by topics. The index which appears in the *front* of the book makes it a workable and easy reference handbook.

3. GEOGRAPHICAL

Rand-McNally Commercial Atlas: a collection of maps and statistical information, primarily about America.

TEST ON USE OF REFERENCE BOOKS

What reference books would you consult to find information about the following. Write the name of the book after each number and the page on which this information appears.

1. Four interesting facts about James Ramsay MacDonald
2. Swimming records in the Olympic games
3. A portrait of Edna St. Vincent Millay
4. Air mail rates
5. Date of birth of Governor Herbert Lehman
6. The names of judges of the present Supreme Court
7. A sketch of Countee Cullen
8. The profession of Mary Roberts Rinehart, Deems Taylor, Richard Byrd, Ethel Barrymore
9. Champion baseball batters and their averages

Sample Page of Readers' Guide

READERS' GUIDE TO

- Tax-exemption of household goods.** Am City 51:113 My '36
- Taxation and confiscation.** R. J. C. Dorsey. Nat Repub 23:3+ F; 17-8 Mr; 22-3 Ap; 24:24+ My '36
- Taxation sense and nonsense.** New Repub 87:31-3 My 20 '36
- Tracing taxes.** Lit Digest 121:43 My 9 '36
- Zero hour on tax bill.** Business Week p 11, 48 My 9 '36
- TAXATION, Exemption from**
Tax-exemption of household goods. Am City 51:113 My '36
- TAXATION, Limitation of**
Unsoundness of tax limitation on real estate. Am City 51:80 My '36
- TAXES, Delinquent**
Tax lien foreclosure program aids city planning in Yonkers. T. T. McCrosky and C. L. Curran. il Am City 51:83-4 My '36
- TEA**
Tea's conquest of the West. M. Brechin. il Canad M 85:65-7 My '36
- TEACHERS**
Planning for retirement. E. H. Nelson. Nat Educ Assn J 25:145 My '36
Supplying teachers for young America. M. E. Townsend. il Nat Educ Assn J 25:143 4 My '36
To a retired teacher; poem. M. M. Mercer. Nat Educ Assn J 25:145 My '36
- TARIFF on works of art**
Is this art? the U. S. customs officials think not; exhibition of cubism and abstract art at New York's Museum of modern art. il Arch Rec 79:340 My '36
Question of definition. il Am M Art 29:337 My '36
- TARKINGTON, Booth**
Mr. Rumbin's face's lesson; story. Sat Eve Post 208:16-17 My 16 '36
- TAX liens**
Tax lien foreclosure program aids city planning in Yonkers. T. T. McCrosky and C. L. Curran. il Am City 51:83-4 My '36
- TAX limitation.** See Taxation, Limitation of
- TAXATION**
New taxes abroad. Business Week p39 My 9 '36
- TELESCOPE**
Twelve-inch club. il Sci Am 154:320-1 Je '36
- TELEVISION**
Latest in television. il Pop Mech 62:643-4 N '34
Sound movies by television. il Sci Am 151:257 N '34
Color pictures sent by television or wire. il Pop Mech 65:253 F '36
Maybe Bellamy was right? C. M. Lapointe. Canad. Forum 16:6-9 Ja '36
Making room for television. Business Week p24+ My 16 '36
- TERNs**
Silver Swallow; story. H. Evans. il Canad M 85:10-11 My '36
- TERRESTRIAL magnetism.** See Magnetism, Terrestrial
- TEXAS**
Church in Texas. Commonweal 24:101 My 22 '36
- TEXAS centennial exposition**
Texas on parade. M. Rogers. il Ind Woman 15:142-3+ My '36
- TEXTILE fabrics**
Spring comes riding with the new fabrics. A. Claiborne. il Arts and Dec 44:40-1 My '36
- THAT monkey of Simms'; story.** See Cave, New York (state)
Unsoundness of tax limitation on real estate. Am City 51:80 My '36
- United States**
House default; revenue bill of 1936. Time 27:17-18 My 11 '36
May over Morgenthau. Time 27:13-14 My 13 '36
Other people's money (cont) J. T. Flynn. New Repub 84:18-19; 87:17 Ag 14 '35, My 13 '36
Senate listens to reason. tab Business Week p 15 My 16 '36
What the teacher wants in a student. A. O'Leary. Scholastic 28:8+ My 16 '36
- Oaths of allegiance, etc.**
Loyalty laws, a pragmatic view. H. A. Bennett. bibliog f Sch R 44:337-47 My '36
- Qualifications**
What the student wants in a teacher. J. W. Knoble. Scholastic 28:9+ My 16 '36
- Selection and appointment**
Some problems in the field of teacher placement. V. C. Wallace. Sch and Soc 43:672-5 My 16 '36
- TEACHERS agencies**
Some problems in the field of teacher placement. V. C. Wallace. Sch and Soc 53:672-5 My 16 '36
- TEACHERS associations**
If teachers were bricklayers. J. W. Studebaker. Nat Educ Assn J 25:161 My '36
- TEACHERS employment agencies.** See Teachers agencies
- TEACHING**
Controversial topics in the classroom. C. B. Wivel. Nat Educ Assn J 25:154 My '36
Teamwork in the classroom; student and teacher appraise each other. A. O'Leary; J. W. Knoble. Scholastic 28:8-9+ My 16 '36
What is good teaching? F. R. Copper. Educa 56:567-9 My '36
- Unit plan**
Experimental evaluation of a unit procedure in teaching American history. H. R. Douglass and K. L. Pederson. bibliog tab Sch R 44:362-71 My '36

UNIT VIII—THE READERS' GUIDE TO PERIODICAL LITERATURE

There are very few of us who do not like to read magazines. If we like science, it is the *Scientific American* or *Popular Mechanics* or the *National Geographic* we always look for in the magazine rack. If we enjoy short stories, we watch for the *American Girl*, *Boys' Life*, or *Scribners*. A magazine is different from a book because magazines are published regularly—either once a month, or a week, or sometimes twice a month. The *Literary Digest*, *Time*, and *New Republic* come weekly, while *Harpers*, *Atlantic*, *Forum*, *Scribners* come once a month.

The variety of topics in modern magazines makes such interesting reading that America is known for its magazine-reading public. Think for a moment of a copy of *Time*. It has articles about the latest news in science, a review usually of the best new movie, some poetry, articles on current events, in fact all the new news. Since one issue of a magazine treats so many subjects and when we think of all the magazines published in a month which treat of so many different topics, we can understand how very helpful and valuable an index would be to all this material.

READERS' GUIDE—*An Index*

The *Readers' Guide* is an index to magazine material. Take a subject like television—suppose we want to find out something about it. If there were not an index to magazines, we would have the long task of looking through a great many. A sample page from a copy of the *Guide* is reproduced for your convenience so that you can get an idea of how the pages look and how they are arranged.

TIME OF PUBLICATION

Every month your library receives a copy covering a period of one month or more. The September issue, for example, indexes September magazines. When the October issue arrives it includes the July, August, September, and October magazines indexed in one volume. The combined numbers are called cumulative numbers. These cumulations are great time savers when we want to look up any special topic—not alone television—because all the articles on that subject for the past few months are brought together in that one volume.

YOUR LIBRARY AND THE READERS' GUIDE

On one of the shelves in your library you will find the paper covered latest *Readers' Guide* and such cumulative numbers as your library has. The *Readers' Guide* was first published in 1900. For example, there are cumulations for the years 1922-24, 1925-28, 1929-32, 1932-35. As time goes on, the paper bound issues will be replaced by cumulations.

USE OF THE READERS' GUIDE

Whether we are looking up *Television* for science, history, or economic geography, the *Readers' Guide* indexes so many magazines that it will help us to locate the latest and best material available. There are several different ways to look up our topic—television.

1. The *Readers' Guide* is arranged alphabetically by subject so we look for the page with the T's on it.
2. Another way, if we know the author of a magazine article, we look under the author's last name in alphabetical order.
3. A story would be alphabetized under the first word of the title. In other words, we can find material either by author, subject, or title, arranged in one alphabet, except poetry.
4. If you want to find a poem written by a certain poet, look under the last name of the poet. If you know the title of the poem and not the poet's name look under the word "POEMS."

When we locate TELEVISION, we find it after TELESCOPE and before TENNESSEE VALLEY PROJECT, like this:

TELEVISION

Latest in television. il Pop Mech 62-643-4 N '34

Sound movies by television. il Sci Am 151-257 N '34

5. The key to the abbreviations is found in the front of each issue of the *Guide*. An alphabetical list of the magazines indexed is also in the front.

ARRANGEMENT OF A SAMPLE PAGE

Now look at your sample page. Can you see that all magazine articles indexed by titles or subject follow this same order, that is:

1. Title of the magazine article
2. Author if known (not all magazine articles are signed)
3. The name of the magazine in abbreviations
4. The volume number of the magazine
5. The page number of the article
6. The date of the issue of the magazine

WORK SHEET
THE READERS' GUIDE

1. Choose one of the following subjects or any other subject that may interest you and list five references from the *Readers' Guide*:

Radio
Aviation
Courtesy
High School
Fraternities
Moving Picture Plays

2. What do the following mean?

119:592
1:137-8
Sci Monthly
il diags
Cur Hist
por
tr
Pop Mech
Good H
Ja 14 '35

3. TELEVISION

Color pictures sent by television or wire. il Pop Mech 65:
253 F '36
Maybe Bellamy was right? C. M. Lapointe, Canad. Forum
16:6-8 Ja' 36
a. Are there any illustrations in either of the above
magazine articles?
b. What does 16:6-8 mean?
c. What does Ja '36 means?

4. Find a reference to a magazine article on dancing.
5. Find a poem by Carl Sandburg or Robert Frost.
6. Find the abbreviations for the following magazines indexed
in the *Readers' Guide*:
St. Nicholas
Nature
National Geographic
Etude
Harpers
7. If you were to receive a gift of a year's subscription to a
magazine which one would you choose? Why?

8. List three magazines in your school library. Choose one and give the following information:
 - a. How often published
 - b. Date of the number examined
 - c. Name of one article that interested you
9. In using the *Readers' Guide* you find an entry like this:
WORLD COURT. See Permanent Court of International Justice. What does this reference mean?

UNIT IX—COMPILING A BIBLIOGRAPHY

In the course of your reading and study during the past few years you must have noticed how carefully writers acknowledge the source of their information. In all text books, in every newly published biography or history, in all books based on factual material, you will find usually at the end a complete list of references. This list, or "bibliography," is the author's acknowledgment of his indebtedness to other writers whose work he has consulted in writing his own masterpiece.

So you too, when giving a talk or writing a composition, must give credit where credit is due, if, by way of preparation, you have read the words of any writer other than yourself.

NEED

The ability to prepare a good reference list is of practical value. It will help you develop a scientific and accurate method of work. You ought to know how to compile a complete bibliography correctly. This is especially true if you expect to go to college, for there you will be expected to do work which involves reading and research. Hence, the training and practice in making bibliographies in high school will prove invaluable later.

DANGERS

At the outset, before choosing a subject for reference reading, there is an important warning to be heeded: Your subject must be limited in its scope, or you will find the field hopelessly vast. For instance, "Aviation" is too general, too large a subject. Perhaps even "Women in Aviation" may be far too wide a topic. Maybe you should limit it to "American Women in Aviation." You can't tell until you have done some browsing to see how much material there is on your subject.

METHOD

Remember, if you would do a thorough job, you must explore *all* the resources of your library and keep a record of all the books and articles which have some bearing on your subject. Then, if you proceed to the next step of reading and taking notes, you will weed out from that great mass of unselected material only that which is pertinent to your own individual treatment of the subject, eliminating all that you cannot use.

That selective bibliography is what you submit as your final reference list.

In the following outline you will see clearly the steps in making a bibliography; and after that you will find a sample bibliography which may help you to see what your own should be like.

BIBLIOGRAPHY

WORK SHEET

Project

Compilation of a complete, accurate, correctly arranged bibliography.

Procedure

First, choose a subject in which you are interested. It may be in connection with your hobby, or it may be related to the work in your English class; it may be a subject you are studying in another class, such as American history, economic geography, or French, German, or Latin; or, perhaps, science is your favorite field for research. Consult your teacher before making your final decision. She may offer valuable suggestions.

Next, prepare a complete, well-arranged reference list of all available material in your school library. You may, if ambitious to do a thorough piece of work, resort to the public libraries or even the University of Rochester library.

Steps in Procedure

- I. *Consult Your Library Tools*
 - A. Encyclopedia (a good standard one)
 1. Get a brief survey of your subject.
 2. You may take notes or outline here. This gives you a working start.
 - B. Card Catalog
 1. Find books and parts of books dealing with your topic.
 2. Follow up cross references.
 - C. Other Reference Books: *Who's Who in America*, Lippincott's *Pronouncing Biographic Dictionary*, *Statesman's Yearbook*.
 - D. *The Readers' Guide to Periodical Literature*
 - E. Biographies, histories, textbooks, etc.
 - F. Newspapers and clipping file
- II. *Record Your Material*
 - A. Use 3" x 5" cards or slips
 1. You can then arrange your entries systematically (alphabetically, or by subject, sub-topic, etc.)
 2. You can easily add or eliminate other entries.

B. Be accurate and uniform in the form of your entries. This saves time in the long run and is the only scholarly method. Include the following details:

1. *For a book:*
 call number 820.9 Swinnerton, Frank
 author (include initials after name) S The Georgian scene
 Farrar and Rinehart N. Y.—c 1934
 title (copied exactly from title page)
 editor, translator or compiler (if indicated on title page)
 publisher and place
 copyright date
 number of volume
 (if in a series)

2. *For part of a book:*
 Include the above 822.8 Maugham, Somerset
 items, plus the section and inclusive D set
 pages to which you refer Our betters (in chief contemporary dramatists. 2nd series. ed. T. E. Dickinson. pp. 43-90. Houghton. c 1921)

3. *For an encyclopedia:*
 call number 030 Wilbur Wright
 subject Encyclopedia Bri-
 tannica. 14th ed.
 copyright date or date of edition 1929 v. 23 p. 808
 volume and pages, inclusive

4. *Magazine articles:*
 author (if given) Mott, W. E.
 title Training and qualities
 magazine necessary to success in
 volume, pages inclusive and date engineering.
 In *School Life*, v. 13
 p. 315-320—Je '35
 (or—magazine, vol., pp., and date, author and title)

- C. You may use these cards for notes as you investigate the books and articles.
 - 1. Jot down important facts you wish to keep.
 - 2. Indicate the scope of the book, the parts which are of use to you in your search.
 - 3. If you use a second or third card for the same book, indicate author and title (2) or (3) at top. Then clip the additional cards to the first.
 - 4. Write on one side only.
 - 5. Be careful to acknowledge quotations properly. Plagiarism is unscrupulous and unscholarly.

III. *Arrange Your Material as Follows:*

- A. Your "card bibliography"
 - 1. Alphabetically by author (where unknown, use title).
 - or*
 - 2. Grouped by subject, according to the subdivisions in your topic. This helps you organize your material into a rough working outline.
- B. Your final written bibliography which you submit to the teacher:
 - 1. Group books and parts of books (and pamphlets) alphabetically by author.
 - 2. Group encyclopedias and reference books alphabetically. If several entries are from the same encyclopedia, arrange them by volume number.
 - 3. Group magazine references by magazine, alphabetically.

IV. *Final Step: Be Sure Your Bibliography Is:*

- A. Complete
- B. Accurate in detail
- C. Correctly arranged

For Superior Achievement, these additional activities:

- I. In addition to making the above required bibliography, ambitious students may enrich their reference lists by critical or informational annotations. That is, under the bibliographical details they may specify clearly the merit and scope of the book. This makes a bibliography really much more valuable. For instance, the following reference:

Gissing, George. My old penholder. (In: World's Best Essays. Pritchard, F. H., ed. N. Y. Boni, 1929 p. 289-290.) A familiar essay in which the author reflects on his youthful aspiration to literary fame, and accepts the world's neglect philosophically.

- II. The alert student, interested in independent research, may wish to gain further practice in compiling bibliographies and might be of great help to the librarian or teacher by preparing lists useful in connection with some subject. For instance, it might be helpful to your English teacher to compile a bibliography on England in Shakespeare's Time or Women Poets of America, etc. Ask your librarian or teachers for suggestions.
- III. The student who has gained ease and skill in this work may help others less experienced who find difficulties besetting their path. (*Do not* actually do the other persons' work for him. The chief value lies in his doing of this work.)

You will be judged by your ability to compile a complete, accurate, correctly arranged bibliography, and by the initiative and independence you show in the work.

TEST ON BIBLIOGRAPHY

Topic

To be assigned by the teacher to each pupil in the class.

Assignment

Prepare a bibliography on the assigned subject and submit it to the teacher on the required date. (Three days, a week, or less.)

Requirements:

- 1. There must be at least ten entries.
- 2. They must be correct in form and detail.
- 3. They must be correctly arranged.
- 4. At least two must be annotated.
- 5. At least two entries must be from encyclopedias or other reference books.
- 6. At least two entries must be found by using the *Readers' Guide*.
- 7. The bibliography must be typed or written neatly in ink.

NOTE TO THE TEACHER:

This test can be easily modified to suit the needs and abilities of the class. It lends itself to the contract plan. For instance:

For D work: Fewer references and *no* critical annotations.

For C work: The above, complete.

For B work: The whole list might be annotated and the card bibliography submitted too.

For A work: The foregoing work, plus the final step of giving a speech or writing the theme for which the reading and bibliography have been done. A really complete project would be the bibliography, critically annotated, an outline, and the finished speech or composition. This would take from two to four weeks, and is work for the exceptional student. It is good practice for future work in college.

ONE HUNDRED SUGGESTED TOPICS

For Reference Reading and Bibliography

(These may be altered, modified, or limited to suit individual taste)

- | | |
|---|--|
| 1. New England poets | 30. The Erie Canal |
| 2. Emily Dickinson | 31. Miracle Plays of the Middle Ages |
| 3. Chaucer's England | 32. Christianity in Japan |
| 4. Stephen Foster | 33. Is militarism spreading? |
| 5. Safety in flying | 34. The history of yellow fever |
| 6. Modernizing the railroads | 35. Prehistoric monuments in England |
| 7. Financial history of the American Revolution | 36. Life in England in Anglo Saxon times |
| 8. Indian lore in the Finger Lakes region | 37. Ireland's fight for freedom |
| 9. Witchburning | 38. Palestine today |
| 10. Experiments in communism in the United States | 39. The Mormons |
| 11. Southern feuds | 40. The hazards of mountain climbing |
| 12. Home life in colonial America | 41. Chemistry in the World War |
| 13. The diamond and Africa | 42. London in Shakespeare's time |
| 14. Volcanoes in action | 43. The work of Florence Nightingale |
| 15. The Northwest Mounted Police | 44. Pitcairn Island |
| 16. Magic in the Middle Ages | 45. Great Britain and Egypt |
| 17. The fate of the Indian | 46. The versatile Theodore Roosevelt |
| 18. Indian culture today in America | 47. Control of flood and famine in China |
| 19. Scandinavian mythology | 48. The Aztecs |
| 20. The Ring of the Nibelung | 49. Ancient ruins of Central America |
| 21. Gypsies—truth vs. fiction | 50. The history of cooperatives |
| 22. The trail of the K. K. K. | 51. The Western Powers and China |
| 23. Culture and customs in Iceland | 52. Adventures with a microscope |
| 24. Anti-Semitism in the 20th century | 53. Old Heidelberg—and now |
| 25. The history of Easter | 54. Boy Scouts in Europe |
| 26. Negro education today | |
| 27. The Negro's upward climb in America | |
| 28. Medicine in the 18th century | |
| 29. The First Folio of Shakespeare | |

- | | |
|--|---|
| 55. Changes in Germany since the World War | States |
| 56. Oberammergau | 79. English folklore |
| 57. Deep sea fishing | 80. Irish legendry |
| 58. Archeology in New York State | 81. The Scandinavian in the United States |
| 59. The swastika | 82. Diamonds and crime |
| 60. Mme. Curie: her life and work | 83. Education in the South today |
| 61. Persian mythology | 84. Recovering sunken treasure |
| 62. Japan in the Great War | 85. Pirates—truth and fiction |
| 63. The history of pantomime | 86. Hobbies of famous people |
| 64. South America in literature | 87. The parole system |
| 65. Gold fever | 88. Punishment of crime in the colonies |
| 66. Smuggling | 89. Elephant hunting |
| 67. The marines | 90. Art of ancient Egypt |
| 68. The history of the microscope | 91. Christmas customs |
| 69. John Masefield | 92. Juvenile delinquency |
| 70. The Hudson Bay Company | 93. Great adventurers |
| 71. Italian Opera | 94. Religious cults in India |
| 72. Elihu Root | 95. The League of Nations and peace |
| 73. Huey Long | 96. Rochester's first hundred years |
| 74. The Ballet Russe | 97. Arctic exploration |
| 75. The Vikings and their influence | 98. European influence in the United States |
| 76. History of the Olympics | 99. Missionary pioneering |
| 77. Australian development | 100. The race problem in the South |
| 78. Superstition in the United | |

A SAMPLE BIBLIOGRAPHY

TELEVISION

- 621.388 Chapple, H. J. B. Popular television. Lond. Pitman, C 1935.
- R030 Encyclopedia Britannica; 14th ed. Lond. Encyc. Brit. E c1929. 21: 909-11.
- 621.38 Mills, John. Signals and speech in electrical communication. N.Y. Harcourt, 1934. M
- 621.388 Moseley, S. A. and Chapple, H, J. B. Television today and tomorrow; 4th ed. Lond. Pitman, 1934. M
- 621.38 Moyer, J. A. and Wostrel, J. F. Radio receiving and television tubes. N.Y. McGraw, 1936. M
- 621.388 Reyner, J. H. Television. Lond. Chapman, 1934. R

PERIODICALS

- 050 Literary Digest 121:21 February 1, 1936. Television:
L a house divided.
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APPENDIX

SUGGESTIONS FOR TEACHERS

The section on Library Instruction in the *New York State Syllabus in English for Secondary Schools*, pp. 227-285 contains many valuable suggestions. The Work Sheets included in the syllabus may be mimeographed for use in class sets. They will thus serve as supplementary aids to the material in this pamphlet.

UNIT I—THE BOOK

1. Exhibit of old and new books
 a first edition
 a revised edition
2. Exhibit of book jackets, and beautifully illustrated editions
3. Class demonstration of the proper way to open a new book
4. Work Sheet—Parts of the Book, *N. Y. State Syllabus in English*, p. 239

UNIT II—THE LIBRARY

Diagram of your own school library, one for each pupil

UNIT III—THE CARD CATALOG

1. Several trays of catalog cards (borrowed from the library) to give idea of form, arrangement, etc.
2. Cardboard mounts with sample cards or enlarged copies of catalog cards for teacher demonstration
3. Work Sheet—Card Catalog, *N. Y. State Syllabus in English*, p. 245-246; also, p. 252

UNIT IV—THE DICTIONARY

1. Individual copies of abridged dictionaries
2. An unabridged dictionary for comparison with the abridged dictionary
3. Work Sheet—The Unabridged Dictionary, *N. Y. State Syllabus in English*, p. 256

UNIT V—NOTE-TAKING

1. Some suggestions for essays which have been found valuable and easily outlined when read aloud.

UNIT IX—THE BIBLIOGRAPHY

1. *N. Y. State Syllabus in English*, pp. 276-277
2. Large model cards
 - a. Some showing bibliographical details alone
 - b. Some showing those details plus notes and comments
3. Sample bibliographies compiled by other pupils
4. Textbooks showing how reference lists are arranged

BIBLIOGRAPHY FOR TEACHERS

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*Central Library of Rochester and Monroe County ·
Historic Monographs Collection*



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