This guide provides a curriculum outline for teaching elementary and secondary students to become independent and resourceful users of libraries and media centers. The text is divided according to grade level (K-3, 4-6, junior high, and high school). For each level, behavioral objectives are spelled out, instructional activities are suggested, and resource materials are listed. The elementary curriculum emphasizes library orientation, parts of a book, and different kinds of resource materials. The junior high curriculum lays the foundation for reference skills, and the high school curriculum applies those skills to research in content areas. The appendixes include a variety of instructional materials and tests. (EMH)
CURRICULUM GUIDE
FOR THE TEACHING OF MEDIA SKILLS
K-12

Library and Learning Resources Section
of the
State Department of Education
and
The Oklahoma Curriculum Improvement Commission

OKLAHOMA DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1975
The importance of instruction in the use of the media center and its resources at all grade levels is increasing because of the growth of knowledge and the striving to meet needs caused by the pressures on education today. This booklet is a fine illustration of what can be done when a group of educators work together and share experiences and ideas in the interest of a better instructional program in our public schools.

There is a need for more emphasis in the use of media resources with the increased responsibilities and opportunities of the media specialist and the teacher in the growing variety of materials and technological devices now available. The expanding use of modern materials and equipment opens new ways to increase the effectiveness and efficiency of instruction.

We are indebted to the many people who worked so diligently to develop this material. We appreciate the time and effort expended by the writing and editing committees in developing a program of instruction of media skills for grades K-12.

The State Department of Education hopes this guide will prove to be a useful resource for teachers, media specialists, principals, and superintendents. The ultimate value of such materials will be determined by the extent to which they are used and to the extent that suggestions are made for improvement.

Leslie Fisher
State Superintendent
ACKNOWLEDGEMENTS

We wish to express our appreciation for the cooperation of those who helped in the development of this curriculum guide. This guide was made possible by the suggestions, materials, and assistance given by many individuals throughout the State.

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The assistance received from Dr. Clifford Wright, Administrator of the Curriculum Section of the State Department of Education, and members of his staff is appreciated.

A special thank you to the High School District of Santa Barbara, California, for permission to use two items: "Multiple Choice Test for Library Skills and Knowledge, Junior High" and "Multiple Choice Test for Library Skills and Knowledge: Diagnostic gr. 10, Evaluative gr. 12 1970A Edition" (These are now out-of-print.)

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Introduction

To develop in all students K-12 the skills necessary to produce independent, resourceful users of information is the goal of all media specialists, teachers, and administrators. Information today is in many forms and thus requires the ability of students to use a variety of materials, machines, and equipment as part of the learning process.

This Guide is intended to be just that, a guide, for use by media specialists and/or teachers at all levels to facilitate student mastery of a variety of media skills. It is felt that the Guide can be effectively used in developing a sequential program of instruction of media skills for grades K-12. Emphasis is on integration of these skills with the student's other educational activities rather than as something isolated, separate, and apart from the rest of the learning program in the school.

The emphasis placed on developing goals and behavioral objectives as a means for effective educational planning was the determining factor in deciding the format to be used in this publication. In acknowledging that the specificity of a particular objective should fit the local situation, the writing committee decided to direct itself to two components of a behavioral objective—-who is expected to perform and what is to be the outcome. (Other components of an objective such as how much achievement is expected, when it will be measured, and the conditions for evaluation were not included but rather are to be inserted by the user of the Guide.) Suggested activities for meeting the objective are listed and by no means should the user be restricted to those—-they are a starting point. Also identified are resources to be used in achieving the objectives. It is not intended that this be an all-inclusive list or that all the resources must be available, but, rather that the list serve as a point of reference for planning instruction.

It is hoped that this Guide will be flexible enough to be of value to the user regardless of the size of the school so that all students K-12 will have the opportunity to develop as efficient media users.
INTRODUCTION TO THE K-3 SECTION

In order for students to grow to become independent users of media, planned instruction must begin at an early age. Once the child enters the educational system it is not too early to begin introducing some basic skills.

The elementary school media specialist and/or teacher will introduce and acquaint the K-3 student with the media center realizing that many of the skills introduced in grades K-3 will need to be reinforced in the upper grades.

Identified goals for K-3 are:

1. To become acquainted with sources of information and knowledge.
2. To develop desirable attitudes and habits of media citizenship.
3. To identify the basic parts of a book.
4. To recognize an encyclopedia as a source of general information.
5. To recognize basic dictionaries and their alphabetical arrangement.
6. To become acquainted with the Dewey Decimal System as a subject arrangement.
7. To recognize the card catalog as a tool used in locating material.
8. To develop a basic acquaintance with special reference materials.
9. To understand basic research procedures.
10. To develop facility in the operation of media equipment on his level and acquaintance with the usefulness of graphics.
11. To recognize the diverse backgrounds and talents of persons in his community and the value their knowledge can have for him.
12. To understand the content and arrangement of the vertical file.
13. To recognize the use of maps and their general arrangement.
14. To form a basic appreciation of the value of literature and of the knowledge imparted by books.
GOAL: To become acquainted with sources of information and knowledge.

OBJECTIVES

The student will:

1. name media personnel.
2. locate and identify sections of the media center, materials, and equipment on ability level.
3. check out materials independently.

SUGGESTED ACTIVITIES

The student will:

1. be introduced to media personnel.
2. learn to identify kinds of media.
3. practice checking out material properly.
4. view a filmstrip.

EVALUATION

Following orientation, the student will demonstrate proper procedure for checking out a book or other media materials.

RESOURCES

- The Flinstones
- "Barney Borrows a Book" (1v)
- Stepping Stones to the Library
### GOAL:
To develop desirable attitudes and habits of media citizenship.

### OBJECTIVES

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>1. treat others fairly.</td>
<td>- Good Citizenship Bulletin Board</td>
</tr>
<tr>
<td>2. progress toward becoming an independent media user.</td>
<td>- Library Skills, Book I</td>
</tr>
<tr>
<td>3. handle materials carefully.</td>
<td>- &quot;The Little Book's Story&quot; (tr)</td>
</tr>
<tr>
<td>4. observe media center policies.</td>
<td>- Books Talk Back (fS)</td>
</tr>
<tr>
<td>5. make a bookmark.</td>
<td>- Good Citizenship Bulletin Board</td>
</tr>
<tr>
<td>6. make a poster.</td>
<td>- &quot;The Little Book's Story&quot; (tr)</td>
</tr>
<tr>
<td>7. share media center ABC's.</td>
<td>- Library Skills, Book I</td>
</tr>
<tr>
<td>8. view filmstrip.</td>
<td>- Books Talk Back (fS)</td>
</tr>
<tr>
<td>9. view transparencies.</td>
<td>- &quot;The Little Book's Story&quot; (tr)</td>
</tr>
<tr>
<td>10. make a bookmark.</td>
<td>- Good Citizenship Bulletin Board</td>
</tr>
<tr>
<td>11. write original poems with illustrations about media center behavior.</td>
<td>- &quot;The Little Book's Story&quot; (tr)</td>
</tr>
</tbody>
</table>

### EVALUATION

- The student will demonstrate desirable media citizenship as observed by media specialist.
GOAL: To identify the basic parts of a book.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>Stepping Stones to the Library</td>
</tr>
<tr>
<td>1. identify these parts of a book:</td>
<td>1. view charts on the parts of a book.</td>
<td>Ideal Charts</td>
</tr>
<tr>
<td>cover</td>
<td>2. design a book jacket.</td>
<td></td>
</tr>
<tr>
<td>spine</td>
<td>3. make a title page, showing title, author, illustrator, publisher, place of publication.</td>
<td></td>
</tr>
<tr>
<td>title page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>table of contents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION

The student will name the parts of a book.
GOAL: To recognize an encyclopedia as a source of general information.

OBJECTIVES

1. The student will locate the encyclopedias in the media center.
2. Recognize the alphabetical arrangement of general encyclopedias.
3. Use the guide words as the key to locating information.
4. Compare the type of information found in encyclopedias with that found in dictionaries.

SUGGESTED ACTIVITIES

1. Examine encyclopedias, noting types of entries and their arrangement.
2. View filmstrips on encyclopedias as sources of information.
3. The student will:

RESOURCES

Children's Encyclopedia (Guide and Index)
Common's Pre-Cyclopedia
New Book of Knowledge

EVALUATION

The student will locate an encyclopedia and find specific information in it.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>RESOURCES</th>
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</table>

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. locate dictionaries in the media center.</td>
<td>The student will locate the definition of a specified word.</td>
</tr>
<tr>
<td>2. locate a word in its proper alphabetical arrangement for reinforcement of ABC's.</td>
<td></td>
</tr>
<tr>
<td>3. locate definitions.</td>
<td></td>
</tr>
<tr>
<td>4. view a filmstrip.</td>
<td></td>
</tr>
<tr>
<td>5. shelf easy books as practice in alphabetizing.</td>
<td></td>
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<tr>
<td>The student will:</td>
<td></td>
</tr>
<tr>
<td>practice alphabetizing words in a list.</td>
<td></td>
</tr>
<tr>
<td>use guide words to find definitions.</td>
<td></td>
</tr>
<tr>
<td>locate definitions.</td>
<td></td>
</tr>
<tr>
<td>view a filmstrip.</td>
<td></td>
</tr>
<tr>
<td>shelf easy books as practice in alphabetizing.</td>
<td></td>
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</table>
SECTION K-3
Dewey Decimal System

OBJECTIVES

GOAL: To become acquainted with the Dewey Decimal System as a subject arrangement.

The student will:
1. recognize the ten main divisions of Dewey.
2. locate those divisions applicable to his needs.
3. identify symbols used for fiction, easy books, and biography.
4. locate fiction.
5. Grade 3—locate a book by the use of its call number.

SUGGESTED ACTIVITIES

1. Play locating games using the ten main divisions of the Dewey Decimal System with the mediator and students placing special titles in the right division and students placing special titles in the right division.
2. View a filmstrip.
3. Arrange selected books in proper order by call number.

EVALUATION

The student will:
1. demonstrate knowledge of the Dewey Decimal System by locating easy, fiction and non-fiction sections, recognizing ten main divisions.

RESOURCES

Quickwix: Your Library Guide (fs)
**SECTION K-3**

Card Catalog

**GOAL:** To recognize the card catalog as a tool used in locating material.

### OBJECTIVES

The student will:

1. recognize the arrangement of the card catalog.
2. locate the call number on the catalog card.
3. identify the author of a book from the catalog card.
4. identify the title of a book from the catalog card.

### SUGGESTED ACTIVITIES

The student will:

1. view related filmstrips.
2. view transparencies.
3. view and discuss posters.
4. examine interior and exterior card catalog guides.
5. browse through the card catalog to satisfy individual curiosity.

### EVALUATION

The student will give the call number of selected materials after finding appropriate entries in the card catalog.

**Grade 3** – The student will locate a specified book in the media center independently.

### RESOURCES

- *Libraries Are For Children*
- Library Posters
- Original Posters (sample cards)
- *Quickwick: Your Library Guide* (fs)
- Transparencies (actual sample cards)
- *Using the Elementary School Library*
  - “How to Use the Card Catalog” (fs)
**SECTION K-3**

**Special Reference Materials**

**GOALS:** To develop a basic acquaintance with special reference materials.

**OBJECTIVES, SUGGESTED ACTIVITIES**

The student will:

1. Locate reference section.
2. Identify an index.
3. Locate periodical section.

Suggested activities:

The student will:

1. Use an index to locate information on any designated topic with help from the media specialist as needed.
2. Independently check out a periodical on his level.
3. Demonstrate his knowledge of special reference materials by locating indexes in the media center and checking out a periodical.

**RESOURCES**

<table>
<thead>
<tr>
<th>Indexes</th>
<th>Periodicals (local, state, regional and national)</th>
</tr>
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<tbody>
<tr>
<td>Newspapers</td>
<td></td>
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</table>
### OBJECTIVES

<table>
<thead>
<tr>
<th>The student will:</th>
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<tr>
<td>1. locate different sources of material pertaining to a pre-determined subject.</td>
</tr>
<tr>
<td>2. prepare simple report integrated with a unit of classroom study as an individual or group project.</td>
</tr>
</tbody>
</table>

### SUGGESTED ACTIVITIES

<table>
<thead>
<tr>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. locate information in an encyclopedia with help if necessary.</td>
</tr>
<tr>
<td>2. locate materials using the card catalog.</td>
</tr>
<tr>
<td>3. join in special group projects with help, as needed.</td>
</tr>
<tr>
<td>4. list by author and title materials used.</td>
</tr>
<tr>
<td>5. produce or find pictures to illustrate materials.</td>
</tr>
<tr>
<td>6. report findings.</td>
</tr>
</tbody>
</table>

### EVALUATION

The student will complete a simple report satisfactory to the teacher and media specialist.

### RESOURCES

- Encyclopedias and other reference work according to needs.
SECTION K-3

Audio-Visual

OBJECTIVES

GOAL: To develop facility in the operation of media equipment on the individual's

The student will demonstrate ability to operate
definition audio-visual machinery for class viewing and listening.

RESOURCES

Quicktics: Your Library Guide (19)

FOR THE STUDENT:

1. Recognize and locate appropriate machinery.

FOR THE TEACHER:

1. Produce original tapes, posters and transparencies.

SUGGESTED ACTIVITIES

4. Operate a simple filmstrip viewer.

1. View, discuss and have hands-on experience with the cassette player, record player and the filmstrip projector.

2. Photographic subjects pertaining to school work.

2. Develop an illustration for a book with machinery for class viewing and listening.

3. Produce machinery for class viewing and listening.

The student will:

Photography: How to Improve Your Technique

Children are Centers for Understanding Media

How to Make Good Posters

TRANSPARENCIES

2. Operate a simple filmstrip projector.

1. Recognize and locate appropriate machinery.

1. Produce original tapes, posters and transparencies.
## Objectives

The student will:

1. help build a community resource file.

The media specialist (or teacher) will:

1. survey parents of school children to determine careers, special interests, talents, etc., to develop a community resource file.

2. arrange for and/or schedule visits by community members.

## Suggested Activities

The student will:

1. suggest persons of special abilities and experiences for the community resource file.

2. have the opportunity to visit with community resource people in the classroom.

3. help in the development of a community file by taking a questionnaire home for completion by parents.

## Evaluation

The media center will utilize the talents and knowledge of community residents.

A community resource file will be begun or improved upon.

### Resources

Community Resource File
OBJECTIVES

GOAL: To understand the content and arrangement of the vertical file.

SUGGESTED ACTIVITIES

1. Identify the types of materials found in the vertical file.
2. Find materials on several subjects using the vertical file.
3. Examine the vertical file, noting the type and variety of materials included and their arrangement.

EVALUATION

To supplement the study of a particular topic, the student will locate related materials in the vertical file index.
GOAL: To recognize the use of maps and their general arrangement.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>Social studies unit on maps and globes.</td>
</tr>
<tr>
<td>1. identify the basic symbols used on a map.</td>
<td>1. make a simple map of his immediate surroundings.</td>
<td></td>
</tr>
<tr>
<td>2. read and interpret simple charts.</td>
<td>2. locate an atlas in the media center and recognize it as a bound collection of maps.</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION
The child will find his street on a community map.
The student will produce his own simple map.
SECTION K-3

GOAL: To form a basic appreciation of the value of literature and of the knowledge imparted by books.

OBJECTIVES

The student will:

1. take part in at least one dramatization or other sharing experience involving a book.
2. check out books.
3. engage in role playing or dramatization.
4. share oral storytelling.
5. listen to stories.

SUGGESTED ACTIVITIES

- Literature Appreciation
- Bookmate

In What Book: Over 400 Fascinating Questions About Outstanding Children's Books

RESOURCES

Evaluation

Circulation will show an increase.
Each student will participate in some dramatization or other sharing experience involving a book.

The student will:

1. check out books.
2. share oral storytelling.
3. engage in role playing or dramatization.
4. prepare author reviews.
5. participate in reading activities.
BIBLIOGRAPHY

K - 3

Books Talk Back. Elmsmire Center. (filmstrip/record)
Compton's Pre-Cyclopedia. 16v. F. E. Compton.
The Flintstones. Xerox. (filmstrip)
“How to Tell a Story”. Ruth Sawyer. F. E. Compton.
Ideal Charts. Highsmith.
Library Posters. F. A. Highsmith.
“The Little Book’s Story”. United Transparencies.
Quickwick: Your Library Guide. Spoken Arts. (sound filmstrip)
Using the Elementary School Library. Society for Visual Education. (filmstrip)
Vertical File Index. H. W. Wilson. (monthly)

The following resources are considered to be of such value that they are listed in addition to those resources under each goal. These materials are broader in scope.

INTRODUCTION TO THE 4-6 SECTION

Students in grades 4-6 should have an opportunity to reinforce those basic skills previously learned while at the same time acquiring new media skills. Careful planning on the part of the media specialist and/or teacher is important for each student to be assured some measure of success in the effort to meet the specified objectives.

Goals for 4-6 students:

1. To become acquainted with media personnel and location of materials.
2. To become a desirable media user.
3. To identify and use the parts of a book.
4. To develop skill in using general encyclopedias.
5. To develop skill in using a dictionary.
6. To develop ability to use the Dewey Decimal System of classification.
7. To develop skill in using the card catalog.
8. To become familiar with special reference material.
9. To develop an interest in learning about people.
10. To develop an awareness of the sources for current information.
11. To become familiar with books of outstanding literary quality.
12. To develop facility in the use of audio visual materials and equipment.
GOAL: To become acquainted with media personnel and location of materials.

**OBJECTIVES**

The student will:

1. name media personnel.
2. locate and name the different sections including:
   - a. easy
   - b. fiction
   - c. non-fiction
   - d. biography
   - e. encyclopedias
   - f. reference
   - g. magazines
   - h. card catalog
   - i. vertical file
   - j. circulation desk
   - k. audio-visual

**SUGGESTED ACTIVITIES**

The student will

1. be introduced to media personnel.
2. take a media center tour.
3. view a filmstrip
4. let students draw a card pointing out the section's location in the media center.
5. study transparencies
6. complete worksheet (teacher made or commercial).

**EVALUATION**

Using a map of the media center, student will label each section.

**RESOURCES**

- *Basic Library Skills*
  - "The Library" (tr)
  - "What is a library" (dup master)
- *The Flintstones*
  - "Barney Borrows a Book" (fs)
- *Using the Elementary School Library*
  - "Exploring the Library" (fs)
SECTION 4-6
Citizenship

OBJECTIVES

*GOAL: To become a desirable media user.

SUGGESTED ACTIVITIES

The student will:

1. handle all materials carefully.
2. observe proper procedure in borrowing and returning of materials.
3. respect the rights of others.

The student will:

A. view filmstrips.
B. read and illustrate media center ABC's.
C. write an original poem.
D. make bookmarks on media center citizenship.
E. plan and prepare bulletin board on media center citizenship.

EVALUATION

Student will, by his behavior, demonstrate desirable media citizenship.

RESOURCES

Be a Library Angel (poster)
"Barney Visits the Library" (11)
"The Flintstones"
Books Talk Back (15)
Library Skills: Book I
OBJECTIVES

The student will:
- identify and use parts of a book:
  a. title page
  b. copyright date, publisher
  c. table of contents
  d. preface, foreword
  e. introduction
  f. maps, charts, graphs, illustrations
  g. appendix, glossary
  h. index
  i. bibliography

SUGGESTED ACTIVITIES

The student will:
1. see the parts of a book as illustrated through the use of transparencies.
2. locate parts of a book by following oral instructions.
3. complete worksheets.

EVALUATION

Student will complete a teacher assignment in a specific subject area, requiring use of the parts of a book.

RESOURCES

Basic Library Skills
"A book has many parts" (tr)
"Do you know the parts of a book" (dup master)

Libraries are for Children
"Meet Mr. Book" (dup master)
"Special features of a book" (dup master)

Library Skills, Book 1
"Parts of a book" (dup master)
SECTION 4-6

Encyclopedias

OBJECTIVES

GOAL: To develop skill in using general encyclopedias.

SUGGESTED ACTIVITIES

RESOURCES

The student will:

EVALUATION

1. become familiar with:
   a. guide words
   b. keywords
   c. headings
   d. subheadings.

2. locate information about:
   a. persons
   b. places
   c. things.

3. examine encyclopedias.

4. compare information on same subject in different sets of encyclopedias.

The student will select a subject and write a brief summary.

Britannica Junior
Compton's Encyclopedia and Fact Index
Look It Up; How to Get Information (Is)
Merit Student Encyclopedia
New Book of Knowledge
Using the Elementary School Library
Work/Encyclopedia
GOAL: To develop skill in using a dictionary.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>Bank of Ideas</td>
</tr>
<tr>
<td>1. distinguish between an abridged and unabridged dictionary.</td>
<td>1. practice alphabetical order by shelving books.</td>
<td>“Dictionary Football” (game)</td>
</tr>
<tr>
<td>2. display skill in using a dictionary as a source of information for:</td>
<td>2. view a filmstrip.</td>
<td>Dictionary Skill Chart</td>
</tr>
<tr>
<td>a. pronunciation</td>
<td>3. listen to cassette tapes and follow instructions.</td>
<td>Dictionary Skill Transparency</td>
</tr>
<tr>
<td>b. spelling</td>
<td>4. examine dictionaries and note differences.</td>
<td>Dictionary Skills (cassette)</td>
</tr>
<tr>
<td>c. syllabification</td>
<td>5. play game, &quot;Dictionary Football&quot;.</td>
<td>How to Use the Dictionary (cassette)</td>
</tr>
<tr>
<td>d. definitions</td>
<td>6. practice looking up words.</td>
<td>Library Skills, Book III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Using the Dictionary” (dup master)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using the Elementary School Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What’s in the Dictionary” (Xs)</td>
</tr>
</tbody>
</table>

EVALUATION

Complete worksheet “Using the Dictionary” or a teacher-made one.
OBJECTIVES

GOAL: To develop ability to use the Dewey Decimal System of classification.

The student will:

1. match books and other material in the 10 main divisions of Dewey.
2. locate books in the 10 main divisions on the shelves.
3. match subject cards to Dewey numbers.
4. examine books in a main division and note the variety of subjects.
5. complete worksheets.

SUGGESTED ACTIVITIES

RESOURCES

"The Dewey Decimal System" (tr)

"Organizing Nonfiction Books by the Dewey Decimal System of Classification—Which Class?"

"How to Find a Book on the Shelves" (tr)

"Library Skills Book II"

"Libraries Are For Children" (dup master)

"Haunted Library" (cassette)

"Finding a book by it's Dewey number" (dup master)

"Using Dewey numbers" (dup master)

"Ten Dewey Categories" (dup master)

"What a Dewey number looks like" (11)

"The Dewey Decimal System" (11)

"Basic Library Skills"

"What is a Dewey number? (dup master)"

"Finding a book by it's Dewey number" (dup master)

"What is a Dewey number? (dup master)"

"The Dewey Decimal System of Classification—Which Class?"

Haunted Library (cassette)

EVALUATION

The student will:

1. view filmstrips, transparencies, posters and charts.
2. match flash cards with Dewey numbers.
3. complete worksheets.
4. examine books in a main division and note the variety of subjects.
5. complete worksheets.
**GOAL:** To develop skill in using the card catalog.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td><strong>Basic Library Skills</strong></td>
</tr>
<tr>
<td>1. identify the following types of catalog cards.</td>
<td>1. view filmstrips and transparencies.</td>
<td><strong>Enlarged Wilson Catalog Cards</strong></td>
</tr>
<tr>
<td>a. author</td>
<td>2. examine set of catalog cards.</td>
<td><strong>Libraries are for Children</strong></td>
</tr>
<tr>
<td>b. title</td>
<td>3. make a basic set of cards: author, title and subject.</td>
<td>“Treasure Hunt for Books” (dup master)</td>
</tr>
<tr>
<td>c. subject.</td>
<td>4. complete worksheets.</td>
<td>“What to do? Use a special clue” (dup master)</td>
</tr>
<tr>
<td>2. locate books and other materials by using the card catalog.</td>
<td>5. using the card catalog list all books on a certain subject, or by a particular author.</td>
<td><strong>Library Skills, Book I</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Library Skills, Book II</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Using the Elementary School Library</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“How to use the Card Catalog” (fs)</td>
</tr>
</tbody>
</table>

**EVALUATION**

The student will be given a title to determine if it is part of the media center’s collection by looking it up in the card catalog.
SECTION 4-6

Special Reference Material

OBJECTIVES

GOAL: To become familiar with special reference materials.

SUGGESTED ACTIVITIES

The student will:

1. recognize special reference books as sources of information.
2. match subject areas in the curriculum with specialized reference tools.
3. examine a variety of specialized reference tools.
4. complete worksheets.
5. view and discuss transparencies.

RESOURCES

- American Book of Days
- Illustrated Atlas for Young America
- Goode's World Atlas
- Famous First Facts
- Bartlett's Familiar Quotations
- Webster's Biographical Dictionary
- Webster's New Dictionary of Synonyms
- Webster's New Geographical Dictionary
- Webster's Biographical Dictionary
- Third Book of Junior Authors
- railing Library of Essential Information
- Library Skills Book III
- Junior Book of Authors
- Information Please Almanac
- Lincoln Library of Essential Information
- Famous First Facts
- Basic Library Skills

EVALUATION

The student will select appropriate reference book to find information on an assigned subject.

- view and discuss transparencies.
- complete worksheets.
- discuss arrangement of content.
- match subject area in the curriculum with specialized reference tools.
- examine a variety of specialized reference tools.
- recognize special reference books as sources of information.
OBJECTIVES

The student will:

1. distinguish between the following types of biographies:
   a. individual  
   b. collective  
   c. autobiography

2. read biographies to:
   a. increase knowledge of other people  
   b. increase knowledge of other places and times  
   c. identify good non-fiction writing

SUGGESTED ACTIVITIES

The student will:

1. view and discuss transparencies
2. locate biographies on the media center's shelves
3. view filmstrips
4. complete worksheets

RESOURCES

Basic Library Skills
Famous Americans (fs)
Fundamentals of Language Arts
"Famous People" (fs)
Library Skills, Book III
"Biographies" (dup master)
"Let's look at Biography" (dup master)
"Writing an Autobiography" (dup master)

EVALUATION

The student will read a biography to enrich his knowledge of people, places and times related to a specific unit of study
SECTION 4-6

Current Material

GOAL: To develop an awareness of the sources for current information.

OBJECTIVES

The student will:

1. Identify the arrangement of the vertical file.
2. Examine several magazines and note the type of content, frequency of publication, special features.
3. Look in newspapers for local, state, and national news. Discuss regular features such as weather, daily record, society, sports, want ads, and editorials.
4. Participate in class activity, "News-headlines" (see Potpourri Section).

SUGGESTED ACTIVITIES

The student will:

be familiar with:

vertical file
magazines/periodicals
newspapers

1. Identify the arrangement of the vertical file.
2. Examine several magazines and note the type of content, frequency of publication, special features.
3. Look in newspapers for local, state, and national news. Discuss regular features such as weather, daily record, society, sports, want ads, and editorials.
4. Participate in class activity, "News-headlines" (see Potpourri Section).

RESOURCES

Vertical File

Newspapers:

Local
State
National

Magazines:

American Girl
Boy's Life
Cricket
Highlights
Jack & Jill
Miss Yolande
National Geographic
National Geographic
Observer
Science Digest
Science Activities
Red Cross News Bulletin
Ranger Rick
Science Magazine

EVALUATION

Student will locate curriculum related current information in a vertical file, magazine, or newspaper in class activity, "News-headlines" (see Potpourri Section), and discuss:

1. Identify the arrangement of the vertical file.
2. Examine several magazines and note the type of content, frequency of publication, special features.
3. Look in newspapers for local, state, and national news. Discuss regular features such as weather, daily record, society, sports, want ads, and editorials.
4. Participate in class activity, "News-headlines" (see Potpourri Section).
GOAL: To become familiar with books of outstanding literary quality.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student will:</td>
<td>Adventures in Reading (fs)</td>
</tr>
<tr>
<td>1. identify the following awards:</td>
<td>1. view filmstrips on outstanding books and authors.</td>
<td>Authors and Illustrators of Children's Books</td>
</tr>
<tr>
<td>a. Sequoyah Book Award</td>
<td>2. locate award books in the media center.</td>
<td>Books are by People</td>
</tr>
<tr>
<td>b. Mildred Batchelor Award</td>
<td>3. read award books.</td>
<td>Horn Book Magazine</td>
</tr>
<tr>
<td>c. Edgar Allen Poe Award</td>
<td>4. prepare author reviews.</td>
<td>In What Book: Over 400 Fascinating Questions About Outstanding Children’s Books</td>
</tr>
<tr>
<td>d. Newbery Medal</td>
<td>5. engage in roleplaying or dramatization.</td>
<td>Junior Book of Authors</td>
</tr>
<tr>
<td>e. Caldecott Medal</td>
<td>6. discuss books.</td>
<td>More Junior Authors</td>
</tr>
<tr>
<td>2. participate in reading activities.</td>
<td></td>
<td>Newbery Activity Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newbery Award Library (fs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Third Book of Junior Authors</td>
</tr>
</tbody>
</table>

EVALUATION

Student will participate in a sharing experience with a book. 
Teacher will observe increased reading of outstanding books.
SECTION 4-6
Audio Visual

OBJECTIVES

GOAL: To develop facility in the use of audio visual materials and equipment.

SUGGESTED ACTIVITIES

The student will:

1. locate and operate equipment.
2. select audio visual materials appropriate for a specific machine.
3. produce original audio visual materials.

EVALUATION

The student will use audio visual materials to stimulate interest in a curriculum related subject.

RESOURCES

- Slide projector
- Reel to reel recorder
- Record player
- Overhead projector
- Opaque projector
- Cassette recorder/player
- Audio visual software
- School Media Quarterly
- Instructional Media Curriculum Guide
- Quickwick: Your Library Guide
- Instructional Media Curriculum Guide
- Audio visual software
- Cassette recorder/player
- Filmstrip projector
- Opaque projector
- Overhead projector
- Record player
- Reel to reel recorder
- Slide projector

Advanced students with approval and assistance from the media specialist may make a tape recording, a poster, simple transparency, or other audio visual aids for the lower grades. (The student selects a book to read and record on cassette which may be checked out and taken home.) The student may select a book which has audio-visual capability. (Make a `four-proof book.' For the lower grades, the books are selected from the media specialists' library to be appropriate for the students.)
POTPOURRI OF IDEAS

NEWSPAPER HEADLINES

Taken from “Teaching tips for all Grades” from Grade Teacher. Article by Edwin Hermanni.

To stimulate interest in reading newspapers, start a headline collection for the year or term. It should consist of clippings of important events of each week that could be considered of history-making value.

Each student should bring the headline which he considers to be of the most importance each week. Assigned committees will evaluate the clippings brought and determine which ones should be used in the permanent collection. Some twenty to forty clippings mounted in an appropriate place with the pupils name would, at the close of the term offer a comprehensive survey of the news that made current history.

REFERENCE

Make a permanent set of questions for each reference book. Prepare an answer key on another paper. Color code questions and answers by mounting the question and answer sheets on the same color of construction paper (laminate if possible).

Students can gain skill in using reference books by looking up questions and checking the answers independently. File questions near the reference books for easy accessibility.

NEW BOOKS TREASURE HUNT

When ready to place new books on the shelf, and before filing the catalog cards, put one card for each new book (title, author or subject card) in an attractive container and let each student draw one. He must tell what type of card he has and then locate the book on the shelf. Special bookmarks might be placed in the new books for the “treasure”.

Let each student tell something about the book he finds, then when all have been located exchange books to examine and decide if he wants to check one out.

CALDECOTT BOOK SHARING

Let 5th or 6th grade students research the Caldecott Award, select one of these books and present it to a kindergarten, first or second grade. Encourage them to use original ideas to introduce the story and to hold the children’s interest. They could select or make audio visual aids, make arrangements with the teacher for a time and make sure the story they select is on the grade level they will give it to. This is an excellent learning experience and very rewarding for all involved.

THE TALKING BOOK

Let a student who has enjoyed reading a particular book, prepare a cassette tape on it, giving the title, author and why he liked the book. He should leave some questions on the book unanswered to encourage others to read it. Place the tape recorder with an earphone by a large cardboard box entitled “The Talking Book” so that students can listen without disturbing others.

REFERENCE ROCKET – Grades 4, 5, 6

Purposes: To acquaint children with a variety of reference tools and their uses.

Behavioral Objective: Children will demonstrate their knowledge of various reference tools by correctly identifying a source for several questions.

How to Make and Play: The rocket is made from six ice cream cartons (round, like those from Baskin-Robbins). Each carton represents a rocket stage.


Children are given a star with a reference question. Example. When was John Wayne born? The star is then placed on the appropriate stage with a piece of masking tape.

This may be played with a number of children.

Variety: A contest may be held between the boys and girls to see which team gets the most correct answers.
DEWEY DECIMAL GAME  Grades 3-6

Purpose. To review with the children the ten major classes of the Dewey Decimal System and some of their component classes.

Behavioral Objective. Children will correctly identify the major classification of various subjects.

How to Make and Play. Each of the ten major classes of the Dewey Decimal System is illustrated individually with a representative picture on a piece of tag board. Each tag board also has a pocket attached for the insertion of subject cards. A package of subject cards is prepared, example: travel, geography, mathematics. Children are to place the subject cards in the pocket of the correct classification number. Any number of children may participate.

MEDIA BINGO  – All grades

Purpose: To introduce children to the audio visual hardware and software available to them.

Behavioral Objective. Children will be able to correctly identify all hardware and software in the center.

How to Make and Play. Each child received a game board of ___ squares pictured with some piece of hardware or software. The children also receive markers to place on the appropriate square when needed.

A caller draws a slip of paper stating the type of media to be covered on the game board. The first child to successfully fill a row, either diagonally, straight across, or up and down, is declared the winner. Any number of children may participate.

Caution. Each game board must be unique. Some planning is required to guarantee that there are no two game boards exactly alike.
BIBLIOGRAPHY

Adventures in Reading. Eyegate. (filmstrip).


Besa Library Angel. Sturgis. (poster)


Books Talk Back. Filmstrip Center. (filmstrip/record)


Compton's Encyclopedia and Fact Index. 24v. F. E. Compton.

Dictionary Skill Chart. Ideal.

Dictionary Skills. Wollenbak. (cassettes)

Dictionary Skill Transparency. Ideal.

Enlarged Wilson Catalog Cards. Sturgis.

Famous Americans. Jam Handy. (filmstrip)


The Flintstones. Xerox. (filmstrip)

Fundamentals of Language Arts. Eyegate. (filmstrip)


Haunted Library. Creative Visuals. (cassette)

How to Find a Book Poster. Sturgis.

How to Use the Dictionary. Taylor Teaching Tapes. (cassette)


Information Please Almanac. Simon & Schuster. (annual)


Junior Book of Authors. 2d rev ed. Stanley Kunitz. II. W. Wilson, 1951.


Library Skills, Book II. Denison. 1965.


Lincoln Library of Essential Information. 2v. Frontier.

Look It Up: How to Get Information. Troll. (filmstrip)

Merit Student Encyclopedia. 20v. Crowell-Collier.

More Junior Authors. II. W. Wilson, 1963.

New Book of Knowledge. 20v. Grolier.

Newbery Award Library. Miller-Brody. (filmstrip)

Quickview: Your Library Guide. Spoken Arts. (sound filmstrip set)

School Library Series. McGraw-Hill. (filmstrip set)

School Media Quarterly. American Library Association. (periodical)

Subject Index to Children's Magazines. Gladys Cavanagh.

Third Book of Junior Authors. II. W. Wilson, 1972.

Using the Elementary School Library. Society for Visual Education. (filmstrip set)


World Almanac and Book of Facts. Doubleday. (annual)

World Book Encyclopedia. 20v. Field Enterprises.
INTRODUCTION TO THE JUNIOR HIGH SECTION

The Junior High section is intended to serve media personnel and teachers working with students who are in a critical transition period in their lives. Adaptation of the Guide, by media personnel to meet the needs of the school regardless of its philosophy (open space, open education, traditional, etc.), will provide more opportunity for student involvement and success.

Recognizing the presence of middle schools and the variance in grade levels included in them, the orientation objectives in this section can be used as an overview for grade six in the middle school, grade seven in the traditional junior high, or as a starting point for those having little or no previous instruction in media skills. This, too, is a reinforcement time as well as a new beginning.

Goals for Junior High:

1. To become acquainted with the media center.
2. To develop the ability to use the appropriate reference materials.
3. To develop an awareness of the sources of current information.
4. To develop an understanding of the use of AV materials and equipment as an integral part of the curriculum.
GOAL: To become acquainted with the media center.

OBJECTIVES

The student will demonstrate a knowledge of:

1. media center behavior.
2. physical arrangement of media center and materials.
3. media terminology.

A. Dewey Decimal classification system.

SUGGESTED ACTIVITIES

The media specialist will:

1. identify media personnel.
2. demonstrate how to handle books properly.

The student will:

1. make a poster illustrating good media center etiquette.
2. check out a book.

The media specialist will:

1. plan a media center tour for locating:
   - check-out desk
   - card catalog
   - fiction and non-fiction books
   - magazines and newspapers
   - reference section
   - non-print materials and equipment.

The student will:

1. view transparencies of media center vocabulary.
2. see filmstrips.
3. Make a booklet including various parts of a book.

The student will:

1. view filmstrips, transparencies, posters and charts.

RESOURCES

Name tags for media staff
Library Angels Posters
Posters on media center etiquette
Chart of check-out procedure
Map worksheet of media center
Transparency showing floor plan

Library Research Tools
"The Book" (fs)
School Library Series
"Using Books" (fs)
Transparencies listing media center vocabulary

School Library Series
"The Dewey Decimal System" (fs)
### OBJECTIVES

**GOAL:** To become acquainted with the media center (continued)

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. View transparencies and charts.</td>
</tr>
<tr>
<td>2. Look up an author: list all books available by that author.</td>
</tr>
<tr>
<td>3. Select a subject: list all books available on that subject.</td>
</tr>
<tr>
<td>4. Use Scholastic Book Service's cartoon representation of Dewey (or something similar) as a sample to draw their own cartoons to illustrate Dewey. Display them in the media center.</td>
</tr>
</tbody>
</table>

### EVALUATION

- The student will:
  1. View transparencies and charts.
  2. Look up an author: list all books available by that author.
  3. Select a subject: list all books available on that subject.
  4. Use Scholastic Book Service's cartoon representation of Dewey (or something similar) as a sample to draw their own cartoons to illustrate Dewey. Display them in the media center.

### RESOURCES

- Junior High Orientation
- Card Catalog
- Suggested activities
- Enlarged Wilson Catalog Cards
- Wall Charts
- Basic Library Skills
- Wilson Catalog Cards
- Enlarged Wilson Catalog Cards
## Reference (Encyclopedias)

**GOAL** To develop the ability to use appropriate reference materials.

### OBJECTIVES

The student will demonstrate acquaintance with and facility in use of:

1. encyclopedias.

2. abridged and unabridged dictionaries.


### SUGGESTED ACTIVITIES

<table>
<thead>
<tr>
<th>The media specialist will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to make students aware of the many different encyclopedias available, plan a treasure hunt of multiple days for students to look for and identify encyclopedias. They may look at school, home, public library, etc. A list is compiled of specific titles.</td>
</tr>
<tr>
<td>2. view available filmstrips about encyclopedias.</td>
</tr>
</tbody>
</table>

### EVALUATION

Each student will select an article, take notes and write a brief summary.

### RESOURCES

- Library Research Tools
  - "Encyclopedias" (fs)
  - "Using the Library"
  - "Using the Encyclopedia (fs)
- Set of encyclopedias
- The "Use of..." guides available from publishers of various tools.

**Reference (Indexes)**

The student will:

1. examine old issues of the *Reader's Guide*.

### SUGGESTED ACTIVITIES

<table>
<thead>
<tr>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. play the &quot;Dictionary Football&quot; game.</td>
</tr>
<tr>
<td>2. view available filmstrips about dictionaries.</td>
</tr>
</tbody>
</table>

### EVALUATION

Each student will look up and give the most current definition for a list of words selected from abridged and unabridged dictionaries showing diacritical markings.

**RESOURCES**

- Bank of Ideas
- *Dictionary in Action* (fs)
- *Discovering the Dictionary* (fs)

- "How to Use the Reader's Guide"
- Library Research Tools
OBJECTIVES

GOAL: To develop the ability to use reference materials. (continued)

SUGGESTED ACTIVITIES

1. Identify what magazines are available in the media center and those available that are indexed in Reader's Guide.
2. Take an article from a current magazine and index it as if it were going to be entered in Reader's Guide.
3. Complete a media special and teacher prepared worksheet.

EVALUATION

will include completion of a prepared worksheet of addresses (the biography, encyclopedia, almanac).

The student will:

1. Given an opportunity to select a topic related to a particular unit being studied, each student will look up the subject in the Reader's Guide, locate an article, list its title, the magazine and date.

RESOURCES

"Reader's Guide to Periodical Literature" (I)
"Reader's Guide to Periodical Literature" (II)
Old paperback issues of Reader's Guide and/or Abridged Reader's Guide
"Your Library Resources and How to Use Them" (1)
"Your Library Resources and How to Use Them" (2)
"Other Specialized Reference Tools" (1)
"Other Specialized Reference Tools" (2)
"Libraries, Almanacs and Gazetteers" (1)
"Libraries, Almanacs and Gazetteers" (2)

The student will:

1. View an appropriate filmstrip.
2. Participate in a round robin activity where the books are displayed on tables according to type and the students are given time at each table to handle and examine them.
3. Have hands on experience with different types of atlases (i.e. historical, geographical).

EVALUATION

will include completion of a prepared worksheet of addresses (the biography, encyclopedia, almanac).

The student will:

1. Use reference hooks he has examined, the student will look up answers to open book test prepared by media specialist.
2. Complete a prepared worksheet and teacher prepared worksheet.
3. Examine articles from a current magazine and in the Reader's Guide.
**OBJECTIVES**

1. Introduce students to the appropriate use of reference materials.

2. Enable students to locate specific information using reference materials.

3. Help students develop critical thinking skills by evaluating the reliability of source materials.

4. Foster the ability to use reference materials effectively in research projects.

**SUGGESTED ACTIVITIES**

- **Activity 1:** Introduce the concept of using reference materials.
  - Discuss the importance of reference materials in academic work.
  - Provide examples of various types of reference materials.

- **Activity 2:** Demonstrate how to use reference materials in a practical context.
  - Organize a mini-library in the classroom.
  - Provide students with a list of reference materials.
  - Guide students on how to use these materials to answer specific questions.

**RESOURCES**

- *General Reference Books*:
  - *Encyclopedia of American History*
  - *Dictionary of American History*
  - *Facts About the Presidents*
  - *Who's Who in America*
  - *Webster's Biographical Dictionary*

- *Specialized Reference Books*:
  - *Before the Mayflower: A History of the Negro in America 1619-1966*
  - *Civil War Dictionary*
  - *Encyclopedia of American Facts and Dates*
  - *Encyclopedia of American History*
  - *Historical Atlas of Oklahoma*
  - *Indians in America's Past*
  - *What Happened Then*
  - *Using the Library: "Using Special Reference Books" (fs)*
  - *Famous First Facts*
  - *Book-of Popular Science*
  - *Compton's Illustrated Science Dictionary*

**EVALUATION**

- Each student will write a brief biography of three famous people using at least three different sources.

- The student will:
  1. View different resources by use of the opaque projector.
  2. Examine copies of references as arranged on a table display.
  3. Select a particular event, date, etc., and, using a minimum number of resources, compare the amount of information in each source.

- The media specialist will:
  - Work cooperatively with the teacher to design activities that will involve the use of some of these resources.

- Given a list of special reference sources available in the media center, the student will write a brief statement relating how each resource can be used.

- The student will:
  1. View an appropriate filmstrip.
  2. Have hands-on experience with special references on a table display.
  3. "Science in the News" - Use current resources (magazines and newspapers), to make oral or written reports on some area of science in the
OBJECTIVES

GOAL: To develop the ability to use appropriate reference materials

SUGGESTED ACTIVITIES

8. Special reference materials for Math (continued)

- Prepare a collection of formulas used by people in different fields of work.
- Prepare a bulletin board or display of articles from newspapers and magazines containing large numbers and references which may be useful in different kinds of work.
- Prepare a bulletin board or display of articles on symbols used in mathematics.
- Prepare and report on special items and terms.
- Make entries in a math notebook, including notes from articles or reports they find interesting or useful.
- Prepare some special reference materials for the media center.

EVALUATION

Each student will:

- Examine source books available in the media center.
- View available filmstrips.
- Complete teacher-prepared materials requiring use of mathematical resources:
  - World of Mathematics
  - Illustrated Encyclopedia of the Animal Kingdom
  - World Almanac and Book of Facts
  - Periodicals: Popular Science, Science Digest, Science News
  - Illustrated Encyclopedia of the Animal Kingdom
  - World Almanac and Book of Facts
  - Mathematics Dictionary
  - Mathematics for the Million
  - Men of Mathematics
  - Prepare Now for a Metric Future
  - World of Mathematics
  - Using the Library
  - Using Special Reference Tools (continued)

The media specialist will:

- Develop extra credit assignments for students to broaden their understanding of mathematics.
  - Research and report on various mathematicians - Plato, Thales, Euclid, and others.
  - Research and report on terms and symbols used in mathematics.
  - Prepare a list of formulas used by people in different fields.
  - Prepare a bulletin board or display of articles from newspapers and magazines containing large numbers and references which may be useful in different kinds of work.
  - Prepare and report on special items and terms.
  - Make entries in a math notebook, including notes from articles or reports they find interesting or useful.

For example:

Each student will:

- Examine source books available in the media center.
- View available filmstrips.
- Complete teacher-prepared materials requiring use of mathematical resources:
  - World of Mathematics
  - Illustrated Encyclopedia of the Animal Kingdom
  - World Almanac and Book of Facts
  - Periodicals: Popular Science, Science Digest, Science News
  - Illustrated Encyclopedia of the Animal Kingdom
  - World Almanac and Book of Facts
  - Mathematics Dictionary
  - Mathematics for the Million
  - Men of Mathematics
  - Prepare Now for a Metric Future
  - World of Mathematics
  - Using the Library
  - Using Special Reference Tools (continued)
**GOAL:** To develop an awareness of the sources for current information.

**OBJECTIVES**

The student will:

1. become familiar with the vertical file.
2. use newspapers as sources of current information.

**SUGGESTED ACTIVITIES**

The student will:

1. view sample pamphlets, pictures and clippings from the vertical file by means of opaque projector.
2. use the vertical file examining pamphlets, bulletins and other current materials available.

**EVALUATION**

The student will prepare a bibliography of materials available in the vertical file on a given subject.

The media specialist will:

- discuss with teacher and class special features, editorial policy, and bias in reporting news.

**RESOURCES**

- Vertical File Index
- Your vertical file
- Newspapers: local, regional, national
**GOAL:** To develop an understanding of the use of AV materials and equipment as an integral part of the curriculum.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn to operate AV equipment.</td>
<td>- Experiment with and use the opaque projector to enlarge materials for a variety of uses (posters, bulletin board materials, etc.) and/or project materials which otherwise have limited exposure.</td>
<td>Filmstrip machine</td>
</tr>
<tr>
<td>2. Develop the ability to produce AV materials.</td>
<td>- Produce appropriate visual materials for an assignment. (simple transparencies, posters, mounted pictures, photographs, tape recordings)</td>
<td>Video tape recorder</td>
</tr>
</tbody>
</table>

**EVALUATION**

- The student will be able to select or produce appropriate visual materials for an assignment.

**RESOURCES**

- Filmstrip machine
- Video tape recorder
- Super 8 film loop projector
- Overhead projector
- Opaque projector
- Time recorder
- Record player
- Instructional Media Curriculum Guide
- Planning and Producing Audio Visual Materials
- Preparation of Inexpensive Teaching Materials
- Techniques for Producing Visual Instructional Materials
- Simplified Techniques for Preparing Flash
- Techniques for Producing Visual Instructional Materials
- Techniques for Producing Visual Instructional Materials
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Chronicles of Oklahoma. Oklahoma Historical Society. (quarterly)
Current Biography. H. W. Wilson. (published monthly except August)
Designing Instructional Visuals. Instructional Media Center. (pamphlet)
Dewey Decimal Classification. Library Filmstrip Center. 1967. (filmstrip)
Dictionary of Preparation. Instructional Filmstrips. (filmstrip)
Discovering the Dictionary. Filmstrip House. (filmstrip)
Enlarged Wilson Catalogue Cards. Sturgis.
How to Find a Book in the Library. Scholastic Book Service. (poster)
Information Please Almanac. Simon & Schuster. (annual)
Lettering Techniques. Instructional Media Center. (pamphlet)
Library Angels. Sturgis. (posters)
Library Research Techniques. Instructional Media Center. (pamphlet)
Local Production Techniques. Instructional Media Center. (pamphlet)
Overhead System. Instructional Media Center. (pamphlet)
Production of 2 x 2" Slides for School Use, Instructional Media Center, (pamphlet)
School Library Series, McGraw-Hill, (filmstrip)
Statesman's Yearbook, St. Martin's Press, (annual)
Tape Recorder, Instructional Media Center, (pamphlet)
Thinking With a Pencil, Henriett Helms, Barnes & Noble, 1964.
Using the Library, Encyclopaedia Britannica, (filmstrips)
Using Tear Sheets, Instructional Media Center, (pamphlet)
Vertical File Index, II. W. Wilson, (monthly)
Who's Who in America, Marquis, (biennial)
World Almanac and Book of Facts, Doubleday, (annual)
INTRODUCTION TO THE HIGH SCHOOL SECTION

The high school media specialist or teacher will realize that many of the skills which were introduced in the elementary and junior high grades need to be reintroduced and retaught in the tenth grade and then reviewed again in the eleventh and twelfth grades. The media specialist will also realize that many of the skills previously presented need to be taught in greater depth at the secondary level.

Following is a list of goals for teaching media skills in high school. These goals are designed for the student:

1. to become acquainted with the school's media center.
2. to develop the skills needed to effectively use the school's media center.
3. to develop the ability to locate and gather information about people.
4. to develop the skills needed to locate information about words.
5. to develop the ability to locate and use current materials.
6. to develop the ability to use the appropriate reference materials in securing information for use in all subject areas of the school's curriculum.
7. to establish a closer working relationship between our schools and the world of work and to provide information to students regarding higher education, vocational training, and employment.
8. to have the opportunity to create, adapt, or duplicate materials as a natural component of the educational experience.

Each of these goals is followed by objectives, suggested to meet the objective, activities and resources. Some of the objectives fall into the cognitive domain, while others belong in the affective. Too, some of the objectives are not as easily measured as others, yet they have been included because they are important in teaching media skills. For instance, an important objective is to develop in students an interest and desire to read; however, it is not easy to measure such an objective.

Another important area in teaching media skills concerns learning the operation and production of audio visual materials. It is recommended here that these skills not be taught as isolated segments in the curriculum, separate from other subjects. Rather it is recommended that these skills be introduced along with other units of study, when appropriate.

The list of resources for each unit is not an exhaustive list. It is only a representative list of materials that can be used at a given level. It is also realized that not all of these materials will be available in every school media center, nor is it intended that all of these materials must be used with all students. The media specialist and/or teacher will need to select and use those materials which are suitable and appropriate in their particular situation.

At the end of this section are the appendices, which include examples of various activities and sample tests that can be used by the media specialist and teacher.
**GOAL:** To develop the skills needed to effectively use the school’s media center.

**OBJECTIVES**

**The student will:**

1. demonstrate proficiency using the Dewey Classification System to locate books and other materials. (Optional introduction to Library of Congress.)

**The media specialist will:**

1. review the ten main classes of Dewey classification and explain call numbers and the arrangement of books and other materials on the shelves (i.e., reference, biography, records, etc.).

2. review and show samples of catalog cards: author, title and subject.

3. provide practice in using the card catalog.

**SUGGESTED ACTIVITIES**

**RESOURCES**

- *Dewey Decimal System of Classification* (fs)
- *Library Research Tools* (fs)
- *Using Today's Library* (fs)
- *Game: Search for a Book* (fs)
- *Teacher made activities* (fs)

**The student will:**

1. use the card catalog to locate books and notebook materials.

2. use the Dewey Decimal Classification System to locate books and other materials.

3. demonstrate a knowledge of the parts of a book.

4. use the Dewey Decimal Classification System to locate books and other materials.

5. demonstrate proficiency using the Dewey Classification System to locate books and other materials. (Optional introduction to Library of Congress.)

6. provide practice in using the card catalog.

7. examine library books to secure specific information from the various parts.

8. use the Dewey Decimal System of Classification to locate books and other materials. (Optional introduction to Library of Congress.)

9. provide practice in using the card catalog.

10. demonstrate a knowledge of the parts of a book.

11. use the Dewey Decimal System of Classification to locate books and other materials.

12. demonstrate proficiency using the Dewey Classification System to locate books and other materials. (Optional introduction to Library of Congress.)

13. provide practice in using the card catalog.

14. examine library books to secure specific information from the various parts.

Books: especially reference books

Transparencies

Sample sets of catalog cards

Enlarged Wilson catalog cards

Mimeographed sheet with examples of cards

Floor plan of center

Trays from card catalog

Sample sets of catalog cards
**GOAL:** To develop the skills needed to effectively use the school's media center. (continued)

### OBJECTIVES

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4.</td>
<td>consult encyclopedias for general information.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>use subject encyclopedias to secure information on special subjects.</td>
<td></td>
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</tbody>
</table>

### SUGGESTED ACTIVITIES

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The media specialist will:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>provide opportunities for practice in using encyclopedias by use of worksheets, etc.</td>
</tr>
<tr>
<td>2.</td>
<td>discuss when to use encyclopedias and for what purpose.</td>
</tr>
<tr>
<td>3.</td>
<td>stress the use of the index.</td>
</tr>
</tbody>
</table>

The teacher in cooperation with the media specialist will give opportunities for practice by using classroom assignments in sciences, history, art, etc.

### RESOURCES

<table>
<thead>
<tr>
<th>Encyclopedias:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Americana</td>
<td></td>
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<tr>
<td>Britannica</td>
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<tr>
<td>Collier's</td>
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<tr>
<td>Columbia</td>
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<tr>
<td>Compton's</td>
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<tr>
<td>Merit Student's Encyclopedia</td>
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<tr>
<td>World Book</td>
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<tr>
<td>Encyclopedia: Basic Knowledge (fs)</td>
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<tr>
<td>Encyclopedia: Usage Techniques (fs)</td>
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<tr>
<td>Worksheets</td>
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<tr>
<td>Annals of America</td>
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<tr>
<td>Book of Popular Science</td>
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<tr>
<td>Encyclopedia of American History</td>
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<tr>
<td>Encyclopedia of Careers and Vocational Guidance</td>
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<tr>
<td>Encyclopedia of World Art</td>
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<tr>
<td>Harper Encyclopedia of Science</td>
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<tr>
<td>McGraw-Hill Encyclopedia of Science and Technology</td>
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<tr>
<td>Van Nostrand's Scientific Encyclopedia</td>
<td></td>
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<tr>
<td>Others in the media center</td>
<td></td>
</tr>
<tr>
<td>Teacher made worksheets</td>
<td></td>
</tr>
</tbody>
</table>
GOAL: To develop the ability to locate and gather information about people.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-School Biography</td>
<td>The student will:</td>
</tr>
<tr>
<td>Current Biography</td>
<td>identify many sources of information about people.</td>
</tr>
<tr>
<td>Dictionary of American Biography</td>
<td>The media specialist will:</td>
</tr>
<tr>
<td>Webster’s Biographical Dictionary</td>
<td>introduce and emphasize scope, arrangement.</td>
</tr>
<tr>
<td>Encyclopedia of World Biography</td>
<td>Explain that biographies of distinguished people in areas such as science and voca-</td>
</tr>
<tr>
<td>Dictionary of American Biography</td>
<td>tions are shelved in some libraries in the subject division; need to use the card catalog in locating biographies.</td>
</tr>
<tr>
<td>Current Biography</td>
<td>2. provide practice in selection of sources of information about people considering the amount and kind of information desired.</td>
</tr>
<tr>
<td>Encyclopedia of World Biography</td>
<td>3. introduce pupils to a variety of biographies that may interest them; locate both individual and collective biographies on the shelves.</td>
</tr>
<tr>
<td>Dictionary of American Biography</td>
<td>The media specialist will:</td>
</tr>
<tr>
<td>Current Biography</td>
<td>1. introduce general biographical dictionaries and aids.</td>
</tr>
<tr>
<td>Encyclopedia of World Biography</td>
<td></td>
</tr>
</tbody>
</table>
GOAL: To develop the ability to locate and gather information about people. (continued)

<table>
<thead>
<tr>
<th>GOAL: To develop the ability to locate and gather information about people. (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVES</strong></td>
</tr>
<tr>
<td>3. demonstrate the ability to locate material about authors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUGGESTED ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The media Specialist will...</td>
</tr>
<tr>
<td>2. give information on the references that provide information about authors.</td>
</tr>
<tr>
<td>2. work cooperatively with other teachers in devising assignments that will require use of these materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RESOURCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Authors, 1600-1900</td>
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<tr>
<td>British Authors Before 1800</td>
</tr>
<tr>
<td>British Authors of the Nineteenth Century</td>
</tr>
<tr>
<td>Contemporary Authors</td>
</tr>
<tr>
<td>European Authors 1000-1900</td>
</tr>
<tr>
<td>Junior Book of Authors</td>
</tr>
<tr>
<td>More Junior Authors</td>
</tr>
<tr>
<td>Something About the Author</td>
</tr>
<tr>
<td>Third Book of Junior Authors</td>
</tr>
<tr>
<td>Twentieth Century Authors</td>
</tr>
</tbody>
</table>
GOAL: To develop the skills needed to locate information about words.

Resources

**ABRIDGED DICTIONARIES**

- Booklets from Merriam (free upon request)
- Webster's, New College Dictionary
- Funk and Wagnalls Standard College Dictionary
- American Heritage Dictionary

**UNABRIDGED DICTIONARIES**

- Dictionary of American Language
- New Standard Dictionary of the English Language since 1963
- Funk and Wagnall's Standard Dictionary
- Funk and Wagnall's New Standard Dictionary
- Funk and Wagnall's Standard College Dictionary
- Funk and Wagnall's Standard English
- Webster's, New College Dictionary
- Webster's, New International Dictionary
- Webster's, Third New International of the English Language

SUGGESTED ACTIVITIES

1. The student will:
   - The media specialist will:
     - demonstrate the arrangement, scope, and use of the dictionary and explain the differences between the abridged and unabridged dictionaries.

2. The student will:
   - demonstrate the ability to use foreign language dictionaries.

3. The student will:
   - demonstrate the ability to locate and use foreign language dictionaries.

4. The student will:
   - demonstrate the ability to use foreign language dictionaries.
### GOAL: To develop the ability to locate and to use current materials.

#### OBJECTIVES

The student will:

1. demonstrate the ability to use special reference materials such as yearbooks, handbooks, almanacs, etc.

2. demonstrate the ability to use periodical indexes.

3. demonstrate skill in using the vertical file.

#### SUGGESTED ACTIVITIES

The media specialist will:

1. introduce and demonstrate the use of such reference books as *Statesman's Yearbook*.

2. emphasize scope, arrangement and indexing.

3. introduce other indexes of current material.

The student will:

- successfully complete teacher-made worksheets using this material.

The media specialist will:

1. give instruction in the use of *Reader's Guide to Periodical Literature*.

2. demonstrate and provide practice in using the *Reader's Guide to Periodical Literature*.

The student will:

- give instruction in the location and arrangement of material in the vertical file.

The student will:

- choose a current event of significance and obtain by personal research at least one of each of the following: newspaper article, pamphlet, and other available material. The material to be placed in the vertical file as a new subject.

#### RESOURCES

- Commodity Yearbook
- Economic Almanac
- Information Please Almanac
- Official Congressional Directory
- Statesman's Yearbook
- Statistical Abstract of the United States
- United States in World Affairs
- World Almanac
- "Editorials on File"
- Encyclopedia yearbooks
- "Facts on File"
- "Guide to the Use of Bartlett's Familiar Quotations"
- World Almanac worksheets
- "How to Use the Reader's Guide"
- Reader's Guide to Periodical Literature
- Reader's Guide: Reference (kit)
- Teacher's Guide Series
- Other indexes in your school
- Your Library Resources and How to Use the Reader's Guide (kit)
- Materials in the vertical file
- Vertical File Index
HIGH SCHOOL
Science
OBJECTIVES

GOAL: To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum.

SUGGESTED ACTIVITIES

The student will:

1. demonstrate the ability to use appropriate media for information in the science disciplines.
   - Astronomy
   - Biology
   - Botany
   - Chemistry
   - Earth Sciences
   - Environmental Sciences
   - Physics
   - Zoology
   - Others taught by the individual school.

2. work cooperatively with other teachers in devising assignments that will require use of these materials.

3. successfully complete teacher-made assignments requiring use of science reference materials (i.e., word searches; cross word puzzles, etc.).

The media specialist will:

1. cooperate with the teacher to prepare units of study.

2. work cooperatively with other teachers in determining the relationship between the areas of science.

Resources

- Book of Popular Science
- Britannica Yearbook of Science and the Future
- Dictionary of Scientific Terms
- Handbook of Chemistry and Physics
- Harper Encyclopedia of Science
- McGraw-Hill Encyclopedia of Science and Technology
- Our World and the Universe Around Us
- Van Nostrand's Scientific Encyclopedia

Humanities

The student will demonstrate:

1. familiarity with the materials available for research in the field of humanities.

2. the ability to think both inductively and deductively based on information and knowledge.

3. a recognition that art, literature, philosophy, and music help to give a better understanding of people.

4. the ability to make responsible value judgments.

The media specialist will:

1. work cooperatively with the teacher to prepare units of study.

2. work cooperatively with other teachers in determining the relationship between the areas of humanities.

Resources

- Bulfinch's Athenaeum
- Classic Myths in English Literature and Art
- Complete Book of Classical Myths
- Composers Since 1900
- Encyclopedia of World Art
- Great Books of the Western World
- Great Composers: 1300-1900
- Grove's Dictionary of Music and Musicians
- Humanities: An Approach to Learning in the Modern World
- McGraw-Hill Dictionary of Art
- MIT (plates and cassettes)
- Popular American Composers
- Story of Philosophy
- Story of Pioneers
- Story of Progress
- Story of Religion
- Story of Science
- Story of the World
- Who's Who in American Art
**GOAL:** To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum. (continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The media specialist will:</td>
<td>Bartlett's Familiar Quotations</td>
</tr>
<tr>
<td>1. demonstrate a familiarity with the variety of reference material available in literature and facility in the use of that material.</td>
<td>1. introduce the various reference materials available by giving information about their uses, arrangement, and special features.</td>
<td>Concise Cambridge History of English Language</td>
</tr>
<tr>
<td></td>
<td>2. work cooperatively with other teachers in devising assignments that will require use of these materials.</td>
<td>Crowell's Handbook . . . (series)</td>
</tr>
<tr>
<td></td>
<td>3. utilize team teaching, when possible, and have students work in the media center.</td>
<td>Cyclopedia of Literary Characters</td>
</tr>
<tr>
<td></td>
<td>The student will:</td>
<td>Dictionary of Literary Terms</td>
</tr>
<tr>
<td></td>
<td>1. be given worksheets, when appropriate that will require hands on use of the material.</td>
<td>Essay and General Literature Index</td>
</tr>
<tr>
<td></td>
<td>2. given the opportunity, describe and explain uses of selected materials in this area.</td>
<td>Granger's Index to Poetry</td>
</tr>
<tr>
<td></td>
<td>The media specialist will:</td>
<td>Handbook to Literature</td>
</tr>
<tr>
<td></td>
<td>1. introduce the various reference materials available by giving information about their uses, arrangement, and special features.</td>
<td>Home Book of American Quotations</td>
</tr>
<tr>
<td></td>
<td>2. work cooperatively with other teachers in devising assignments that will require use of these materials.</td>
<td>Home Book of Quotations</td>
</tr>
<tr>
<td></td>
<td>3. utilize team teaching, when possible, and have students work in the media center.</td>
<td>Magill's Quotations in Context</td>
</tr>
<tr>
<td></td>
<td>The student will:</td>
<td>New Century Classical Handbook</td>
</tr>
<tr>
<td></td>
<td>1. be given worksheets, when appropriate, that will require hands on use of the material.</td>
<td>Ottenmiller's Index to Plays in Collections</td>
</tr>
<tr>
<td></td>
<td>2. be given opportunity to describe and explain uses of selected materials in this area.</td>
<td>Oxford Companion . . . (series)</td>
</tr>
<tr>
<td></td>
<td>The media specialist will:</td>
<td>Reader's Encyclopedia</td>
</tr>
<tr>
<td></td>
<td>1. introduce the various reference materials available by giving information about their uses, arrangement, and special features.</td>
<td>Reader's Encyclopedia of American Literature</td>
</tr>
<tr>
<td></td>
<td>2. work cooperatively with other teachers in devising assignments that will require use of these materials.</td>
<td>Reader's Encyclopedia of Shakespeare</td>
</tr>
<tr>
<td></td>
<td>3. utilize team teaching, when possible, and have students work in the media center.</td>
<td>Reader's Encyclopedia of World Drama</td>
</tr>
<tr>
<td></td>
<td>Other reference materials available in the school media center.</td>
<td>Short Story Index</td>
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<td></td>
<td></td>
<td>Complete Rhyming Dictionary and Poet's Craft Book</td>
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<td></td>
<td></td>
<td>Elements of Style</td>
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<td></td>
<td></td>
<td>Poet's Manual and Rhyming Dictionary</td>
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<td></td>
<td></td>
<td>Prose Style: A Handbook for Writers</td>
</tr>
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<td></td>
<td></td>
<td>Research Paper</td>
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<td></td>
<td></td>
<td>Roger's International Thesaurus</td>
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<td></td>
<td></td>
<td>Webster's New Dictionary of Synonyms</td>
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<tr>
<td></td>
<td></td>
<td>Writer's Guide and Index to English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writer's Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other reference materials available in the school media center.</td>
</tr>
</tbody>
</table>
### Language Arts (Continued)

**OBJECTIVES**

**GOAL:** To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum.

**SUGGESTED ACTIVITIES**

<table>
<thead>
<tr>
<th>3.</th>
<th>Develop an acquaintance with the variety of reference materials available in the area of English usage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Work cooperatively with the teacher in selecting materials and the number from the Dewey Decimal Classification system related to English usage.</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize computerized reference materials.</td>
</tr>
<tr>
<td>6.</td>
<td>Introduce the various reference materials used in the study of English usage.</td>
</tr>
<tr>
<td>7.</td>
<td>The media specialist will:</td>
</tr>
<tr>
<td>8.</td>
<td>The student will:</td>
</tr>
<tr>
<td>9.</td>
<td>The student will:</td>
</tr>
</tbody>
</table>

**RESOURCES**

- Barnhart Dictionary of New English Since 1963
- Dictionary of American Slang
- Dictionary of Foreign Phrases and Abbreviations
- Dictionary of Modern English Usage
- Dictionary of Slang and Unconventional English
- Dictionary of Usage and Style
- Glossary for English Transformational Grammar
- Glossary of Linguistic Terminology
- Lincoln Library of Language Arts
- Modern American Usage
- Nett, Easy Way to Master Spelling
- On Your Marks: A Package of Punctuation
- The student will:

**Mathematics**

**OBJECTIVES**

**GOAL:** To develop an acquaintance with the variety of reference materials available in the area of mathematical education and facility in the use of mathematical materials.

**SUGGESTED ACTIVITIES**

<table>
<thead>
<tr>
<th>3.</th>
<th>Develop an acquaintance with the variety of reference materials available in the area of mathematical education and facility in the use of mathematical materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Work cooperatively with other teachers in selecting materials and the number from the Dewey Decimal Classification system related to mathematics.</td>
</tr>
<tr>
<td>5.</td>
<td>Utilize computerized reference materials.</td>
</tr>
<tr>
<td>6.</td>
<td>Introduce the various reference materials used in the study of mathematics.</td>
</tr>
<tr>
<td>7.</td>
<td>The media specialist will:</td>
</tr>
<tr>
<td>8.</td>
<td>The student will:</td>
</tr>
</tbody>
</table>

**RESOURCES**

- Crescent Dictionary of Mathematics
- Handbook of Mathematical Tables
- Mathematics Dictionary
- Mathematics of Mathematics
- Metrics: Measurement for Tomorrow
**GOAL:** To develop the ability to use the appropriate reference materials in securing information for use in all subject areas in the school's curriculum. (continued)

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>

The student will:

- demonstrate an acquaintance with and ability to use skillfully and effectively materials available for reference work in the area of the Social Sciences.

The media specialist will:

1. identify the subject area fields covered in the social sciences:
   - Economics
   - History
   - Geography
   - Government
   - Sociology
   - Psychology
   - Pseudo-Psychology

2. introduce by film, filmstrip, or transparencies, the major reference books of each subject area.

3. introduce and explain the proper use of these materials with emphasis on individual arrangement and indexing.

The student will:

- complete a study unit that will require the use of these resource materials. Team teaching between instructors and media specialist can be used effectively if assignments are done in the media center.

| American Political Dictionary  
| Atlas of American History  
| Book of the States  
| Dictionary of American History  
| Dictionary of Psychology  
| Dictionary of Political Science  
| Dictionary of the Social Sciences  
| Economic Almanac  
| Encyclopedia of Mental Health  
| Encyclopedia of Psychology  
| Encyclopedia of the Social Sciences  
| Encyclopedia of World History  
| Historical Atlas of Oklahoma  
| Oklahoma Place Names  
| United States Organization Manual  
| Webster's New Geographical Dictionary  
<p>| Worldmark Encyclopedia of the Nations |</p>
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bulletins, Brochures, Catalogs</td>
<td>For activities it is suggested that the media:</td>
</tr>
<tr>
<td>Alumni of various schools</td>
<td>Occupational Outlook Quarterly</td>
</tr>
<tr>
<td>Films, filmstrips, etc.</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td>VIEW (Vital Information for Education and Work)</td>
<td>Occupation Outlook Quarterly</td>
</tr>
<tr>
<td>Educational videos, etc.</td>
<td>Occupational Outlook Handbook</td>
</tr>
<tr>
<td>Oklahoma State Department of Education</td>
<td>VIEW (Vital Information for Education and Work)</td>
</tr>
</tbody>
</table>

**GOAL:** To establish a closer working relationship between our schools and the world of work and to provide information to students regarding higher education, vocational training, and jobs for which they can prepare.

1. A knowledge of the major occupational fields.
2. Knowledge of the relationship between specific high school courses and jobs for which they can prepare.
3. A knowledge of the sources of information concerning schools, colleges and other training programs.

The student will demonstrate:

- A knowledge of the major occupational fields.
- Knowledge of the relationship between specific high school courses and jobs for which they can prepare.
- A knowledge of the sources of information concerning schools, colleges and other training programs.
GOAL: To have the opportunity to create, adapt or duplicate materials as a natural component of the educational experience.

The student will demonstrate:

1. a proficiency in graphic production as a necessary part of their class work.

2. proficiency in photography as an aid to learning within the framework of the curriculum.

The media specialist will:

1. demonstrate graphic techniques for the individual or class as needed.

2. identify the areas to be covered:
   
a. printing skills – hand lettering, copying, lettering devices, stencils.

   b. transparency production – Thermal, Diaz, color lift, and hand drawn.

   c. flat pictures and posters – hand drawn, dry mounted, laminated and photographic.

The student will:

1. plan, photograph, edit pictorial segments (still and motion pictures), possibly with sound, as part of a class project.

2. receive instruction in still photography, photographic slides, 8mm movie, photographic transparencies, photographic filmstrips.

3. make use of photography to record field trip, research investigation, public relations, annual production, slide story or essay.

RESOURCES

- Designing Instructional Visuals
- Instructional Media Curriculum Guide
- Lettering Techniques
- Local Production Techniques
- Overhead System
- Thinking with a Pencil
- Using Tear Sheets
- Action! Camera Super 8 Cassette Filmmaking for Beginners
- Complete Book of 8mm Movie Making
- Guide to Filmmaking
- “Production”of 2 x 2” slides for school use”
GOAL: To have the opportunity to create, adapt or duplicate materials as a natural component of the educational experience.

OBJECTIVES

1. The students plan, produce and edit a video tape production, live television production or radio show.

2. Possibilities for student participation in this area are:
   a. Video tape student performance for immediate or later replay, analysis and evaluation in areas such as speech, athletics, music, art.
   b. School news could be prepared for local radio stations.
   c. Assembly program on closed circuit TV.

3. Students can analyze television preference and habits.
   Student can compare TV production and the original it was based on (i.e., a book).

4. Analyze advertising.
   a. Analyze programs in television preference and habits.

5. Develop student made criteria for evaluation of TV offerings.
   I. As the opportunity is found within the class, the student will produce and use audio tape recordings, cassette and reel to reel. Some possible uses are: speech or music practice and evaluation: editing for reducing length or rearranging parts: sound effects for TV, radio or stage production: diction drills: and interview of resource person.

RESOURCES

All areas of audio visual production are covered in the following books:

- Creating Instructional Materials
- Planning and Producing Audiovisual Materials
- Preparation of Inexpensive Teaching Materials
- Producing Visual Instructional Media
- Directed Techniques for Producing Visual Media
# BIBLIOGRAPHY

## High School

- **American Authors, 1600-1900.** Ed. by Stanley J. Kunitz and Howard Haycraft. H. W. Wilson, 1938.
- **Barlett's Familiar Quotations.** 14th ed. Little, 1968.
- **Book of the States.** Council of State Governments, (biennial).
- **Britannica Yearbook of Science and the Future.** Encyclopaedia Britannica. (annual).
- **British Authors Before 1800.** Ed. by Stanley J. Kunitz and Howard Haycraft. H. W. Wilson, 1952.
- **British Authors of the Nineteenth Century.** Ed. by Stanley J. Kunitz and Howard Haycraft. H. W. Wilson, 1936.
- **Collier's Encyclopedia.** 24 vols. Macmillan.
- **Commodity Yearbook.** Commodity Research Bureau, (biennial).
- **Composers Since 1900.** Ed. by David Ewen. H. W. Wilson, 1969.
- **Compton's Encyclopedia and Fact-Index.** 22 vols. Compton.
- **Current Biography.** H. W. Wilson. (published monthly except August)
- **Cyclopedia of Literary Characters.** Ed. by Frank N. Magill. H. W. Wilson, 1964.
- **Economic Almanac; a handbook of useful facts about business, labor and government in the United States and other areas.** The Conference Board, 1940- (biennial).
- **Editorials on File.** Facts on File, 1970- (weekly).

Overhead System. Instructional Media Center. (pamphlet)


Production of 2 & 2X Slides for School Use. Instructional Media Center. (pamphlet)


“Search”. Instruct Company. 1971. (game)


Statesman’s Yearbook. St. Martin’s Press. (annual)


Tape Recorder. Instructional Media Center. (pamphlet)


Using the Library. Eyegate. (transparencies)

Using Tear Sheets. Instructional Media Center. (pamphlet)

Using Today’s Library. Eyegate. (filmstrips & records)


Vertical File Index. H. W. Wilson. (monthly)

VIEW. Oklahoma State Department of Vo-Tech Education or State Department of Education. (rev. quarterly/regional) (microfiche)


Who’s Who in America. Marquis. (biennial)


World Almanac and Book of Facts. Doubleday. (annual)

World Book Encyclopedia. 22v. Field Enterprises.


ORIENTATION WORKSHEET

Name: ___________________________  Teacher: ___________________________  Hour: __________

I. Card Catalog  (Remember the card catalog is divided into 3 sections, one for title cards, one for author cards, one for subject cards.)
1. In the subject catalog find 3 books about cowboys. For each book give the following:
   Call Number | Author | Title
   ------------|--------|--------
   ------------|--------|--------
   ------------|--------|--------

2. In the title catalog find the book title *Joshua, Son of North*, Who is the author? What kind of book is it?

3. From the author catalog list the books by the author Richard V. Andre as available in this library.

   All Andre's Books have a Dewey Decimal number in the 500’s. Check the titles about what subject does he write?

4. Under the subject “Pirates” there are ______ library sources listed.

   How many of these are non-fiction ______ fiction ______ biography ______ story collection ______

5. In the title catalog find the book title *Inside Australia*. The call number is ______. What kind of book is this?

II. Fiction  The letter F on the top line of the call number indicates fiction. Fiction books are arranged alphabetically by the author’s last name.

   In the fiction section find the following call number’s and give the author and title for one book, (there may be more than one with the same call number.)

   Call Number | Author | Title
   ------------|--------|--------
   ------------|--------|--------
   ------------|--------|--------

III. Story Collection  Books of short stories are located directly after fiction books. The first line of the call number will be the letters SC. These are arranged alphabetically on the shelf by the name of the person who has written or collected the stories.

1. Short story books may consist of short stories by one author. Find a book of short stories by Edgar Allan Poe. What is the title?

2. Short story books may consist of short stories about one subject. Find a book of short stories about science fiction. Give the title:

IV. Biography  Individual biographies are books about one person’s life. The number used for these books is 92. These are located after the story collection books. They are arranged alphabetically by the name of the person written about. Immediately after are books containing the lives of more than one person. These are collective biographies. The number for these is 920.

1. In the biography section find a biography about each of the following persons. Give the author, title and call number.

   George Washington
   John Kennedy

2. What is the title of the book having the call number 920?

3. What is the title of the book having the call number 920?

   A biography collection. What is the common trait of the persons about which the book is written?

IV. Non-Fiction  The books dealing with factual materials are called non-fiction. These are arranged according to the Dewey Decimal number and then alphabetically by the author’s last name.

1. Going directly to the shelves, find the title of one book with the following call number. What subject does each book discuss?

   Call Number | Title | Subject
   ------------|-------|--------
   ------------|-------|--------
   ------------|-------|--------

V. Career Corner  A corner of the library containing books relating to colleges and careers. The symbol above the Dewey number will be CC.

1. In the Career Corner find a book about a career in automotive service. What is the call number?

2. In the *Occupational Outlook Handbook* (call number CC 378.73)

   (Note that there is an index. The Blue Books arranged alphabetically by state and then by college.)

3. In the Career Corner vertical file what career materials are found in the folder number 103A?

4. Going directly to the shelves, find the title of one book with the following call number. What subject does each book discuss?

   Call Number | Title | Subject
   ------------|-------|--------
   ------------|-------|--------
   ------------|-------|--------

VI. Ninth Floor  The books dealing with factual materials are called non-fiction. These are arranged according to the Dewey Decimal number and then alphabetically by the author’s last name.
1. Using the Encyclopedia Americana index, find out when Halley's Comet last appeared.

2. Julian Huxley is discussed on page _______ in Volume _______ of the Social Science Encyclopedia.

3. Volume _______ page _______ of the McGraw-Hill Encyclopedia of Science & Technology has an article about Falcon Island. Use Index.

4. In the World Almanac find the zip code number for Dover, Delaware.

5. "A Horse! A Horse! My kingdom for a horse!" is a quote from the play _______ by _______. Give source _______. In _______ volume of the _______. Social Science Encyclopedia.

6. Current Biography gives information on persons who are prominent. Using the index find John Lennon, the singer. When was he born?

7. In what volume of Contemporary Authors do you find Barbara Izard?

8. Herman Hesse, a 20th Century author, was born in _______. He is a _______ citizen. Where did you find the information?

9. Using one of the author books in the Reference section of the library, find out where Ben Jonson, a British author who wrote in the 1600's, is buried. Source book _______. Page _______.

10. Richard Hildreth, an American author born in 1807, wrote the book _______ which anticipated the popularity of Uncle Tom's Cabin. Where did you find the information?

11. Johns Hopkins, an American born in 1795 who founded Johns Hopkins Hospital and Johns Hopkins University, left school at the age of _______. What is your source of information?

12. Using the Reader's Guide give the full citation (name of magazine, date of magazine, and page number) for one magazine article "by" William F. Buckley and one article "about" William F. Buckley.

13. "Just one apple", a book copyrighted in 1966 and written by Janet, was reviewed in _______. You will find this information in _______. Review Digest, volume _______. Page _______.

14. Using the Dictionary of American History find the "Mormon War". What was it and when did it occur?

15. In the Vertical File, count the number of subject folders there are under the letter O. _______.
<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Sculpture</td>
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<tr>
<td>2. Trees</td>
</tr>
<tr>
<td>3. Geometry</td>
</tr>
<tr>
<td>5. Opera</td>
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<tr>
<td>6. Dictionary of synonyms</td>
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<tr>
<td>7. Plays of Eugene O'Neill</td>
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<tr>
<td>8. Geography of India</td>
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<tr>
<td>9. The dance</td>
</tr>
<tr>
<td>10. School Libraries</td>
</tr>
<tr>
<td>11. Quakers</td>
</tr>
<tr>
<td>12. Cook Books</td>
</tr>
<tr>
<td>13. Agriculture</td>
</tr>
<tr>
<td>14. History of England</td>
</tr>
<tr>
<td>15. Child Psychology</td>
</tr>
<tr>
<td>16. Bible</td>
</tr>
<tr>
<td>17. Etiquette</td>
</tr>
<tr>
<td>18. Poetry</td>
</tr>
<tr>
<td>19. Travel in the United States</td>
</tr>
<tr>
<td>20. Encyclopedias</td>
</tr>
<tr>
<td>21. Latin</td>
</tr>
<tr>
<td>22. Mythology</td>
</tr>
<tr>
<td>23. Botany</td>
</tr>
<tr>
<td>24. Sports</td>
</tr>
<tr>
<td>25. Radio and Television</td>
</tr>
</tbody>
</table>
LIBRARY SCIENCE

LIBRARY TEST – Final Evaluation

Pick the most nearly correct answer in each case.

1. The non-fiction books in the library are arranged on the shelf by the
   a. author's last name
   b. Dewey Decimal number
   c. Dewey Decimal number plus the publisher's name

2. Biography books are arranged alphabetically by
   a. the author's last name
   b. the publisher's name
   c. the name of the person the book is written about

3. To find the materials which are available about a specific subject you will first need to decide on
   a. the “key” word
   b. the length of the paper
   c. the area of the library in which to work

4. Fiction books are arranged in the library by
   a. author
   b. title
   c. publication date

5. The card catalog in the Putnam City High School Library is divided into three sections. These are:
   a. fiction, non-fiction and biography
   b. author, title and subject
   c. subject list of books in the library

6. A book in which the author tells the life story of another person is
   a. a biography
   b. a character sketch
   c. a bibliography

7. To get general coverage of your subject, you will need to consult
   a. a dictionary
   b. an encyclopedia
   c. the author catalog

8. The card catalog is
   a. an index of all the books in the library
   b. an index to non-fiction books
   c. a subject list of books in the library

9. Current Biography, in the reference area, is useful to find information about
   a. recent news events
   b. prominent people of the past
   c. people of prominence in the present

10. To find information about an author prominent during the past 20 years which of the following would be most helpful?
    a. Twentieth Century Authors
    b. The Encyclopedia of the Social Sciences
    c. Dictionary of American Biography

11. To find reviews for a specific book in the Book Review Digest you will first need to know the
    a. title
    b. author
    c. copyright

12. The key to the material in the magazines is
    a. The Reader's Guide to Periodical Literature
    b. the encyclopedia
    c. Current Biography

13. The Vertical File contains
    a. pamphlets, clippings, etc., arranged by subject
    b. oversize books and magazines
    c. recent issues of local newspapers

14. When using reference books be sure to start by checking the
    a. table of contents
    b. glossary
    c. index

15. The hours for the Putnam City High School Library are
    a. 7:45 to 4:00
    b. 8:00 to 3:00
    c. 7:30 to 3:25

16. Information about the “Boston Tea Party” can be obtained by checking
    a. Dictionary of American Biography
    b. Social Science Encyclopedia
    c. Dictionary of American History

17. You would find several reviews of Steinbeck’s short novel “The Pearl” in
    a. the card catalog
    b. Book review digest
    c. Twentieth Century Authors

18. The section of a book listing all topics, persons and places mentioned is called
    a. a glossary
    b. a table of contents
    c. an index

19. Call numbers beginning with 92 are
    a. biographies
    b. fiction
    c. encyclopedia

20. The number unit typed in the upper left hand corner of the cards in the card catalog is called
    a. an index number
    b. a call number
21. The letter “R” on the back of a library book binding when printed just above the numbers stands for
a. reserved
b. rebound
c. reference

22. When using the encyclopedia be sure that you
a. start with the index
b. first check the correct letter volume
c. check the table of contents

23. The Reader’s Guide to Periodical Literature is arranged by
a. chronology
b. author and subject in alphabetical order
c. names of magazines

24. Which of the following would you consult to find all the books in the library about Africa?
   a. The Reader’s Guide
   b. a handbook to literature
   c. the card catalog

25. A card in the card catalog that is filed under the first word of the title of the book is called
   a. a title card
   b. an author card
   c. a subject card

26. To find the population of New York City according to the 1970 census
   a. look in the card catalog
   b. look in the dictionary
   c. look in the World Almanac

27. In our library the subject headings are
   a. in capital letters
   b. typed in red
   c. printed in ink

28. A card in the card catalog that is filed under the last name of the person who wrote the book is
   a. a title card
   b. an author card
   c. a bibliography card

29. “See” cards and “See also” cards in the card catalog are
   a. lists of books about the eyes
   b. lists of audio-visual materials
   c. cross-reference cards

30. The Dictionary of American History is
   a. a book of word definitions for American History
   b. an encyclopedia of American History
   c. a textbook for American History

31. The most important source of current information in the library is the
   a. periodicals
   b. encyclopedias
   c. card catalog

32. Most of the materials covering vocational information are located in
   a. the reference area
   b. Career Corner
   c. the nonfiction area

True and False (Read the question carefully)

36. All Call Numbers with 92 on the top line are biographies.
37. You must have a hall pass during lunch hour to come to the library.
38. A charge of 3 cents per day is charged for an overdue book.
39. Non-fiction books are shelved in numerical order according to the Dewey Decimal system.
40. Biographies are shelved alphabetically by the author’s last name.
41. In the Reader’s Guide notation “Sat Eve Post 236.23 Ap 20 ’63” the number 236 indicates the page number on which the article may be found.
42. The story of a person’s life is called a bibliography.
43. A catalog card reading “flying saucers, see Unidentified flying objects” means that books on U.F.O.’s are listed under “unidentified flying objects”.
44. To find a book using the card catalog you must know the author’s name.
45. In our library the card catalog is divided into 3 sections each containing a different type of catalog card.
46. The number on the spine of the book is called the accession number.
47. Reference books may not be checked out.
48. The call number of a non-fiction book is made up of the Dewey Decimal number and the first initial of the author’s last name.
49. See at the top of the call number means that the book is in the Career Corner.
50. All books are arranged on the shelves by the Dewey Decimal number.
Pick the most nearly correct answer in each case.

1. The non-fiction books in the library are arranged on the shelf by the
   a. author's last name
   b. Dewey Decimal number
   c. symbols NF plus the publisher's name

2. Biography books are arranged alphabetically by
   a. the author's last name
   b. the publisher's name
   c. the name of the person the book is written about

3. Fiction books are arranged in the library by
   a. author
   b. title
   c. publication date

4. A book in which the author tells the life story of another person is
   a. a biography
   b. a character sketch
   c. a bibliography

5. The card catalog is
   a. an index of all the books in the library
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   a. The Reader's Guide to Periodical Literature
   b. the encyclopedia
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7. The Vertical File contains
   a. pamphlets, clippings, etc. arranged by subject
   b. oversize books and magazines
   c. recent issues of local newspapers

8. When using reference books be sure to start by checking the
   a. table of contents
   b. glossary
   c. index

9. The section of a book listing all topics, persons and places mentioned is called
   a. a glossary
   b. a table of contents
   c. an index

10. The number unit typed in the upper left hand corner of the cards in the card catalog is called
    a. an index number
    b. a call number
    c. a service number

11. Which of the following would you consult to find all the books in the library about Africa?
    a. The Reader's Guide
    b. a handbook to literature
    c. the card catalog

12. A card in the card catalog that is filed under the first word of the title of the book is called
    a. a title card
    b. an author card
    c. a subject card

13. A card in the card catalog that is filed under the last name of the person who wrote the book is
    a. a title card
    b. an author card
    c. a bibliography card

14. Books dealing with factual information such as science, history, art, etc., are
    a. non-fiction
    b. fiction
    c. biographies

15. "See" cards and "See also" cards in the card catalog are
    a. lists of books about the eyes
    b. lists of audio-visual materials
    c. cross-reference cards

16. Cross-reference cards help you find
    a. books about crosses
    b. the reference area of the library
    c. other subject to check for information

17. The Dictionary of American History is
    a. a book of word definitions for American History
    b. an encyclopedia of American History
    c. a textbook for American History

18. The most important source of current information in the library is the
    a. periodicals
    b. encyclopedias
    c. card catalogs

19. A good school library
    a. should reflect the attitudes of the community
    b. should contain books giving both popular and unpopular points of view
    c. should remove any books critical of the establishment

20. The number of main divisions in the Dewey Decimal system is
    a. five
    b. ten
    c. twenty
MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE
Diagnostic gr. 10, Evaluative gr. 12 1970A Edition

1. To find what books the library has on Russia, one should look first in (a) the geography books (b) the card catalog (c) the Reader's Guide

2. The best place to look for very recent material on a subject is in the (a) card catalog (b) encyclopedia (c) Reader's Guide

3. The card catalog is to the library as (a) the index is to a book (b) the table of contents is to a book (c) the glossary is to a book

The following is a sample card from the card catalog. Questions 4, 5, and 6 refer to this example.

**Sample Card**

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
<th>Author</th>
<th>Call Number</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>627 Ellsberg, Edward</td>
<td>Submarines</td>
<td></td>
<td>234p</td>
<td>Steinbeck, John</td>
<td>Grapes of Wrath</td>
</tr>
<tr>
<td></td>
<td>On the bottom, New York</td>
<td></td>
<td></td>
<td>Viking, 1929</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1929</td>
<td></td>
<td>619 p</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The sample card is called a (a) title card (b) author card (c) subject card

5. The call number in the sample card is (a) 234p (b) 1929 (c) 627

6. The publisher on the sample card is (a) Edward (b) Ellsberg (c) Macmillan

7. On the library shelves, the above book is located under (a) Grapes of Wrath (b) OKLAHOMA (c) Steinbeck, John (d) 619 p

8. If you want the most recent information in Israel, which book would you select?
   (a) | 956.94 Smith, John |
   | J |

9. The quickest place in the card catalog to find the book, *The Trumpeter of Krakow*, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

10. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered (a) M (b) S (c) P (d) T

11. The quickest place in the card catalog to find the book, *A Day in Old Rome*, would be under (a) A (b) Day (c) Rome

The following are sample cards from the card catalog. Questions 14 and 15 refer to these examples.

(a) | 74 |
(b) | 69 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPORTS</td>
<td>See also names of sports e.g., FOOTBALL</td>
</tr>
<tr>
<td>TEEN AGE</td>
<td>see YOUTH</td>
</tr>
</tbody>
</table>
14. Does the library have any books listed under football? (a) yes (b) no

15. Does the library have any books listed under teenagers? (a) yes (b) no

16. When you cannot find a book on a subject, the library may still have material in the (a) author file (b) reference file (c) pamphlet file (d) card catalog

17. In a library a book catalog is (a) a book that lists catalogs (b) a catalog used to order new books (c) card catalog (d) information printed in a book form

18. “R” before or above a book’s call number indicates that it is a (a) reference book (b) recent book (c) reserved book (d) requested book

19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book

20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author

21. Books with Dewey Decimal numbers are (a) fiction (b) mystery (c) non-fiction

22. Check the books in the correct order on the shelf according to Dewey Decimal arrangement.

<table>
<thead>
<tr>
<th>914</th>
<th>914.13</th>
<th>914.2</th>
<th>914.25</th>
<th>914.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>914</td>
<td>914.13</td>
<td>914.2</td>
<td>914.25</td>
<td>914.4</td>
</tr>
</tbody>
</table>

23. Individual biography is arranged on the shelves by call number (921) and then alphabetically by (a) author (b) title (c) person who is the subject of the book.

24. Fiction is arranged on the shelves alphabetically by (a) author (b) subject (c) title

25. The arrangement in the Reader’s Guide is alphabetically by (a) author only (b) by author and subject (c) title only

26. Question 26, 27, 28, 29 refer to this example.


27. In this entry, 1966 is the (a) page number (b) volume number (c) date of magazine

28. In this entry, 1966 is the (a) page number (b) volume number (c) column number

29. The article is to be found in the magazine (a) Amateur Scientist (b) Neville (c) Scientific American

30. Fiction can be found in (a) National Geographic (b) Time (c) Reader’s Digest

31. A current events magazine is (a) Ladies’ Home Journal (b) Time (c) National Geographic

32. The quickest way to find out how many people were arrested for violating narcotics drug laws last year, look in (a) an almanac (b) the pamphlet file (c) the Reader’s Guide

33. To find information about a famous living person, look in (a) Who was Who (b) Dictionary of American Biography (c) Current Biography

34. To find synonyms and antonyms, look in (a) an almanac (b) a thesaurus (c) an encyclopedia

35. To quickly find a fact within a book you use the (a) index (b) table of contents (c) appendix

36. To find the word of famous people on a subject of interest, look in (a) Roget’s Thesaurus (b) Twentieth Century Authors (c) Bartlett’s Quotations

37. Pseudonym means that (a) the writer is unknown (b) there are two or more authors (c) the writer is not using his true name

38. The part of a book in which to find information for making a bibliography is the (a) title page (b) table of contents (c) index

39. The appendix of a book gives (a) a list of books used as resources (b) an alphabetical list of subjects in the book (c) supplementary material to the body of the book

40. The glossary of a book tells (a) the page to look on for information (b) definitions of technical or foreign terms (c) a list of books used as resources

41. The part of a book giving the author’s purpose in writing is the (a) table of contents (b) bibliography (c) preface

42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book

43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines

44. Microfilm is a good resource when you are looking for (a) motion pictures (b) periodical articles (c) filmstrips
1. The quickest way to find in which anthology a certain poem appears, look in (a) the table of contents of each anthology (b) Granger’s Index to Poetry (c) The Home Book of Verse

2. The Book Review Digest lists (a) complete reviews of books indicating which books are good and which are bad (b) reviews by a staff of book reviewers to try to interest you in buying the book (c) excerpts of reviews with a citation indicating where you can read the complete review.

3. The best place to find a portrait of entertainment figures such as Bob Dylan or Glen Campbell is to look in (a) Who’s Who in America (b) Current Biography (c) Contemporary Authors

4. A list of books and articles about Ringo Starr can be found by checking (a) Biography Index (b) Reader’s Guide (c) Who’s Who in America

5. To find a synonym for an over-used word in an English paper, look in (a) The Quotation Dictionary (b) Roget’s Thesaurus (c) The Writer’s Handbook

6. Of the following magazines a conservative political philosophy is represented in (a) The Nation (b) The New Republic (c) The National Review

7. Of the following magazines the most liberal political philosophy is represented in (a) U.S. News & World Report (b) The Nation (c) The National Review

8. Libraries may be arranged by the Dewey Decimal Classification or The Library of Congress Classification. A book in the Library of Congress system would be classified
(a) 821 (b) LB (c) R (d) 759.05
F 2803 973.979 C12
C2C2 Fra
You can find 42 terms that are used in Library Science among these letters. They read forward, backward, up, down, or diagonally. Draw a line around each one, then check the list on the next page.

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M I N D I V I D U A L B I O G R A P H Y O O
E L C A L D E C O T T M E D A L I F E R Z N
T L O T O E C H A R G I N G D E S K B A S E
S U L E T B R E A D E R S G U I D E A N P W
Y S I L K I L A C L I E O Y H P A R G O I B
S T E C O B I D R A W C A L E N D A L I N E
L R C A O L L N I I F N V K E N T O O T E R
A A T J B I A T D R O E E A O Q T E W C A Y
M T I R R O A T I E C R R G X O A N S I O M
I O V E A G U L T X E V P A N B C A D A E
C R E V E R T I C A L S T O R Y R D L D
E O B O Y A H O F M S E T A R U E C Y E M A
D Y I C P P O N I K E R H E E B O L M G A L
Y C O T U I R O C O N I G H B L F O T D N L
E I G S S Y E N T O I L I M I C P O I A X
W B R U L B E F I B Z K R O U S O E Y R T I
E R A D I C T I O N A R Y C N H I N D I B H D
D O P U B K E C N O G A P K L E T I I A I N
C W H M R I O T N A P O E L R E A G N N E
A S Y O A T S I A M M A C R A I N S H U K P
T E W O R K R O O M C A R D C A T A L O G P
S TO R R A N O I T C I D D E G D I R B A

S E V E N

72

ABRIDGED DICTIONARY
APPENDIX
ATLAS
AUTHOR
BIBLIOGRAPHY
BIOGRAPHY
BROWSE
CALL NUMBER
CARD CATALOG
CHARGING DESK
CALDECOTT MEDAL
COLLECTIVE BIOGRAPHY
COPYRIGHT
DEWEY DECIMAL SYSTEM
DICTIONARY
DUST COVER
ENCYCLOPEDIAS
FICTION
GLOSSARY
ILLUSTRATOR
INDEX
INDIVIDUAL BIOGRAPHY
JACKET
LIBRARY
MAGAZINES
NEWBERY MEDAL
NON-BOOK MATERIAL
NON-FICTION
PREFACE
PUBLISHER
READER'S GUIDE
REFERENCE
SPINE
STORY
TABLE OF CONTENT
TITLE PAGE
UNABRIDGED DICTIONARY
VERTICAL FILE
WORK ROOM
YEARBOOK
THE DEWEY DIFFICULT CHILD

700's real name was Arthur, after the king in the 398's but they called him 700 for short. He wasn't a bad boy when left to his own devices. He didn't steal 332. He never tore his 646, because he was too lazy to climb 582. Experimenting with 540, playing with the 636.7, going to the 778.5, or watching 621.388 were his ideas of a good time.

But 371.3 was not his favorite indoor 796. He hated 510 the worst of all, trying to avoid it in every possible way. Once he found a penny and short circuited all the 621.32 in the 400 classroom on a dark day. Class was dismissed.

This is the conversation that took place one day after school. Mother, "Come, 700, it's time you practiced you 780. You can't spend all day making model 629.133."

700 speaking, "Oh, Mom, skip the 155.4. I wish I'd been born in 917.2 where they aren't in such a hurry. Even an 970.1 has more 323.4 than I do. John's mother is a lot easier than you are. She doesn't care how much he 822."

Mother, "Never mind, young man. Come right in here. Time for you to 910. Don't slam that door! Don't bump that table! Those dishes are my very best 915.1! and there they go! Oh, you dreadful boy. You have the worst 395. A 636.1 in the house couldn't be any worse. If anybody ever writes my B they'll say I died young all on account of my dreadful 523.7."

But she didn't and 700 finally grew up and now the whole thing is 930.
<table>
<thead>
<tr>
<th>MEDIA TERMINOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>abridged</td>
</tr>
<tr>
<td>appendix</td>
</tr>
<tr>
<td>atlas</td>
</tr>
<tr>
<td>author card</td>
</tr>
<tr>
<td>autobiography</td>
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<td>copy stand</td>
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<tr>
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<tr>
<td>Dewey Decimal System of classification</td>
</tr>
<tr>
<td>dictionary</td>
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<td>dry mount</td>
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<td>overhead projector</td>
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<td>overlays</td>
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<tr>
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<tr>
<td>periodical</td>
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<tr>
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<td>Reader's Guide</td>
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<td>transparency</td>
</tr>
<tr>
<td>unabridged</td>
</tr>
<tr>
<td>vertical file</td>
</tr>
<tr>
<td>video tape recorder</td>
</tr>
</tbody>
</table>
If the inclusion of a title on the library shelves is questioned, the librarian shall have the following form (Citizen’s Request for Reconsideration of a Book) turned in by the person who questions the book:

**CITIZENS REQUEST FOR RECONSIDERATION OF A BOOK**

**Author**

**Title**

**Publisher (if known)**

**Request initiated**

**Telephone:**

**Address:**

**City**

**State**

**Zip:**

**Complainant represents**

**name of organization**

**identify other group**

1. **To what in the book do you object?** (Please be specific: cite pages.)

2. **What do you feel might be the result of reading this book?**

3. **For what age group would you recommend this book?**

4. **Is there anything good about this book?**

5. **Did you read the entire book?**

6. **Are you aware of the judgment of this book by literary critics?**

7. **What do you believe is the theme of this book?**

8. **What would you like your school to do about this book?**

   Do not assign it to my child.
   Withdraw it from all students as well as from my child.
   Send it back to the committee for reevaluation.

9. **In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?**

**Signature of Complainant**
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