Criterion Referenced Inventory. Grade 7 Skill Clusters, Objectives, and Illustrations.
Montgomery County Public Schools, Rockville, Md.

61p.: Some illustrations will not reproduce. For related documents, see IR 008 850-853.

MF01/PC03 Plus Postage.

Atlasses; *Criterion Referenced Tests; Dictionaries: Elementary Education; Encyclopedias; *Grade 7: Indexes; Library Catalogs; *Library Instruction; *Library Materials; *Library Skills; Reference Materials

Part of a series of competency-based test materials for grades six through ten, this test booklet for seventh graders contains multiple-choice questions designed to aid in the evaluation of the pupils' library skills. Accompanied by a separate booklet of illustrations which are to be used in conjunction with the questions, the test covers the following skill clusters: (1) location of resources, (2) understandings about materials, (3) using the card catalog, (4) general reference skills, (5) using dictionaries, (6) using encyclopedias, (7) using almanacs, (8) using atlases, and (9) using newspaper, magazine, and periodical indexes. Objectives for each of the clusters are identified. (FM)
DIRECTIONS TO STUDENTS

1. Read each question carefully.

2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).

3. Choose the best answer from the four answers given.

4. Mark the best answer on your answer sheet.

5. Do not mark on the test or in the student booklet.
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ACKNOWLEDGMENTS

This document was developed during the summer of 1979 by The Media Skills Assessments and Inventories Workshop, Susannah A. Miller, Coordinator. Workshop committee members were Joan Copenspire, Donna Dale, Patricia Lebanik, Rachel Mertz, and Elizabeth Flach, Consultant.
INTRODUCTION

The Criterion Referenced Assessment Banks and the Criterion Referenced Inventories were developed by the Montgomery County Public Schools Department of Instructional Resources as part of a comprehensive program of media skills. These evaluation tools represent one component of a unified media program concept which originated in the 1960's, when a concerted effort was made to transform the traditional school library into a unified media center.

In the late 60's and early 70's, the concept of a unified media program was further developed by interrelating media skills instruction with the overall MCPS curriculum.

In 1971, the Department of Educational Media and Technology, now the Department of Instructional Resources, initiated work on a media skills project a) to teach students the necessary skills to learn effectively through the utilization of media resources and b) to help students become independent users and producers of media.

In 1975, as a continuing effort to improve skills instruction, a Scope and Sequence Chart of Instructional Objectives for Media Research and Communication Skills was developed in draft form; and sample assessment measures were provided as models to be used by media specialists and teachers in developing their own assessment measures. In 1978, this chart was revised and produced as the Instructional Objectives for Information Retrieval and Media Production, referred to as the "Blue Book." The document was included in the Multidisciplinary Programs section of the 1979 MCPS Program of Studies.

Recognizing the need to help media specialists in the planning and implementation of the Instructional Objectives for Information Retrieval and Media Production, the Department of Instructional Resources initiated the development of several supporting components. These included increased assistance to media specialists in planning with teachers; the continuing production of media skills activities; the development of a school-wide annual plan of media instruction; and the production of assessment measures to diagnose students' acquisition of the skills outlined in the "Blue Book." It is the assessment component which ultimately led to the development of the Criterion Referenced Assessment Banks and Criterion Referenced Inventories.

In the summer of 1979, a committee selected by the Department of Instructional Resources developed two diagnostic instruments to be used with students in Grades Six and Nine in determining where additional instruction is apt to be needed by each student for the mastery of media skills by the end of Grades Six and Nine. The committee was guided by the following recommendations:

- Items should be written for those objectives considered essential for students' success in Grades Seven and Ten.

- Materials referred to, or illustrations used in conjunction with the items, should represent those materials which are used by students in meeting instructional objectives identified in the various disciplines included in the Program of Studies.

- Vocabulary levels of items should be consistent with the grade levels for which they were intended.
Four needs assessment instruments were developed: two Criterion Referenced Assessment Banks, one each for Grade Six and Grade Nine; and two Criterion Referenced Inventories, one each for students entering Grade Seven and Grade Ten. The Criterion Referenced Inventories contain items based upon objectives selected from the Criterion Referenced Assessment Banks.

Both the Criterion Referenced Assessment Banks (CRABS) and the Criterion Referenced Inventories (CRIS) are criterion-referenced rather than norm-referenced since all items correspond directly to the objectives outlined in the *Instructional Objectives for Information Retrieval and Media Production* "Blue Book."

The CRABS contain items organized into skill clusters as outlined in the "Blue Book." Each cluster in CRAB 6 is bound individually, and the entire set is accompanied by a separate booklet of illustrations necessary for the completion of the assessment items. CRAB 9 is bound in one booklet and is also accompanied by a separate booklet of illustrations.

The CRABS should be administered to students prior to instruction or review in any skill area. The media specialist and the teacher should select the appropriate cluster(s) needed to assess students' mastery and administer those items to the students. Using the results, the media specialist and the teacher will determine student groupings and provide the appropriate instruction.

The CRIS contain items organized into one booklet and accompanied by a separate booklet of illustrations. These inventories are to be administered at the beginning of Grades Seven and Ten to determine which skills the students have already acquired and which skills are in need of reinforcement. It is anticipated that these inventories will serve as a valuable tool for media specialists to use with incoming students. It is strongly recommended that the CRABS and the CRIS be used as outlined in order to provide an effective measure of media skills achievement.

Both the *Instructional Objectives for Information Retrieval and Media Production* and the assessment project represent an ongoing commitment by the Department of Instructional Resources to the development of a unified media program.

This commitment will be further extended to include the following:

- The development of Criterion Referenced Assessment Bank 3 and Criterion Referenced Inventory 4
- The correlation of media skills instructional activities with the CRABS, CRIS, and the *Instructional Objectives for Information Retrieval and Media Production*
- The comprehensive evaluation of the *Instructional Objectives for Information Retrieval and Media Production* and the Criterion Referenced Assessment Banks and Inventories
SKILL CLUSTER OBJECTIVES

SKILL CLUSTER: LOCATION OF RESOURCES

The student will:

- Explain the composition of call numbers for fiction (I.A.3.b.) 1 3
- Explain the composition of call numbers for nonfiction (I.A.3.c.) 2 3
- Explain the composition of call numbers for nonprint (I.A.3.d.) 3 3

SKILL CLUSTER: UNDERSTANDINGS ABOUT MATERIALS

The student will:

- Explain the function of the copyright date (II.B.2.g.) 4 3
- Explain the function of the table of contents (II.B.2.o.) 5 4
- Explain the function of the index (II.B.2.p.) 6 4
- Explain the function of the glossary (II.B.2.r.) 7 4
- Explain the function of the bibliography (II.B.2.v.) 8 4
- Distinguish between fiction and nonfiction (II.B.6.) 9-10 5
- Use the copyright [date] to determine currency of materials (II.B.9.) 11 5
- Explain the content of the vertical file (II.B.11.) 12 5

SKILL CLUSTER: CARD CATALOG

The student will:

- Use guide letters and guide words (II.C.1.) 13-19 6-7
- Explain the purpose of the card catalog (II.C.2.) 20 7
- Identify the call number on a catalog card (II.C.3.a.) 21-22 8
- Identify the author on a catalog card (II.C.3.b.) 23-25 8-9
- Identify the title on a catalog card (II.C.3.c.) 26-28 9
Identify the subject on a catalog card (II.C.3.d.)

Identify the editor/compiler on a catalog card (II.C.3.e.)

Identify the publisher on a catalog card (II.C.3.g.)

Identify the producer on a catalog card (II.C.3.h.)

Identify the copyright date on a catalog card (II.C.3.i.)

Identify the annotation on a catalog card (II.C.3.m.)

Differentiate between author, title, and subject card (II.C.4.)

Determine whether information given in a particular question is the author, title, or subject (II.C.5.)

Identify subjects related to the one being researched (II.C.7.)

Identify various kinds of materials, using the media code above the call number (II.C.9.)

Use public library catalogs for children’s materials (II.C.12.)

**SKILL CLUSTER: GENERAL REFERENCE SKILLS**

The student will:

Determine the purpose and content of dictionaries (II.D.2.a.)

Determine the purpose and content of encyclopedias (II.D.2.b.)

Determine the purpose and content of almanacs (II.D.2.c.)

Determine the purpose and content of atlases (II.D.2.d.)

Determine the most appropriate reference for a particular purpose (II.D.3.)

Locate information arranged in alphabetical order (II.D.9.a.)

**SKILL CLUSTER: DICTIONARIES**

The student will:

Use guide words to locate the appropriate page for a given entry word (II.E.2.)
<table>
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<th>Page</th>
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<td>21</td>
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<tr>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>82-84</td>
<td>22</td>
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**SKILL CLUSTER: ENCYCLOPEDIAS**

The student will:

- Interpret information in the index entry (II.F.7.) 85-86 22-23
- Use cross references such as “See” and “See also” (II.F.13.) 87-88 23
- Use study aids at the end of article (II.F.15.) 89-90 23-24
- Distinguish between a main heading and a subheading (II.F.14.) 91-92 24

**SKILL CLUSTER: ALMANACS**

The student will use the index to locate specific information (II.G.3.) 93-95 24-25

**SKILL CLUSTER: ATLASES**

The student will:

- Locate and decode symbols used (II.H.1.) 98-101 26
- Identify coordinates and page numbers in index (II.H.4.) 96-97 25
- Use coordinates to locate a specific place (II.H.5.) 102-104 27

**SKILL CLUSTER: NEWSPAPERS, MAGAZINES, AND PERIODICAL INDEXES**

The student will:

- Use the *Subject Guide to Children’s Magazines* to locate specific articles (II.K.1.a.) 105-109 27-28
- Use the *National Geographic Index* to locate specific articles (II.K.1.b.) 112-116 29-30
- Decode symbols and abbreviations in entries (II.K.3.) 110-111 29
DIRECTIONS TO MEDIA SPECIALISTS FOR THE ADMINISTRATION OF THE CRITERION REFERENCED INVENTORY GRADE SEVEN

The Criterion Referenced Inventory is to be administered to students entering the seventh grade. It is designed to assist media specialists in planning instructional units for students who have not yet acquired those skills designated for mastery by Grade Six. The performance objectives covered are those determined to be "key" in terms of students' overall reference skills. These performance objectives were selected from those objectives included in the Criterion Referenced Assessment Bank — Grade Six.

Duplicate the number of answer sheets necessary for those students who will be taking the test.

Give each student an item booklet, an illustration booklet, and an answer sheet. Directions provided in the Inventory booklet will indicate to the student which illustrations are to be used.

A sufficient amount of time should be allowed for students to answer questions at their own pace. Several sessions may be required.

Use the answer key to correct student answer sheets.
CRITERION REFERENCED INVENTORY — GRADE SEVEN

1. What information is given by the call number of a fiction book?
   a) Type of book and title
   b) Type of book and author
   c) Type of book and publisher
   d) Type of book and producer

2. What information is given by the call number of a nonfiction book?
   a) Copyright and title
   b) Copyright and author
   c) Classification and title
   d) Classification and author

3. What information is given in this call number?  
   a) Author’s name, number of pages, first three letters of the title
   b) Type of material, Dewey classification number, first three letters of the author’s last name
   c) Author’s name, copyright date, first three letters of the title
   d) Type of material, copyright date, first three letters of the author’s last name

4. The copyright date is used to indicate which of the following?
   a) Date of submission of the book to the publisher
   b) Date of registration of the book with the proper authorities
   c) Date of completion of the book by the author
   d) Date of purchase of the book by the library/media center
5. The table of contents is used to indicate which of the following?
   a) The order of chapter titles and the subjects in the index
   b) The order of chapter titles and their page numbers
   c) The order of the illustrations and their illustration numbers
   d) The order in which the author's previous works appeared in print

6. Which of these would you use to find the page number of a specific subject or person listed in the book?
   a) Appendix
   b) Foreword
   c) Bibliography
   d) Index

7. What part of a book would you use to find an alphabetical listing of words with their definitions?
   a) Index
   b) Bibliography
   c) Glossary
   d) Appendix

8. What part of a book would provide you with a list of references on a subject?
   a) Appendix
   b) Bibliography
   c) Preface
   d) Title page
9. Which of these would probably be found in the fiction rather than in the nonfiction section?
   a) A collection of short stories about a boy detective
   b) A series of homemade experiments with water
   c) The directions for building a doll house
   d) A collection of poems about animals

10. Which of these would probably be found in the nonfiction rather than in the fiction section?
    a) A description of a trip in a time machine
    b) The biography of a 300-year-old woman
    c) The discovery of a mythical continent
    d) An astronaut’s account of a trip to the moon

TO ANSWER QUESTION 11, USE ILLUSTRATION 1: PAGE SAMPLES.

11. Which sample represents the most recent material?
    a) 1
    b) 2
    c) 3
    d) 4

12. What is the vertical file?
    a) A collection of books written about things that have really happened
    b) A collection of models, filmstrips, and transparencies on a variety of topics
    c) A collection of books and magazines written about many different subjects
    d) A collection of pamphlets, booklets, charts, and pictures about different topics
TO ANSWER QUESTIONS 13 THROUGH 16, USE ILLUSTRATION 2: CARD CATALOG OUTSIDE GUIDES.

13. In which drawer of this card catalog would you find a listing of materials on model railroads?
   a) Ma-Mi
   b) Mj-Mz
   c) Q-Re
   d) Rf-Rz

14. In which drawer of this card catalog would you find a listing of books on the migration of birds?
   a) Ba-Bi
   b) Bj-Bz
   c) Ma-Mi
   d) Mj-Mz

15. In which drawer would you find the name of the author of The White Mountains?
   a) Ma-Mi
   b) Mj-Mz
   c) T
   d) W, X, Y, Z

16. In which drawer would you look to find out whether the library had any kits on energy?
   a) D
   b) E-F
   c) I, J, K
   d) L
TO ANSWER QUESTIONS 17 THROUGH 19, USE ILLUSTRATION 3: CARD CATALOG INSIDE GUIDES.

17. Between which two guide cards will you find books about magic?
   a) MACHINES and MAGNETS
   b) MAGNETS and MAPPING
   c) MAPPING and MOLECULE
   d) MOLECULE and MYTHS

18. Before which guide card would you locate books about map making?
   a) MAGNETS
   b) MAPPING
   c) MOLECULE
   d) MACHINES

19. After which guide card would you find the names of books written by Mildred Myrick?
   a) MAGNETS
   b) MAPPING
   c) MOLECULE
   d) MYTHS

20. What is the purpose of the media center card catalog?
   a) To show who has taken materials out of the media center
   b) To show which materials have been taken out of the media center
   c) To show all of the materials owned by the media center
   d) To show materials which are to be used only in the media center
21. What is the call number on card 3?
   a) 1972
   b) Kit 917.3 AME
   c) 5fs, 9 prints
   d) 5 phonodiscs

22. What is the call number of card 4?
   a) 1970
   b) 338p.
   c) 11-2
   d) none of the above

23. Who is the author listed on card 1?
   a) Mrs. Frisby
   b) Robert O'Brien
   c) Zena Bernstein
   d) none listed

24. Who is the author listed on card 3?
   a) Foreign Population
   b) Minorities
   c) New Americans
   d) none listed
25. Who is the author listed on card 2?
   
   a) Vera Foster Rollo
   
   b) Maryland Historical Press
   
   c) Geography of Maryland
   
   d) none of the above

26. What is the title on card 1?
   
   a) Mice Stories
   
   b) Rat Stories
   
   c) An Owl's Suggestion
   
   d) none of the above

27. What is the title on card 2?
   
   a) Maryland
   
   b) Ask Me! About Maryland
   
   c) Maryland Historical Press
   
   d) none of the above

28. What is the title on card 4?
   
   a) An Anthology of Poems, Limericks and Nonsense Verses
   
   b) The Illustrated Treasury of Poetry for Children
   
   c) About Nature, Music, Animals, Love and Other Topics
   
   d) none of the above

29. What is the subject listed on card 2?
   
   a) Geography
   
   b) Maryland
   
   c) Rollo
   
   d) none of the above
30. Which of the four cards lists a compiler?
   a) 1
   b) 2
   c) 3
   d) 4

31. Who is the publisher listed on card 1?
   a) NIMH
   b) Atheneum
   c) Bernstein
   d) none of the above

32. Who is the publisher listed on card 2?
   a) Rollo Vera Foster
   b) Geography of Maryland
   c) Maryland Historical Press
   d) Ask Me About Maryland

33. Who is the publisher listed on card 3?
   a) Foreign population
   b) Minorities analytics
   c) Black Americans
   d) none of the above

34. Who is the publisher listed on card 4?
   a) Grosset
   b) British
   c) American
   d) none of the above
35. Who is listed as the producer on card 3?
   a) Mexican Americans
   b) Foreign Population
   c) Field Educ.
   d) none of the above

36. When was the material on card 1 copyrighted?
   a) jFic
   b) 233p.
   c) 1971
   d) none of the above

37. When was the material on card 2 copyrighted?
   a) 3-3
   b) 1917
   c) 1966
   d) none of the above

38. When was the material on card 3 copyrighted?
   a) 5fs
   b) 1917
   c) 1972
   d) none of the above

39. When was the material on card 4 copyrighted?
   a) 11-2
   b) 338p.
   c) 821.08
   d) none of the above
40. Which cards have annotations?
   a) 1 and 2
   b) 1 and 3
   c) 1 and 4
   d) none of the above

41. What card mentions an owl?
   a) 1
   b) 2
   c) 3
   d) 4

42. Which card is an author card?
   a) 1
   b) 2
   c) 3
   d) 4

43. Which card is a title card?
   a) 1
   b) 2
   c) 3
   d) 4

44. Which cards are subject cards?
   a) 1 and 2
   b) 1 and 3
   c) 2 and 3
   d) 3 and 4
45. Which of these questions could best be answered by finding a title card in the card catalog?
   a) How many books in the media center are written by Nina Bawden?
   b) Who is the author of Bristle Face?
   c) How can I take care of a garter snake I just caught?
   d) Does the media center have any books about archaeology?

46. Which of these questions could best be answered by finding an author card?
   a) Do we have the book The Summer of the Swans?
   b) What is the name of a book written by Jean George?
   c) Do we have any books about wolves?
   d) What is the copyright date of Julie of the Wolves?

47. Which of these questions could best be answered by finding a subject card?
   a) Do we have any books about dinosaurs?
   b) Did Herbert Zim write a book about dinosaurs?
   c) Who is the author of All About Dinosaurs?
   d) Who is the publisher of Dinosaur Hunt?

TO ANSWER QUESTIONS 48 THROUGH 50, USE ILLUSTRATION 5: CATALOG CARDS.

48. What topic in sample card 1 is suggested as an additional source of information on atomic energy?
   a) NUCLEAR ENERGY
   b) NUCLEAR ENGINEERING
   c) NUCLEAR POWER
   d) ATOMIC REACTORS
49. Which of these topics in sample card 3 would contain additional information on space vehicles?
   a) space travel
   b) planets — exploration
   c) interplanetary travel
   d) outer space — exploration

50. Which of these topics in sample card 2 is not suggested to find additional information on astronomy?
   a) ECLIPSES
   b) SOLAR SYSTEM
   c) TELESCOPE
   d) TIDES

TO ANSWER QUESTIONS 51 THROUGH 54, USE ILLUSTRATION 6: CATALOG CARDS.

51. What kind of material is represented by card 1?
   a) Chart
   b) Filmstrip
   c) Game
   d) Record

52. What kind of material is represented by card 3?
   a) Filmloop
   b) Kit
   c) Magazine
   d) Record
53. What kind of material is represented by card 2?
   a) Book
   b) Filmloop
   c) Game
   d) Model

54. What kind of material is represented by card 4?
   a) Book
   b) Filmloop
   c) Kit
   d) Model

TO ANSWER QUESTIONS 55 THROUGH 57, USE ILLUSTRATION 7: MONTGOMERY COUNTY PUBLIC LIBRARIES CHILDREN'S BOOK CATALOG — AUTHOR SECTION OF TITLES-AUTHORS.

55. How many different titles by George MacDonald are listed in this sample?
   a) three
   b) four
   c) five
   d) six

56. What is the call number of Moon Pictures by Selve Maas?
   a) J667
   b) J898.2
   c) A1971
   d) J759.06
57. Which of the following titles in the Montgomery County Public Libraries was not written by David Macaulay?

a) Cathedral, The Story of Its Construction

b) City, A Story of Roman Planning and Construction

c) Pyramid

d) Noah's Journey

TO ANSWER QUESTIONS 58 THROUGH 61, USE ILLUSTRATION 8: MONTGOMERY COUNTY PUBLIC LIBRARIES CHILDREN'S BOOK CATALOG — TITLE SECTION OF TITLES-AUTHORS.

58. How many branches of the Montgomery County Public Libraries have copies of The Grey King?

a) fourteen

b) seventeen

c) nineteen

d) none of the above

59. Under what other title will you look to find out what branches have Grillos y Ranas?

a) Griffin and the Minor Canon

b) Story of Grittir the Strong

c) Grimm's Fairy Tales

d) Crickets and Frogs

60. What is the call number of Green Is For Growing?

a) J580

b) J598.13

c) J821

d) Fiction
61. In what other form is *Grimm's Fairy Tales* available from the public library?
   a) Record
   b) Cassette
   c) Filmstrip
   d) Filmloop

   **TO ANSWER QUESTIONS 62 THROUGH 64, USE ILLUSTRATION 9: MONTGOMERY COUNTY PUBLIC LIBRARIES CHILDREN'S BOOK CATALOG — SUBJECTS.**

62. Under what other topics would you find information about Marine Fauna?
   a) Aquarium
   b) Plankton
   c) Bridges
   d) Oceans

63. How many different books does the Montgomery County Public Libraries have on map making?
   a) one
   b) two
   c) three
   d) four

64. How many branches of the Montgomery County Public Libraries have copies of Erwin Raisz's *Mapping the World*?
   a) fourteen
   b) eighteen
   c) nineteen
   d) twenty
65. Which of these is the correct description of a dictionary?
   a) A book containing words and their meanings, arranged in alphabetical order
   b) A book of articles, arranged in alphabetical order by subject
   c) A book published yearly as a history of a particular group
   d) A book of maps with descriptive text, arranged in alphabetical order

66. Which of these is the correct description of an encyclopedia?
   a) A book containing only names of places, with geographical and historical
      information and pronunciations, arranged alphabetically
   b) A book containing articles, usually arranged in alphabetical order by subject, on all
      branches of knowledge
   c) A book with physical, political, and special maps arranged in alphabetical order
   d) A book containing current statistical information, charts, tables, graphs, calendars,
      and general information

67. Which of these is the correct description of an almanac?
   a) A book of short biographies of famous people, arranged alphabetically by last name
   b) A book containing current statistical information, tables, charts, and general
      information
   c) A book of maps, including descriptive text, arranged in chronological order
   d) A book published yearly as a report of the activities of a group

68. Which of these is the correct description of an atlas?
   a) A book containing articles, by subject, on all branches of knowledge
   b) A book containing current statistical information, tables, charts, and general
      information
   c) A book of maps, including descriptive text, arranged in geographical order
   d) A book containing words and their meanings, arranged in alphabetical order
69. Where would you find several definitions for **rune**?
   a) *Goode’s World Atlas*
   b) *Roget’s Thesaurus*
   c) *Current Biographies*
   d) *Macmillan School Dictionary*

70. Where would you find information about Baltimore, Maryland, including its location, history, and population figures?
   a) *Webster’s Geographical Dictionary*
   b) *Webster’s Biographical Dictionary*
   c) *Webster’s Unabridged Dictionary*
   d) *Webster’s Dictionary of Proper Names*

71. Where would you find the correct pronunciation of **Iroquois**?
   a) *American Facts and Dates*
   b) *American Book of Days*
   c) *American Heritage Dictionary*
   d) *American Biographies*

72. What reference source would you use to plan an automobile trip across the United States?
   a) *Rand McNally World Atlas*
   b) *Rand McNally Atlas of the United States*
   c) *Webster’s Geographical Dictionary*
   d) *The Look-It-Up Book of the Fifty States*

73. Where would you find information on the life of Harriet Tubman?
   a) *Famous First Facts*
   b) *Standard Dictionary of Folklore*
   c) *World Book Encyclopedia*
   d) *Bartlett’s Familiar Quotations*
74. What reference source would you use to chart the locations of the endangered species of the world?

a) Information Please Almanac
b) Webster's Dictionary of Synonyms
c) World Book Dictionary
d) Wild Animals of North America

TO ANSWER QUESTIONS 75 AND 76, USE ILLUSTRATION 10: CASSELL'S SPANISH-ENGLISH DICTIONARY.

75. What word follows directly after barbaza?

a) barbarote
b) barbear
c) barbechada
d) barbechar

76. How many words begin with the letters b a r b a?

a) 7
b) 14
c) 21
d) 28

77. Listed below are guide words from a dictionary. Between which guide words would you find the word quinine?

a) quarrelsome — quebracho
b) queen — quicklime
c) quickly — quiver
d) quiz — quotient
78. If the guide words in a dictionary are Lake Forest — lampoon, which of these would not be found on that page?
   a) Lake Michigan
   b) Lake Huron
   c) Lake Superior
   d) Lake Erie

79. If the guide words are floodgate — flow, which of these would not be found on that page?
   a) flop
   b) flower
   c) flout
   d) floor

80. What is the major difference between an abridged and an unabridged dictionary?
   a) Size of type
   b) Subjects covered
   c) Publication date
   d) Number of entries

81. What is the major difference between a general dictionary and a special dictionary?
   a) Publisher
   b) Subjects covered
   c) Number of pages
   d) Length of entries
82. What is a synonym for the word skulk?
   a) skoal
   b) skua
   c) skulker
   d) slink

83. Which is the correct pronunciation of the word skull-cap?
   a) 'skull-kap
   b) 'skul-kap
   c) 'skull-cap
   d) 'skul-cap

84. What is a correct definition of the word skirr as a verb?
   a) A light bounding step
   b) The high shrill sound of a bagpipe
   c) To leave hurriedly
   d) Any of several small leaping insects

85. How many entries are listed under the topic Solar Furnace?
   a) one
   b) two
   c) three
   d) four
86. In which volumes will you find information on the solar year?
   a) S and Y
   b) T and So
   c) C, L, and Y
   d) So, Ci, and D

87. To what other location are you referred by the index for additional information on the solar system?
   a) Bibliography
   b) Galaxy
   c) Solar plexus
   d) Related articles

88. To what other topic are you referred when looking up Solar Battery?
   a) Solar cell
   b) Solar power
   c) Solar electricity
   d) Solar watch

TO ANSWER QUESTIONS 89 AND 90, USE ILLUSTRATION 13: THE WORLD BOOK ENCYCLOPEDIA.

89. What article would not contain related information about ancient Egypt?
   a) Animal Worship
   b) Asp
   c) Scarab
   d) Temple
90. Which of these biographies would contain additional information about ancient Egypt?
   a) Piankhi
   b) F.amses II
   c) Hatshepsut
   d) Amenemhet III

TO ANSWER QUESTIONS 91 AND 92, USE ILLUSTRATION 14: THE WORLD BOOK ENCYCLOPEDIA.

91. Which of these is the main heading of this encyclopedia article?
   a) Egypt, Education
   b) Religion
   c) The Arts
   d) Egypt, Ancient

92. Which subheading would provide information about ancient Egyptian schools?
   a) The Arts
   b) Religion
   c) Education
   d) Literature

TO ANSWER QUESTIONS 93 THROUGH 95, USE ILLUSTRATION 15: THE WORLD ALMANAC AND BOOK OF FACTS.

93. On what page(s) will you find information on Lake McKinley?
   a) 296-303
   b) 440
   c) 449
   d) information not given
94. On what page(s) will you find the origin of the name of Maryland?
   a) 95
   b) 460
   c) 686-687
   d) information not given

95. On which page(s) will you find information on U.S. aid to Mali?
   a) 558, 729
   b) 603
   c) 602
   d) information not given

TO ANSWER QUESTIONS 96 AND 97, USE ILLUSTRATION 16: GOODE’S WORLD ATLAS.

96. On what page will you locate a map of Graham, Texas (Tx.)?
   a) 90
   b) 112
   c) 116
   d) information not given

97. What are the coordinates for the North Fork of the Grand River (R)?
   a) 39:50 N 93:52 W
   b) 45:40 N 101:55 W
   c) 45:52 N 102:49 W
   d) information not given
98. Which of these minerals is not found in the continent shown?
   a) Gold
   b) Diamonds
   c) Coal
   d) Zinc

99. □ is the symbol for which of these?
   a) Iron ore
   b) Tin
   c) Cobalt
   d) Phosphate rock

100. Most of the northern part of this continent is used for what purpose?
    a) Nomadic herding
    b) Livestock ranching
    c) Tropical forest
    d) Industrial areas

101. What type of information is not presented in this map?
     a) Natural resources
     b) Agriculture
     c) Industrial areas
     d) Population
102. What are the coordinates of Frostburg?
   a) A1
   b) B2
   c) C2
   d) D1

103. What city is located along 78° longitude?
   a) Cumberland
   b) Martinsburg
   c) Meyersdale
   d) Flintstone

104. What mountain chain has the coordinates A3?
   a) Meadow
   b) Green
   c) Allegheny
   d) Backbone

105. How many articles are listed under ECLIPSES?
   a) one
   b) two
   c) three
   d) four
106. How many articles are about Albert Einstein?
   a) one
   b) two
   c) three
   d) four

107. What other topic should you look under for articles about ancient Egypt?
   a) Middle East
   b) Pyramids
   c) Mummies
   d) The Nile

108. In what issue of Model Airplane News would you find "Engine Review Round-up"?
   a) March 1979
   b) March 1978
   c) May 1979
   d) May 1978

109. Under what heading would you locate articles about the energy crisis?
   a) Conservation of Energy
   b) Conservation of Resources
   c) Energy Crunch
   d) Saving Energy
TO ANSWER QUESTIONS 110 AND 111, USE ILLUSTRATION 19: SUBJECT INDEX TO CHILDREN'S MAGAZINES (ABBREVIATIONS AND INDEX).

110. In what magazine will you find the article "Birth of the Earth"?

a) Science World
b) News Explorer
c) Pictorial Education
d) National Geographic Magazine

111. In what magazine will you find the article "The Meaning of Dreaming"?

a) Children's Digest
b) Child Delight
c) Child Life
d) Children's Playmate

TO ANSWER QUESTIONS 112 THROUGH 116, USE ILLUSTRATION 20: NATIONAL GEOGRAPHIC INDEX.

112. Who is the author of the article on mammals called "Orphans of the Wild"?

a) Wanda Burnett
b) Thomas Garner James
c) Bruce G. Kinloch
d) no author listed

113. Which article about Mali would be found in the March 1972 issue of the National Geographic Magazine?

a) "Foxes Foretell the Future in Mali's Dogon Country"
b) "Freedom Speaks French in Ouagadougon"
c) "The Niger: River of Sorrow, River of Hope"
d) none of the above
114. Louis Malle was the photographer for which of these articles?
   a) "Calypso Explores for Underwater Oil"
   b) "The Maligned Coyote"
   c) "Democracy's Fortress: Unsinkable Malta"
   d) none of the above

115. What are the contents of the article on mammals called "The Wild Animals in My Life"?
   a) Cloud Rat, Flying Lemur, Tarsier, Tree Shrew
   b) Animals of the National Zoological Park
   c) Homo Habilis, Kenyapithecus, Proconsul, Zinjanthropus
   d) Wildlife of the Everglades National Park

116. In which issue would you find "The Maligned Coyote"?
   a) August 1955
   b) August 1966
   c) August 1974
   d) August 1975
Criterion Referenced Inventory

GRADE 7

ILLUSTRATIONS

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland
Illustration 3. CARD CATALOG INSIDE GUIDES
Mrs. Frisby, a recently widowed mouse, faced a serious problem and had no one to turn to for help. At an owl's suggestion, she visited a group of rats known for doing strange things. This story tells of her discovery of the truth about them and also about her dead husband. (Publisher)
Illustration 5. CATALOG CARDS

Sample Card 1

ATOMIC ENERGY
see also

ATOMIC BOMB
NUCLEAR ENGINEERING
NUCLEAR REACTORS

Sample Card 2

ASTRONOMY
see also

ECLIPSES
METEORITES
MOON
PLANETS, AND NAMES OF PLANETS
SCIENCE
SEASONS
SOLAR SYSTEM
STARS
TIDES

Sample Card 3

SPACE VEHICLES
Kit 629.4 Space. SVE T485SR 1972
SPA 6fs. and phonodiscs: 6fs. 12" 33 1/3rpm.
or 3 cassettes


1 Outer space - Exploration 2 Moon - Exploration 3 Space vehicles 4 Planets
I Title analytics

2-3
Sample Card 1

Filmstrip
353.9752
The Governor. Free State Media 1004
GoV
21fr. color
With teacher's guide.

Points out the requirements for and duties of the Governor of Maryland.

1 Maryland - Politics and government
2 Governors

Sample Card 2

Film loop
593
Amoeba. Univ. Educ. and Visual Arts 4056
AMO
3½ min color

Illustrates the structure and activities of a representative amoeba in sufficient detail so they can be clearly observed, interpreted, and understood.

1 Cells 2 Protozoa

Sample Card 3

Record
398.2
Fairy tale favorites. CMS Records CMS 593,
FAI
593, 632
s. 12" 33 1/3rpm. or cassettes

Told by Mary Strang.
Notes on each slipcase.

1 Fairy tales 2 Folklore

Sample Card 4

METRIC SYSTEM

Kit
389
Introducing the metric system. Natl.
INT
Geographic Society 1977
3fs. color and 3 cassettes

With teacher's guides.
Contents: Length - Weight - Volume and temperature.

1 Metric system. 2 Weights and measures.
I National Geographic Society.

9-7

KT2-0013810
barato

barato, -ta. a. cheap, low-priced; easy. — n.m. bargain or reduction sale; money given by winning gamblers; cobra el barato, to dominate over; dar de barato, to admit for the sake of argument; echar o meter a barato, to confuse, interrupt (a speaker); lo barato es caro, cheap things are dear in the long run. — adv. cheaply; de barato, gratuitously, without interest.

baratro, n.m. (poet.) hell; (Bibl.) Sheol; abyss.

baratilla, n.f. noise, hurly-burly, confusion.

baratir, v.t. to aim, point; to ward off.

baratiria, n.f. cheapness, little value.

barato, -ta. a. (agric.) to strike root. — pl. (agric.) first roots of plants.

baratito, a. (coll.) cheaply, cheaply.

baratón, n.m. (fig.) great quantity.

baratón, a. (coll.) very big.

baratón, a. (coll.) very much.

baratón, a. (coll.) extremely rude, ill-bred.

barato, -ta. a. (coll.) very cheap, low-priced; easy.

baratón, a. (coll.) worthless.

baratón, a. (coll.) without interest.

barato, -ta. a. (fig.) temerity, rashness; rudeness; wild expression or action; lack of breeding; (coll.) nonsense; blunder; (coll.) great quantity; cometer una barbaridad, to eat enormously; ¡qué barbaridad! (coll.) what a scandal! how absurd!

barbarie, n.f. (fig.) barbarity, barbarism, cruelty; rusticity; cruelty.

barbarismo, n.m. barbarism, barbarousness; (poet.) crowd of barbarians.

barbarizar, v.t. (pret. barbaricar; pres. subj. barbaricar) to barbarize. — v.t. (fig.) to make wild statements.

barbero, -ra. a. barber, barbarous, barbarian; (coll.) force, cruel; (fig.) rash, reckless; rude, unpolished; (coll.) very big. — n.m. barber.

barbaricar, -a. a. extremely rude, ill-bred.

barbaridad, n.f. barbarity, barbarism, cruelty; rusticity; cruelty.

barbaridad, n.f. barbarism; (fig.) crowd of barbarians.

barba, n.f. chin; beard; shave, shaving; goat's beard; barba cerrada, very abundantly; andar con la barba por el suelo, to be very old, decrepit; andar, estar con, traer la barba sobre el hombro, to be on the alert, cautious; llevar de la barba, to rule, dominate; to lead by the nose; tirar o peinar (de) la barba, to fly into a rage; temblarle a uno la barba, to be afraid; tener una mujer buen barbar, to be a good-looking woman; tentarse la barba, to stroke one's beard; menir por la barba, to tell a barefaced lie; barba cabruna, (bot.) yellow goat's beard; barba de Acrón, (bot.) green dragon arum; barba a barba, face to face; por barba, per head, apiece; hacer la barba, shave; (coll.) to annoy, irritate; to flatter; a poca barba, poco tener; yambesí, a los barbas en sus barbas, in his beard, to his face; barbas de ballena, whalebone; barbas de gallo, wattle; barba de tribo, honourable man; subirse a las barbas, to show disrespect, to fly in one's face; tener pocos barbas, to be young or without experience; echar a las barbas, to reproach a man with something. — n.f. (naut.) gasket; (artill.) barbette; barbeta, n.f. (naut.) gasket; (artill.) barbette; barbero, n.m. barber; (prov.) net for barbel; barberillo, n.m. little barber; barberia, n.f. barber's shop or trade.

barbiacho, n.m. bargain or reduction sale; money given without due examination or reflection.

barbacoa, n.f. (Ang.) barbecue.

barbada, n.f. lower jaw of a horse; bridle-curb; (ichth.) fish.

barbada, n.f. lower jaw of a horse; bridle-curb; (ichth.) fish.

barbadamente, adv. strongly, vigorously.

barbadamente, adv. strongly, vigorously.

barbado, -da. a. bearded, barbed, barbated.

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**skin**

separated from the body — compare *hide*, 2: a sheet of parchment or vellum made from a hide; 0: a BOTTLEx

1: the external limiting layer of an animal body esp.

when forming a tough but flexible cover; also: the 2-layered tissue of which this is formed in a vertebrate

— compare *DERMIS, EPIDERMIS* 2: an outer or surface layer (as a rind) (a sausage *skin*) (apple *skins*) 3: the life or physical well-being of a person (made sure to save

his *skin*) 4: a sheathing or casing forming the outside surface of a structure (as a ship or airplane) — *skin-less*

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**skirt**


**Illustration 11. BALLAD**

5: *skirt* "[skirt] n [ON skyrja shirt, kirtle; skin to E shirt] 1 a: a free hanging part of a garment extending from the waist down b: a separate free hanging garment for women and girls covering the body from the waist down c: either of two flaps on a saddle covering the bars on which the stirrups are hung 2 pl: the outlying parts of a town or city: OUTSKIRTS 3: a part or attachment serving as a rim, border, or edging 4: along: girl, woman

1: a form or run along the edge of 2: to provide a skirt or border for 3 a: to go or pass around or about 4: esp. to go around or keep away from in order to avoid danger or discovery 5: to evade or miss by a narrow margin 6: to be, lie, or move along an edge, border, or margin — *skirt-er n*

**skirt** "[skirt] n 1: something that skid as a 1: a 2: a airbag for Brit; BASEBOARD 2: fabric (as wool) suitable for skirts

**ski** "[ski] n 1: a slope or trail suitable for skiing

**suit** "[suit] n 1: a warm outfit for winter sports made in one-piece or two-piece style with a jacket top and pants usu.

having ribbed cuffs

---

**skull** "[skull] n 1: a minor fight in war usu. incidental

2: my left arm guarding from cowardice or fear or with treacherous intent

---

**slide** "[slide] vi 1: to engage in a skirmish 2: to search
Reading and Study Guide on Socrates

Topics for study

With Plato’s Euthyphro as a guide, describe the Socratic method. Compare and contrast it with the deductive process. Which do you think is a better way of reasoning, and why? See especially books B, F, and H below.

Why did Aristophanes choose Socrates as the target in his satire The Clouds? Do you think the attack was justifiable? See especially books G and I below.

Assume that you are the lawyer defending Socrates at his trial and write your final speech in his defense. See especially book F below.

Read Plato’s Phaedo and Apology and reconstruct the circumstances of Socrates’ death. Do you think Socrates’ teachings were reasonable? Explain. Which of your ideas would you be willing to die for? Why? See especially books E, F, and H below.

Books to read

Level I


Level II


Other resources

The Death of Socrates (film, 1989). 45 min, sound, bw, 16mm. Time-Life Films.


Plato’s Apology: The Life and Teachings of Socrates (film, 1968). 30 min, sound, c, 16mm. Encyclopaedia Britannica Films. See also index information under the heading Socrates. For addresses of sources, see the list at the end of this volume.
EGYPT, ANCIENT

land in Asia, and the Philistines and other invaders threatened Egypt from the eastern Mediterranean Sea.

King Seti I recaptured Palestine and Syria (see Seti I). His son, Ramses II, fought the Hittites. Ramses' long reign began strongly, but it developed inner weaknesses (see Ramses II).

Between 1500 and 1000 B.C., the civilized world had entered the Iron Age. Egypt had no sources of iron, and found it increasingly difficult to import the metal from Asia. Egypt could not compete with armies that had iron weapons. It gradually gave up its outlying possessions, such as Palestine. The country never again wielded the same amount of power in the eastern Mediterranean area that it had enjoyed when copper was enjoyed. The Twentieth dynasty ended with Egypt divided into small states that cooperated in trade and commerce, but competed for political power.

The Period of Invasions. Non-Egyptians dominated ancient Egypt during the final period of its history. Libyan princes became the first outsiders to rule the country at this time. Shoshenek, a Libyan, seized the Egyptian throne about 945 B.C. After about 200 years of Libyan rule, a Sudanese leader named Piankhi led an army that overthrew the Libyans. But the Assyrians ousted the Sudanese about 65 years later.

The Assyrians concentrated on other conquests, and allowed the Egyptians to regain some independence. The pharaohs reigned at Sais on the Nile Delta, from 670 to 525 B.C. These years are called the Satue Period. The Egyptians tried to revive their former glory by copying old monuments and ways of doing things. By 525 B.C., the Persians had driven the Assyrians from Egypt. They ruled the country for nearly 200 years. In 332 B.C., Alexander the Great added Egypt to his empire. When Alexander died, one of his leading generals, Ptolemy, succeeded him in Egypt. Ptolemy I took the title of King of Egypt in 306 B.C., and founded the dynasty known as the Ptolemies. The dynasty ended when Cleopatra died in 30 B.C.

The Ptolemies developed Egypt's resources and culture, and encouraged trade with other nations. Alexandria became the capital of Egypt. The city prospered and grew until it ranked second only to the powerful city of Rome as the center of culture and population in the Mediterranean world. The Ptolemies established academies and a great library in the city. Alexandria became the intellectual and religious center of the world. Egypt's rulers may have succeeded too well in developing the country. The Romans became interested in Egypt as a source of grain. In 30 B.C., their armies conquered the country and made it a Roman province.

Roman and Byzantine Rule. The Roman conquest changed little of Egypt's character. A prefect governed the country as a personal possession of the Roman emperor. Roman demands on Egypt for more and more grain caused food shortages and widespread poverty.

Christian missionaries discovered that the Egyptians readily accepted the new religion. They emphasized self-denial and a concern with the next world rather than the present life. Egyptians who followed the teachings of Christ became known as Copts. The Coptic Church grew strong from A.D. 300 to 500. But Christianity gradually weakened in Egypt.

Byzantine rule began about A.D. 595, when the Roman Empire broke into western and eastern sections (see Byzantine Empire). In 639, the Arab conqueror Amr ibn al-As began the invasion of Egypt. The Arabs took over Alexandria in 642. The country gradually became a Muslim nation. For the story of Egypt after 642, see Egypt (History).

Related Articles in World Book include:

Akhenaton
Alexander the Great
Cleopatra
Imhotep

Contributions to Civilization

Alexandrian Library
Architecture (Beginning)
Reading (History)
Calendar
Clothing (Ancient Times)
Dancing (Ancient Times)
Furniture (Ancient Egypt)
Geometry (History)
Glass (History)
Hieroglyphic

GODS AND GODDESSES

Amon
Horus
Osiris
Set

Abu Simbel,
Copts
Mummy
Rosetta Stone
Abdu Simbel,
Temples of
I. The Land and Its Resources
A. Location and Size
B. Natural Resources
II. Life of the People
A. The People
B. Language
III. Work of the People
A. Agriculture
B. Manufacturing
IV. Activities of the People
A. Education
B. Religion
V. Government

VI. History

Questions

Why has Egypt been called the gift of the Nile?
How did hieroglyphic writing differ from hieratic?
What were Egyptian students required to learn in the school for scribes?
Why did the Egyptians build pyramids?
How long did ancient Egypt survive as a center of civilization?
When did ancient Egypt reach the height of its power?
What were some of its possessions?
Why did the ancient Egyptians call their country the Two Lands?
What are some major contributions of the Egyptians in the arts and sciences?
When did the Egyptians begin to use camels for transportation?
What was the chief occupation in ancient Egypt?

Reading and Study Guides

See Egypt, Ancient, in the Research Guide/Index, Volume 22, for a Reading and Study Guide.
EGYPT, ANCIENT

Trade and Transportation. Egyptian ships sailed to many ports of the civilized world, both as peaceful traders and as conquerors. They traveled northwest into ports in the Aegean Sea, and northeast to Palestine, Phoenicia, Syria, and the land of the Hittites in Asia. To the south, they traded with peoples along the eastern coast of Africa. According to tradition, the Egyptians dug a canal to link the eastern part of the Nile Delta with the Red Sea as early as the 1900's B.C. Some historians believe that the Egyptians were the first people to sail the dangerous Cape of Good Hope route around the southern tip of Africa. Egyptian caravans made many expeditions to Sudan.

The ancient Egyptians traded by bartering (exchanging goods for other goods). They bartered their copper, grain, linen, papyrus, and fine-grained stones for woods such as cedar, cypress, fir, and pine from Lebanon. They also bartered for gold, hides, ivory, ostrich feathers, and tropical woods in Punt, southeast of Egypt on the Red Sea. Farmers often traded their barley and flax locally for small manufactured goods, such as magical charms, metal knives, sandals, and storage pots. The Egyptians did not use coins until about 300 B.C.

Galley ships and sailing vessels carried passengers and cargo. The Egyptians made small boats from their limited supply of wood. They made seagoing vessels from cedar and fir imported from Asia.

Attendants at the royal court carried nobles and members of the royal family from place to place in sedan chairs. After the Egyptians began using horses, about 1700 B.C., they traveled in chariots. Donkey caravans carried people and goods in the desert regions.

The Egyptians did not begin to use camels until about 500 B.C. The government used messengers to keep in touch with the distant parts of the widespread empire.

Activities of the People

Education. Most Egyptian boys learned their work from their fathers, or as apprentices in various trades. Boys of royal and wealthy families were trained to become priests or government officials. At an early age, they were placed in the schools for scribes at the capital. Priests controlled the schools. They required the students to memorize classic texts, take dictation, and learn to use about 700 characters of the Egyptian language. They also taught literature. Schoolboys practiced their writing by copying stories and proverbs. Archaeologists have found copybooks that these boys used for practicing handwriting. But the number of persons who could read and write apparently was small.

Religion appeared in every part of life in ancient Egypt. The Egyptians believed that gods and goddesses took part in every human activity from birth to death. For the Egyptian, the god life depended on obeying the commands of the gods. After a person died, the gods would judge how well the person had obeyed their directions. The Egyptians believed that their king was a god who could keep the country prosperous by his divine powers.

In the earliest period, the Egyptians worshiped the forces of nature, such as wind and water. As towns grew up, each adopted its own special god. In one part of the delta, the people worshiped Horus, the god of heaven (see Horus). In another district, the people worshiped Osiris, the god of vegetation, who later became the god of the dead (see Osiris). Heliopolis, near Cairo, was the center for the worship of the sun god Re, or Ra (see Ra). Heliopolis means city of the sun in Greek. About 2500 B.C., priests at Heliopolis developed the worship of Re as the nation's first state religion. Other members of Re's divine family included Osiris and his wife, Isis; Set, the evil brother of Osiris, and his wife, Nephthys; Shu, god of air; Tefnut, goddess of moisture; Geb, god of earth; and Nut, goddess of the sky (see Mythology [picture: The Separation of the Earth from the Sky]).

The people of Thebes worshiped Amon, the god of the air and fertility. After Thebes became the political center of the empire, Amun became the empire's chief god. The people identified Amun with the sun god, Re, and Ammon became known as Ammon-Re (see Ammon).

The Egyptians believed that certain animals might serve individual gods in a special way. For example, they regarded the ram as acceptable to Amun, and chose one ram to be the temple animal of that god. Other sacred animals included the baboon, bull, cat, crocodile, and jackal.

The people of ancient Egypt took great care in preparing for life after death. They denied that death ended the existence of a person who had led a good life. They believed that the next world would be like Egypt in its richest and most enjoyable form. They built stone tombs and filled them with clothing, food, furnishings, and jewelry for use in the next world. They embalmed their dead and wrapped the bodies in layers of cloth. Preserved bodies were called mummm (see Embalming, Mummy).

The Egyptians carved inscriptions on the walls of their tombs. They also wrote on the insides of the coffins. They placed papyrus copies of the Book of the Dead in the tombs to protect the spirit of the dead. The Book of the Dead contained spells and prayers. See Hieroglyphic (pictures).

The priests conducted the rituals and guarded the temples. They acquired much political power. For example, the king did not make them pay the corvee, a tax in labor that furnished the government with workers. The priests used thousands of people to work in the temples, and divine lands.

The Arts reached full development early in the history of Egypt. All the arts, including literature, were influenced by religion. Egyptian literature covered a wide range of subjects, from hymns to fairy tales.

The Egyptians planned their monuments to last forever. Their greatest architectural achievement was the construction of the pyramids. The Great Pyramid at Giza (Al Jizah) contained about 2,300,000 stone blocks. The blocks averaged about 5,000 pounds (2,300 kilograms) apiece in weight. Workmen shaped each stone so carefully that the blocks fitted together with only paper-thin spaces between them.

The Egyptians also built towering temples with thick walls that sloped in gently toward the top. Examples of such architecture include the temples at Karnak and Luxor. See Architecture (Beginnings): Pyramids.

Painting and sculpture in Egypt went through several phases. The earliest paintings and relief sculptures had a flattened appearance, and statues had a squared-off
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Illustration 17. **GOODE'S WORLD ATLAS**

**MINERALS**
- Coal
- Petroleum
- Iron ore
- Manganese
- Copper
- Tin
- Uranium
- Chrome
- Cobalt
- Phosphates-rock
- Diamond
- Gold

**ECONOMIC**
- Non-agricultural areas and centers
- Nomadic herding
- Livestock farming
- Subsistence crop, livestock
- Livestock, crop farming
- Mediterranean agriculture

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