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A Proposed Course of Study For Prospective Secondary Education Teachers of the Social Sciences in the Use of Educational Media and Media Centers

Shelby Strand

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A PROPOSED COURSE OF STUDY FOR PROSPECTIVE
SECONDARY EDUCATION TEACHERS OF THE SOCIAL SCIENCES
IN THE USE OF EDUCATIONAL MEDIA AND MEDIA CENTERS

by

Shelby Strand

B.S. in Education

University of North Dakota 1969

Joe Abbott

B.S. in Education

University of North Dakota 1970

Paulette Johnson

B.S. in Education

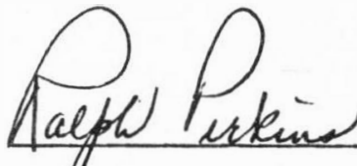
University of North Dakota 1970

An Independent Study
Submitted to the Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the Degree of
Master of Science

Grand Forks, North Dakota

August, 1970

This Independent Study submitted by Shelby Strand, Joe Abbott, and Paulette Johnson in partial fulfillment of the requirements for the degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

A handwritten signature in cursive script that reads "Ralph Perkins". The signature is written in dark ink and is positioned above a solid horizontal line.

(Chairman)

PERMISSION

Title A Proposed Course of Study for Prospective
Secondary Education Teachers of the Social
Sciences in the use of Educational Media and
Media Centers

Department Library Science

Degree Master of Science

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Signatures Shelley Elaine
Strand

Date July Aug 1970

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Special thanks is also to be given to the eight students from the Department of Education who enrolled in this course of instruction.

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ABSTRACT

Research has shown that prospective teachers have a very limited knowledge of educational media and media centers, and that little is presently being done to correct this deficiency. The intent of this study was to develop a course of instruction which would give the prospective secondary teacher of the social sciences the knowledge and acquaintanceship necessary to enable him to make intelligent and effective use of educational media and the school media center.

The course was first planned in advance and then actually taught to a group of secondary education majors in the social sciences. A day-to-day account of the course as it was actually taught is presented, followed by an evaluative commentary and any handout or resource material used.

Evaluations of the course by both the instructors and the students are presented. From the experience gained through teaching this course, from the knowledge gained through reading, and from the comments made by the students in their evaluations, conclusions were drawn and recommendations made.

CHAPTER I

THE FORMULATION AND DEFINITION OF THE PROBLEM

Explanation and Nature of the Problem

Modern educational developments have made it increasingly important that classroom teachers be able to select, evaluate, and utilize all types of educational media; that they be able to make intelligent and effective use of the school media center; and that they recognize the role of the media center in the total educational program. At the present time, as in the past, prospective teachers have not received the necessary preparation in their education courses at the undergraduate level to enable them to utilize media and media centers effectively.

Background Information

The NEA Research Division conducted a study in 1958 on secondary school teachers and library services. This study showed that only 13.1 per cent of the 1,448 participating teachers had received instruction in the function and use of the school library in their college preparation.¹

¹NEA Research Division, The Secondary School Teacher and Library Service, Research Monograph 1958-M, cited by Evelyn J. Swenson, "Library Science Training in Teacher Education," Journal of Education for Librarianship, VII (Winter, 1968), p. 151.

Ralph Perkins in his study of sixty-nine institutions of higher education in thirty-eight states, published in 1965, found that prospective teachers had limited knowledge of materials available in the library, and that they were incapable of using library materials effectively.²

Mary V. Garver, in her analysis of the 1965 American Association of School Librarians' (AASL) study dealing with the preparation of teachers and administrators in regards to educational materials, inferred that not only was little being done to solve the problem of educating teachers in the use of the library, but in many cases awareness of the problem was lacking.³ In 1966, Jerry Walker's study of student teachers in the Chicago area and in one high school in Portland, Oregon showed that student teachers had very limited knowledge of the library.⁴

In 1967, Evelyn J. Swenson, using the 1965 study by the AASL as a base, made a study of 127 colleges and/or universities offering undergraduate programs in library science as well as teacher education programs. This study was conducted to determine if anything was actually being done through library education departments to meet the need in

²Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals (New York: Scarecrow Press, 1965), pp. 198-199.

³Mary V. Garver, "Teacher Education and School Libraries," ALA Bulletin, LX (January, 1966), p. 68.

⁴Jerry L. Walker, "What Do Prospective Teachers Know About Libraries?" School Libraries, XVI (Winter, 1967), p. 23.

teacher education programs for instruction in the use of educational media and media centers. The results showed that the majority of librarians involved in library education were deeply concerned about the need for such a program, but that diversity existed in the methods proposed to solve the problem. However, this study again showed that little was actually being done. Of the 127 schools surveyed, only 17 schools, 13.4 per cent, offered a specific course of instruction for prospective teachers in the use of educational media and media centers through the library education department. At 11 of the 17 schools the course was offered as an elective. Of the schools surveyed, 91 schools or 71.6 per cent, offered no course of this type through the library education department. Of these 91 schools, 58 or 64 per cent, offered no course of this nature through any department in their institution. Among the various reasons given for no course of this nature being offered was lack of cooperation by the education departments. In some instances the department of education acted as a deterrent because of lack of interest, or crowded curriculum requirements.⁵

Purpose of the Study

This study developed a course of instruction which would acquaint the prospective secondary teacher of the social sciences with the educational media, both book and non-book,

⁵Swenson, "Teacher Education," pp. 149-162.

which would be available to him; and would give him the much needed training in selecting, evaluating, and utilizing this media. This course of instruction would also stress the role of the school media center in the total education program of today.

Research Design

The course was first developed, and then actually taught on an experimental basis. At the end of the course, written evaluations were prepared by both the students who participated, and the instructors. From the experience gained through teaching the course, and from the information obtained from the evaluations, conclusions were drawn and recommendations made.

Significance of the Study

The knowledge and acquaintanceship gained from this course of instruction would enable the prospective teacher to make intelligent and effective use of the school media center and of the educational media available to him, and would also enable him to understand the important role of the school media center in today's education program.

Plan of the Study

- Chapter I. Formulation and Definition of the Problem
- Chapter II. Pre-planning Activities Which Led to the Development of the Course
- Chapter III. The Course of Instruction on a Day-to-Day Basis
- Chapter IV. Evaluations
- Chapter V. Summary

CHAPTER II

PRE-PLANNING ACTIVITIES WHICH LED TO THE DEVELOPMENT OF THE COURSE

A general meeting of all those involved in the project was held to lay the basic groundwork and to discuss the possibilities of a course to teach teachers about libraries. A companion group, dealing with the humanities had a similar purpose, but was being developed independently of this study dealing with the social sciences. It was decided that the first day should be reserved for an introduction to the course. The students would be free to add any ideas or comments. It would be necessary to determine what level of library knowledge the students had already attained on their own. A rather general test would have to be devised. Proceeding on the hypothesis, supported by several studies, that prospective teachers know very little about library resources, the writer concluded that several hours should be spent on an orientation period, working with the card catalog and periodical indexes.

Prospective teachers were being approached by faculty in the Education Department. They were asked to find students who had shown above average capabilities, and who exhibited interest and willingness to work on a course such

as the one proposed. Twelve prospective social science teachers agreed to register for the course as an elective to meet their educational methods requirements. This number represented a one-to-four teacher-student ratio. The course was to be an eight-week course, two days a week for two hours each day. Because of the ideal ratio and the timing, consideration was given to the possibility of working in small groups.

A second meeting was conducted by the total group of instructors. Because non-book materials are being used at an increasing rate in education, two points should be stressed: (1) such materials must be used for a definite purpose, (2) they must be coordinated with other materials and activities. Just because it is a non-book medium, does not mean that it is good; evaluation is necessary. A list of non-book materials available in the Library Science Department had been compiled for use in the course.

At the first meeting of social science instructors, an effort was made to become oriented to the problem. One important realization was made: this was not an attempt to create librarians in eight weeks, but was an attempt to orient prospective teachers in efficiently finding and using media in school media centers.

The study was begun by seeking more concrete ideas on how to proceed with designing such a course. It was decided a presentation by the instructors on how to find, use, and evaluate media for a specific instructional situation

would be the best way to open the course after the orientation period. The topic of drugs, because it was a current problem capable of arousing interest, seemed ideal for this type of presentation. One sound filmstrip set was available on LSD. The possibility of using this topic was to be investigated by determining what types, and how many related materials were available in Chester Fritz Library and the Department of Library Science Library.

The period of orientation was still undetermined. The second day of the course was to be set aside for a test and discussion to determine, more specifically, how much the students already knew about the use of libraries. The succeeding two days would be centered on the card catalog and periodical indexes. At the next meeting, the specific material to be included in the orientation period would be determined, and ideas for the following days of the course would be discussed.

The next meeting was productive. Printed tests, tests given in other courses, and other ideas were combined to create an evaluative test. It was decided to have a test and an answer sheet. After the test had been completed by the students, the answer sheets would be collected; the students would be allowed to keep their tests. During the class period, problems and questions concerning the test would be discussed. The answer sheets were to serve as a guide in determining the students' present library knowledge, and for determining the scope and depth of the orientation period.

Areas to be covered for the card catalog and periodical indexes were determined and outlined. A panel-like presentation appeared to be the best way to deal with the course, in general. In the orientation portion, the discussion would be supplemented with large, poster-board replicas of catalog cards and periodical indexes. In connection with the card catalog, a set of actual catalog cards would be used to point out the different types of cards, and the types of information given on catalog cards.

The utilization of the LSD sound filmstrip and a lesson on drugs was confirmed. At least 25 periodical articles, 8 pamphlets, 8 government documents and from 8-10 books were found which could support such a lesson. Also, a film had been ordered on drugs. The intention was to show the film, to discuss it, and to use it as a basis for learning evaluation criteria. An assignment of reading a periodical article concerning drugs, in preparation for the next class period, would be given. The following day, the filmstrip would be shown for comparison.

Some of the ideas for succeeding days included work with the various types of material available in the social sciences, such as government publications, pamphlets, periodicals, reference books and non-book media. The usage of catalogs, reviewing aids, and other sources of information would also be included in the course. The latter part of the course would be designed to give the students a chance

to find materials and develop lesson possibilities using media in different ways.

Out of curiosity, a meeting was held with one of the members of the humanities section to learn how that group had progressed. It was surprising to see how differently the courses had developed. The possibility of having printed evaluation sheets, to be used by the students as they looked at materials, was discussed. Considering the short time available and the amount of materials to be covered, it was decided such sheets would partially defeat their purpose, by making it drudgery to survey the various types of materials. Instead, it was decided to encourage students to take notes on title, content, and usage possibilities of publications which particularly interested them as teachers.

The discussion returned to the presentation of the drug unit. To present one of the audiovisual media in a poor manner, and the other in a proper manner, appeared to be a good way of providing comparison and a basis for discussion on the proper use of audiovisual media in instructional situations. Following the first day's film, general points of evaluation and specific points for film evaluation would be brought out. A handout with these criteria would be drawn up and distributed. The assignment would be to read a periodical article on drugs. The succeeding day, the sound filmstrip would be properly presented. The need

for pre-planning and organizing a lesson into meaningful steps, using the right media for the right purpose in the specific class situation, and correlating book and non-book media would be illustrated.

To alert the students to the wide variety of materials available, a variety of media, as might be found in a school media center, would be provided for them to examine. The students would be given a chance to evaluate the film-strip for themselves, and time for general discussion and reactions would be allotted.

To acquaint the class with reviewing aids and catalogs, the decision was made to ask the students to find reference sources on their own. After having made an effort, the reviewing aids and catalogs, as sources of help in finding or evaluating media, would be presented. The inadequacies and problems in using such aids would then be pointed out.

Before meeting again, the first two class sessions had been held. The test showed most students had only a basic knowledge of the library. Most of them did not understand the method of alphabetizing used in the card catalog.

The greatest problem involved scheduling of class meetings. The class would have to be conducted in four weeks or split into a four-week and a three-week session, eight weeks later. Neither situation was desirable.

Extensive work with materials, and a chance to absorb ideas would be lost with the first, and continuity would be lost with the other. The class preferred to complete the course in four weeks. Plans for the course had to be revamped, the schedule rearranged, and the course would have to be made more of a survey, and less of a laboratory course than originally intended. However, the same general material would be covered.

The course outline had been planned completely, although certain details were still lacking. Following what has already been described, five additional areas were to be covered. One would be a survey of materials available in the social sciences in the curriculum collection, the vertical file, and the government documents collection at the Chester Fritz Library. Several days would be spent working individually. A two-page project sheet had been developed. One section gave suggestions for possible lessons or units that the students could use as a basis for finding, evaluating, and coordinating materials for typical class situations. The other section was a list of questions, which were actually one-sentence summaries of basic or representative reference books. The questions would be read and considered; the students would then try to find information on their own. The following day, an answer sheet would be distributed, so as to provide a list of reference books to become acquainted with. By using the questions

and answer sheet together, the students would have a descriptive list of reference sources they might use in teaching. As the students worked, the instructors would be able to give guidance on an individual basis.

One day would be used for working with other non-book material. The intention had been to bring in many such materials to show, explain, and evaluate, but timing eliminated this project. It was decided, however, to consider other non-book media, and the development of the use of non-book media in education, trying to put this into a realistic perspective. Handouts on suggested use of non-book media, and the advantages and disadvantages of each type of media would be distributed to the students.

A final project would be assigned. It was designed to utilize the knowledge which had been conveyed. The students would each have to find one non-book medium and one print medium. They would evaluate these materials and coordinate them into a practical unit or lesson, which might be used in student teaching. This would utilize knowledge of the card catalog, periodical indexes, evaluation criteria, proper pre-planning and organization, use of a variety of materials for a specific purpose, and the types of sources which provide background information. Each student would explain what he would teach, what he would use, and how and why he would use it. Discussion would follow, providing an exchange of ideas and evaluation of methods.

The final day would serve as a conclusion. Each student would write an evaluation of the course which would not effect his grade. These evaluations would be used to design a permanent course of this type.

The film and filmstrip which were going to be used for the drug unit were previewed and evaluated. First, the sound filmstrip on LSD was previewed. It had certain drawbacks, but was basically adequate for the intended purpose. The young people in it were quite realistic, the photography was colorful and effective. It was not didactic, but tried to show drug abuse as a social problem, and as an individual problem, including the experiences of a good and bad trip. It had been positively reviewed by Library Journal.

The intention was to show this filmstrip the second day, and to simulate a high school class situation for a portion of the class period. A discussion on previously assigned readings would begin the session. The filmstrip would then be introduced and shown, followed by a discussion and other follow-up activities. At this point the simulation of the high school situation would cease. An evaluation of the presentation of the filmstrip, a discussion of the use of such materials in general situations as well as for similarly controversial situations, and a demonstration of the types of materials available, would follow.

The film was previewed and found to be of a more general nature, aimed more at describing physiological effects of drugs. Its purpose was to create a "constructive"

fear" of drugs, and was therefore didactic. It would be used the first day. To provide comparison, this film would be shown without introduction or discussion, which is a poor way of using any educational media. It would also be used to explain evaluation criteria.

CHAPTER III

THE COURSE OF INSTRUCTION ON A DAY-TO-DAY BASIS

The text that follows is a combination of three types of data: The day-by-day plan for conducting the class is given first. The second component is an evaluative commentary concerning the class as it actually proceeded. The third component consists of any handout materials used on that day which can be included here. Some differences can be noted between the plan and the commentary. Also, the plans for each day vary in amount of detail, depending on the type of information to be related or discussed.

DAY 1

Plan

Introduction

- I. Introduction
 - A. LS 486.03, Selection of Library Materials in Social Sciences
 - B. Meets 8:00 A.M. - 10:00 A.M. on Tuesdays and Thursdays for eight weeks
 - C. Introduce selves
- II. Roll call and attendance
 - A. Class starts promptly

- B. Roll will be taken at each class session
- C. Expected to attend each class session - mandatory
- D. When class is dismissed before the end of the period
 - 1. For the purpose of working with materials
 - 2. For future preparation
- E. If absence is unavoidable, contact your instructor

III. Aims of the course

- A. To acquaint the prospective secondary teacher of the social sciences with materials in the media center which can be used in the classroom
- B. To give the prospective teacher the knowledge and acquaintanceship necessary to make use of these materials and the media center
- C. To stress the role of the media center in the total education program

IV. Description of the course

- A. Class informal, seminar type; be prepared for class discussion
- B. Laboratory sessions in which students will actually work with available materials; three instructors will assist
- C. Beginning of course
 - 1. Pre-test on the general use of the library
 - 2. Orientation to: the library, card catalog, periodical indexes, arrangement of materials, etc.
 - 3. Depth and scope of the orientation period will be determined by results of pre-test (Pre-test and

orientation period are necessary as one must be able to locate materials before he can make use of them)

D. After orientation

1. Look at the various types of book and non-book materials available in the media center
2. Look at how these materials can be used by both the teacher and the student in the classroom
3. A portion of the course will be devoted to discussion on the selection of materials, their value, and quality; materials will be presented by instructors to be evaluated and discussed

E. Final portion of the course

1. Each student (or pair) will prepare a unit on the topic of his choice
2. Student will be required to explain how the various materials will be used, etc.
3. Keep this final project in mind as you work

- V. Ask class what they expect to receive from this course and what they would like to cover

Commentary

The first day was used only as an introduction to the course. The purposes were outlined briefly. The fact that attendance was mandatory was stressed, since most of the work would be done in class. The fact that it would be a laboratory class, not a lecture course was also emphasized.

DAY 2

Plan

Test

- I. Give test; have students put answers on answer sheets
- II. Collect answer sheets; students are to keep tests
- III. Go over test in class; discuss test and answer questions
- IV. Encourage students to take notes
- V. Be prepared with alphabetizing rules

Commentary

The test was given to try to evaluate the students' knowledge of library facilities and materials, specifically, and to get an idea of the general level of knowledge concerning libraries among such students. (These students had been selected according to faculty evaluation of their interest and ability, combined with their own interest in such a course.)

It took about one hour for the students to complete the test. The class was asked for general reactions. The first comments made expressed confusion over filing rules used in the card catalog. Questions asked were: How are subject headings formed? How are call numbers determined? What is a "heading"? General reactions to the test during the class period showed that the students had only a very basic knowledge of the library. The students seemed confused on specifics, and hazy about the library in general.

The test answer sheets were collected after the test; the students kept their tests. The instructors each assumed responsibility for different sections of the test; the test questions were answered and discussed. Effort was made to point out some of the basic filing rules, to explain how call numbers are formed, and to note the types of information found in different reference sources mentioned in the test. Realizing that these students were library users needing practical, usable knowledge, questions concerning certain principles or basic library facts were explained.

The test results supported the original assumption that prospective teachers have limited knowledge of library usage. The greatest difficulty was with filing rules for catalog cards. Efficient use of the card catalog is necessary to make full use of the library's resources. Weakness in this area indicated that possibly the students had been missing much information.

Test

The test is a combination of questions taken from the "Peabody Library Information Test" and "A Library Orientation Test for College Freshmen." Also, questions were added to fill in areas not covered by these two tests. The test questions and instructions to the questions in the test booklets were mimeographed and used in conjunction with the test booklets.

TEST OF BASIC LIBRARY KNOWLEDGE

Place all answers on the answer sheet. Follow instructions.

I. Use "A Library Orientation Test for College Freshmen";

- A. Page 4, follow instructions
- B. Page 5, follow instructions
- C. Page 9, follow instructions
- D. Pages 10-11, follow instructions

II. Use "Peabody Library Information Test";

- A. Top of page 4, "Multiple Choice," follow instructions. (Do not do question number 8)
- B. Bottom of page 4, "Matching," write the call numbers of the books in the order you would find them on the shelf.

III. Write the call numbers indicated below in the order you would find them on the shelf:

LB	ML	BF	L	ML	B	PQ	LD	PQ	ML
1750	154	2830	20	156	2830	2613	4820	2613	156.4
.R2	.S7	.C9x	.I5	.S7	.C9x	.F9	.H7	.F9	.S6
H79			no.2			1962		A17	
								1962	

IV. What are the three ways a book may be found in the card catalog?

- A. Size
- B. Author
- C. Color
- D. Date published
- E. Title
- F. Subject

V. What is the difference between "see" and "see also"?

- A. There is no difference.
- B. They both mean you must consult another heading.
- C. "See" means you must consult another heading;
"see also" means there is additional information
under another heading.
- D. "See" means there is additional information under
another heading; "see also" means you must consult
another heading.

VI. Arrange the headings in each group in the proper alphabetical order:

A.

- 1. ART AND SOCIETY
- 2. ART
- 3. ARTS AND CRAFTS
- 4. A. L. A.
- 5. Amble, Joseph
- 6. Artisans in Italy

B.

- 1. LOVE POETRY
- 2. Love, John M.
- 3. LOVE, JOHN M.
- 4. LOVE
- 5. Love match
- 6. Love

C.

- 1. McElwain, Kathleen
- 2. McKuen, Rod
- 3. Mabbert, Frederick
- 4. McLean, Patrick
- 5. Maddock, North Dakota
- 6. McDonald, Henry

D.

- 1. Lafayette, Robert
- 2. La Fayette, Jean
- 3. La Fontaine
- 4. L'Aiglou, Pierre
- 5. L'Adaire, Yvette

E.

1. IBM systems 3000
2. IBM system 33
3. Niñe lives of my cat, Hortense
4. 19th century literature in Italy
5. Nineteen men in Africa

F.

1. U. S. - HISTORY - 1961
2. U. S. - HISTORY - CIVIL WAR
3. U. S. - HISTORY - WAR OF 1898
4. U. S. - HISTORY - COLONIAL PERIOD
5. U. S. - HISTORY - REVOLUTIONARY PERIOD

G.

1. BEARS - CLASSIFICATION
2. BEARS - AUSTRALIA
3. BEARS
4. Bears, Marcus T
5. Bears, Yukon country and me

H.

1. La maison de moi
2. Der Fuhrer
3. La remorse
4. El mar y el cielo
5. La fable de Renard
6. Die Freundschaft
7. Il rimorso

I.

1. Sainte Genevieve de Paris
2. Saint-Saens, C. C.
3. Saint Gaudens, August
4. Saint Thomas College
5. St. Louis, Missouri
6. St. Helena Island

J.

1. Manheim, Wilhelm
2. MAN-HANDLING
3. Manheim, Sir Hubert
4. Manhandlen, Joachim
5. Multipliers and dividers
6. Multi-colored fabrics for you

K.

1. Mrs. Anderson's cookbook
2. Mistress Ann and her John
3. "Missie"
4. Mr. Holland's geography course
5. Dr. John Elsen's medical dictionary
6. Doctors and patients

A LIBRARY ORIENTATION TEST FOR COLLEGE FRESHMEN

PART II: INTERPRETATION OF INFORMATION
ON A CATALOG CARD

DIRECTIONS: An author card is reproduced below. Identify each point of information listed below by selecting the correct item on the card. Write the number of the item in the space on the Answer Sheet.

EXAMPLE: Author Answer 8

	8	9	10	11	12	
1	940.28					
	HI8	Hall, Walter Phelps, 1884-				
2		The course of Europe since Waterloo, by Walter Phelps Hall and William Stearns Davis. Rev. ed.				13
3		New York, D. Appleton-Century Co., 1947.				14
4		xviii, 1060 p. illus., maps, diagrs. 25cm.				15
5		(Historical chronicles)				
6		"Reading list": p. 1037-1060				
7		1. Europe—Hist. —1789-1900. 2. Europe—Hist.—20th cent. I. Davis, William Stearns, 1877-1930, joint author. II. Title.				

Points of Information

- | | |
|--|--|
| 10. Bibliographical note | 14. Name of series |
| 11. Edition | 15. Other headings under which cards for this book may be found in catalog |
| 12. Joint author | |
| 13. Key to location of book in library | |

DIRECTIONS: Refer to the same catalog card to determine whether each statement below is true or false. Write a plus sign (+) in the space on the Answer Sheet if a statement is true. Write a zero (0) if a statement is false.

- | | |
|---|--|
| 16. The book was published in 1884. | 19. The book is less than one thousand pages in length. |
| 17. The book has been published in more than one edition. | 20. The book contains references to additional material on European history. |
| 18. The title of the book is <i>Historical Chronicles</i> . | |

A LIBRARY ORIENTATION TEST FOR COLLEGE FRESHMEN

PART III: CHOICE OF SUBJECT HEADINGS
IN THE CARD CATALOG

In your use of the catalog, it is important to know under which subject headings you will find the materials you need.

DIRECTIONS: Select the subject heading under which you would find a catalog card for a book on *each* of the topics or titles listed below. Write the **number** of the heading in the space on the Answer Sheet.

EXAMPLE: History of Egypt

Answer 9

Topics and Titles	Subject Headings
21. A critical study of drama in various countries	1. ART, ENGLISH - BIBLIOGRAPHY
22. The form of government of France	2. ART, ENGLISH - HISTORY
23. A book with the title <i>A History of Art</i>	3. ART - HISTORY
24. An anthology of plays by English authors	4. BIOGRAPHY
25. A history of England	5. DRAMA - BIBLIOGRAPHY
26. A biography of the British dramatist, George Bernard Shaw	6. DRAMA - COLLECTIONS
27. A list of books on the subject of English art	7. DRAMA - HISTORY & CRITICISM
28. A survey of French history from earliest times to the present	8. DRAMATISTS
29. A history of contemporary England	9. EGYPT - HISTORY
	10. ENGLAND - HISTORY, <i>See</i> GREAT BRITAIN - HISTORY
	11. ENGLISH DRAMA - COLLECTIONS
	12. ENGLISH LITERATURE - COLLECTIONS
	13. FRANCE - FOREIGN RELATIONS
	14. FRANCE - HISTORY
	15. FRANCE - HISTORY - 20th CENTURY
	16. FRANCE - POLITICS AND GOVERNMENT
	17. GREAT BRITAIN - HISTORY
	18. GREAT BRITAIN - HISTORY - 20th CENTURY
	19. SHAW, GEORGE BERNARD

A LIBRARY ORIENTATION TEST FOR COLLEGE FRESHMEN

PART VII: CHOICE OF INDEXES

DIRECTIONS: Select from the indexes listed below the **one** most likely to direct you to the requested information. Some of these indexes may be used more than once. Write the **number** of the index in the space on the Answer Sheet.

INDEXES

1. *Book Review Digest*
2. *Cumulative Book Index*
3. *Education Index*
4. *International Index*
5. *New York Times Index*
6. *Poole's Index*
7. *Readers' Guide to Periodical Literature*

EXAMPLE: Publication price of a book Answer 2

48. Recent articles on methods of improving the reading ability of college students
49. Popularly written articles from magazines found in a high school library
50. Author of a book not in the college library
51. Short quotations from reviews of the book *The Spirit of St. Louis* by Charles A. Lindbergh
52. Text of a recent speech by the President of the United States
53. Scholarly article on a modern English poet
54. Magazine article about George Eliot published during the nineteenth century
55. The most complete list available of books on the subject of immigration recently published in this country
56. Criticisms of a popular movie of the year which appeared in magazines

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PART VIII: INTERPRETATION OF INFORMATION
IN PERIODICAL INDEXES

DIRECTIONS: A group of references from a periodical index is reproduced below. The numbers identify the items in the references from which the correct answers to the questions on the opposite page can be selected. Select from the numbered items the **one** which answers **each** question. Write the **number** of the item in the space on the Answer Sheet.

REFERENCES

- EISENHOWER, Dwight David
- 1 → Eisenhower reveals Europe's plight; text of secret hearings. por U. S. News 31:82-91 S 7 '51 8
- Drive to stop Eisenhower. T. Coffin. New Repub 125: 9 10
0 1 '51 11
- 2 → Why Ike will run; with editorial comment. por Colliers 128:16-17+ N 3 '51 12
- 3 → ENGLAND—Social life and customs 13
In the royal footsteps. H. Sutton. il Sat R Lit 34:48-9 14
0 13 '51
- See also*
Elizabethan period
4 → Victorian period
- ENGLISH LANGUAGE—Study and teaching
- 5 → Building a background for understanding our language. E. E. Shepherd. bibliog f Engl J 40:499-505 N '51 ← 15
- 6 → Hardly my affair. M. S. Marshall. Sch & Soc 73:369-73 Je 16 '51; Discussion. 74:90-1, 360-3 Ag 11, D 8 '51 ← 16
- EVERY man has his price; story. See Laverty, M. K.
- FURNAS, Joseph Chamberlain
- 7 → Road of the loving heart; excerpts from Voyage to windward. Atlan 188:33-44 S '51

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PART VIII—Continued

EXAMPLE: Title of an article by Furnas Answer 7

57. The name of the magazine in which an article by Eisenhower appears
58. The volume number of this same magazine
59. The heading under which you can locate material on English social customs
60. The title of an article about Eisenhower
61. A heading under which you can find more material related to the topic of social customs in England
62. Title of an article on teaching the English language which contains a bibliography
63. The date of publication of this article

DIRECTIONS: Look again at the references on the opposite page to determine whether each statement below is true or false. Write a plus sign (+) in the space on the Answer Sheet if the statement is true. Write a zero (0) if the statement is false.

64. The article by Eisenhower was published in 1931.
65. The article entitled "Why Ike will run" ends on page 17.
66. This article is illustrated with a portrait of Eisenhower.
67. Comments on the article "Hardly my affair" under the heading ENGLISH LANGUAGE appeared in two subsequent issues of the magazine.
68. One may learn what magazine contains the story "Every man has his price" by looking under the word "Story."

MULTIPLE CHOICE

Directions: There are five possible answers for completing the statements below. Read the question carefully, select the statement which makes the best answer, and then write the number (do not write the word) in the answer column at the right.

1. If the author and title of a book wanted are unknown, consult the card catalog under:
1. another author 2. another title 3. date 4. subject 5. publisher - - - - - 1.
2. For a book by the author Bjornson, look in the catalog drawer labeled: 1. B-Bas
2. Bat-Bex 3. Bey-Boj 4. Bok-Bus 5. But-Byz - - - - - 2.
3. The top line on an author card in a library catalog is concerned with: 1. author
2. subject 3. title 4. cross reference 5. publisher - - - - - 3.
4. The call number usually appears on the catalog card in the: 1. upper center 2. upper
right 3. upper left 4. lower center 5. lower left - - - - - 4.
5. If you do not find the book you want in the card catalog under the subject you had
in mind, look: 1. under a related subject 2. in the dictionary 3. among the refer-
ence books 4. in the encyclopedia 5. in the New York Times Index - - - - - 5.
6. Books on the history of the United States can be located in the card catalog under:
1. The 2. History 3. U.S.-History 4. History-U.S. 5. American History - - - - - 6.
7. The main card for periodicals is entered under the: 1. editor's name 2. publisher's
name 3. title 4. word "periodical" 5. author of leading articles - - - - - 7.
8. Catalog cards with top lines in red are usually: 1. author 2. title 3. subject
4. joint author 5. series cards - - - - - 8.

COMPLETION

Directions: Read these questions carefully and place their answers in the answer column at the right.

1. The card catalog is to the library as what is to the book? - - - - - 1.
2. How are different authors with the same surnames alphabetically arranged? 2.
3. "McAdams" is filed in the card catalog as if it were spelled how? - - - - - 3.
4. How are subject cards which relate to periods in a country's history arranged? 4.
5. In the card catalog, does New York come before or after Newark? - - - - - 5.
6. Show by number the order in which cards with the following headings would
appear in a library catalog: 1. Pontiac (City) 2. Pontiac (Indian Chief)
3. Pontiac (Automobile) - - - - - 6.

(Continue on next page)

Section II. ARRANGEMENT OF BOOKS

29

MULTIPLE CHOICE

Directions: There are five possible answers for completing the statements below. Read the question carefully, select the statement which makes the best answer, and then write the number (do not write the word) in the answer column at the right.

1. Library classification brings together books alike in: 1. size 2. color 3. binding 4. subject 5. date - - - - - 1.
2. Which one of the following books would most likely be classified in libraries as a reference book: 1. Lindbergh's, We 2. Shelley's, Poems 3. Encyclopedia Americana 4. Elson's American History 5. Durant's Story of Philosophy - - - - - 2.
3. Of the books with the following classification numbers, which will stand first on the shelves: 1. 822.07 2. 822.6 3. 822.1 4. 822.09 5. 822.11 - - - - - 3.
4. A biography of George Washington by Horace E. Scudder will be found on the library shelves under: 1. S 2. H 3. G 4. W 5. E - - - - - 4.
5. The Dewey number 820.9 is pronounced: 1. eight twenty and nine tenths 2. eight hundred twenty and nine tenths 3. eight twenty point nine 4. eight hundred twenty period nine 5. eight twenty period nine - - - - - 5.
6. The author number consists of: 1. the initial letter of the author's last name followed by Arabic figures 2. his last name 3. an Arabic number 4. a Roman number 5. a decimal number - - - - - 6.
7. The class 300 covers the subject: 1. philosophy 2. fine arts 3. social science 4. religion 5. natural science - - - - - 7.
8. The classification number for the Bible is: 1. 150 2. 220 3. 821 4. 001 5. 002 - 8.

COMPLETION

Give the Dewey Decimal number for each of the following books or subjects.

1. History - - 1.
2. Literature - 2.
3. Science - - 3.
4. Philosophy - 4.
5. Religion - - 5.

Give the subject of each of the following Dewey Decimal numbers.

6. 300 - - 6.
7. 400 - - 7.
8. 700 - - 8.
9. 220 - - 9.
10. 973 - - 10.

MATCHING

Directions: Below are the backs of ten books showing the author, title and call numbers of each. Arrange these books in the order you would find them on library shelves, placing a number "1" under the book which would come first, a "2" under the one which would come second, etc.

Tales From Shakespeare	Tidewater Virginia	Forty Niners	Lee The American	One Act Plays	Discovering North Carolina	Junior Play Book	Oregon Trail	Abraham Lincoln	Boots And Saddles
Lamb	Wilstach	Hulbert	Bradford	Cohen	Rowe	Cohen	Parkman	Charnwood	Custer
822.33 H1	917.55 W69t	917.8 H87f	920 L51b	822.08. C68 o	917.56 R79d	822.08 C66j	917.8 P23 o	920 L63c	917.8 C96b

() () () () () () () () () ()

TOTAL SCORE (Section II).....

ANSWER SHEET

I.

A.

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

B.

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

C.

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

D.

57. _____

58. _____

59. _____

60. _____

61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

II.

A.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

B.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

III.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

IV.

A. _____

B. _____

C. _____

ANSWER SHEET CONT

V.

A. _____

E.

1. _____

3. _____

VI.

A.

1. _____

2. _____

4. _____

2. _____

3. _____

5. _____

3. _____

4. _____

6. _____

4. _____

5. _____

J.

5. _____

F.

1. _____

1. _____

6. _____

2. _____

2. _____

B.

1. _____

3. _____

3. _____

2. _____

4. _____

4. _____

3. _____

5. _____

5. _____

4. _____

G.

1. _____

K.

5. _____

2. _____

1. _____

6. _____

3. _____

2. _____

C.

1. _____

4. _____

3. _____

2. _____

5. _____

4. _____

3. _____

H.

1. _____

5. _____

4. _____

2. _____

6. _____

5. _____

3. _____

6. _____

4. _____

D.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

I.

1. _____

5. _____

2. _____

DAY 3

Plan

Periodical Indexes

- I. What is a periodical?
 - A. Publication which comes out periodically, at stated intervals (May be daily to annually; but usually not less than semi-annually)
 - B. May be group of articles, stories, poems, pictures, etc.
 - C. Varied or single subjects
 - D. Trade, professional, "slicks," leaflets
 - E. About 20,000 current, 120,000 past and present
- II. Why are periodicals important?
 - A. Current, up-to-date information
 - B. Medium by which scientific studies are reported and assessed
 - C. Reach more of the public, less expensive
- III. What is a periodical index?
- IV. Why are periodical indexes important?
 - A. Indexes make it easier to find an article
 - B. Periodical articles are valueless if they can't be found through research
- V. Most common: Reader's Guide to Periodical Literature
(Show large cards and explain)
 - A. Abridged - forty periodicals indexed; for high schools

3. Title

- a) Not often used; misleading or unimportant
- b) Only first word in bold type
- c) Tells that it is a story or play, etc.
- d) Example

Indamissible Evidence; drama. See Osborne, J.

H. Cross references

1. "See" - look under another heading
2. "See also" - look for additional material under another heading

I. Subheadings

1. Found within subject headings in bold type in the middle of the column
2. Can be subdivided

J. "By" and "about"

1. Article "by" a person is a normal author entry
2. Article "about" is written about the person by another; "about" is found in italics in center of column

K. Cumulative

1. Put out at regular intervals throughout year
2. At larger intervals, articles of several issues are interfiled alphabetically and published
3. At end of year, all entries are interfiled alphabetically, or cumulated

- B. Unabridged - 125 periodicals indexed
- C. General interest, not specialized
- D. Articles entered under author's name, title, or subjects included in the article
- E. Entry has information needed to find the article
- F. Abbreviations
 - 1. Need to know them to use entry
 - 2. Periodicals indexed are listed at front
 - 3. Abbreviations used are found at beginning
 - 4. Most common: Ja., F., Mr., Ap., My., Je., Jl., Ag., S., O., N., D., il., por., bibliog.
- G. Kinds of entries
 - 1. Author
 - a) Form
 - Last name, first name
 - Title. Name of magazine, vol, page, month, year
 - b) Example
 - Velie, Lester
 - Come back to the work force, mother!
 - Read Dig 87: 12-15+ S '65
 - 2. Subject
 - a) Form
 - Subject (bold face type)
 - Author. il Name of magazine, vol, page, month, year
 - b) Example
 - Pueblo Indians
 - Visit to the living Pueblos. il Sunset
 - 135: 64-81 S '65

Indexes

- I. Social Sciences and Humanities Index
 - A. Author and subject arrangement
 - B. About 209 periodicals indexed
 - C. Formerly International Index; changed 1965
 - D. Variety in this area such as anthropology, economics, folklore, geography, language, religion, music, philosophy
 - E. Quarterly; annually cumulative
- II. New York Times Index
 - A. Subject arrangement; chronological within
 - B. Articles that have been in New York Times
 - C. Index also, to persons and organizations
 - D. Brief summary of article is given; often enough to find the answer
 - E. Key to events in news, dates of either single events or coverage of a whole field of events
 - F. Can be useful in locating material in other papers
- III. Wall Street Journal Index
 - A. Material that has appeared in the daily Wall Street Journal
 - B. Two parts: corporate news, general news
 - C. Monthly
- IV. Monthly Catalog of United States Government Publications
 - A. Lists bills, reports and documents issued by various departments
 - B. Index is monthly and annual

- C. Indexed by subject, author, title, and committee
- D. Includes previews, abbreviations, explanations, general information, how to order, new classification numbers
- E. Arranged by agencies
- F. Publications are usually listed about six months later than publication date
- G. Number given in index refers to number in left-hand margin
- H. Superintendent of Documents number, item number and Library of Congress (LC) number are given

V. Education Index

- A. Arranged by subject
- B. About 200 periodicals, yearbooks, proceedings, bulletins, and monographs of the U. S., Canada, and Great Britain
- C. Adult education, business education, curriculum, educational administration, educational psychology, educational research, guidance, physical education, elementary and higher education, religious education, and teacher education, etc.
- D. Monthly; cumulative

VI. America: History and Life

- A. Abstracts, books and periodicals in history and related fields
- B. Arranged by subject and subdivisions of

- C. Contents probably easiest guide to use
- D. Format of index has varied
 - 1. Before July 1969: not every issue complete and not indexed; indexed only in number four of the volume
 - 2. Before 1969: used a "cue" system; since, it has been dropped in favor of a more realistic system
- E. Has list of abstractors
- F. Useful for review

VII. Biography Index

- A. Biographical material in 1,500 periodicals, current biographical books, obituaries, biographical materials in non-biographical books
- B. Bibliographies, portraits, illustrations noted
- C. Name alphabet list, with birth and death dates; nationality
- D. Index also by profession and occupation
- E. Quarterly

VIII. Vertical File Index

- A. Subject and title arrangement
- B. Pamphlets, booklets, leaflets, of general interest to libraries, but not all such material
- C. Gives paging, publishers, dates, prices
- D. Monthly; cumulative

IX. P. A. I. S. (Public Affairs Information Service Index)

- A. Subject arrangement

B. Periodicals, books, documents, bulletins, pamphlets
in the area of public affairs, economic, social,
international

C. Cumulated five times a year

X. Index of Economic Journals

A. Author and subject arrangement

B. Covers collective books, conference reports, essays,
specialized economic field studies, hearings
(governmental)

C. English language articles or English translations
of articles

D. Arranged according to a classification schedule
given at front

E. Books indexed are-listed

F. Author index - not to index, but to location of
the book or article the author wrote

XI. Book Review Index

A. Review on books

B. Listed only by author

C. Indexed by subject and title

D. Does not give annotation, just citations to the
review

XII. Book Review Digest

A. Reviews of current books appearing in seventy
periodicals covering about 5,000 books per year

B. Entered by author

C. Entry includes

1. Bibliographical material (price, publisher, classification number, LC order number, subject heading)
 2. Descriptive note
 3. Excerpts from several reviews accompanied by bibliographical data needed to locate them
- D. Separate index at back - subject and title
- E. Monthly

XIII. Business Periodicals Index

- A. Subject arrangement
- B. About 170 periodicals indexed
- C. Accounting, advertizing, public relations, banking, communications, finance, insurance, labor, management, taxation, trades, etc.
- D. Monthly

XIV. Facts on File

- A. Weekly world news digest with cumulative index
- B. Uses many world news sources to summarize accurately without bias
- C. Covers all fields, subjects and nations
- D. Has good summaries, but lacks details
- E. Entries under names and subject headings giving:
 1. A description of the article
 2. Date of the event
 3. Page where article appears
 4. The marginal letter guiding location on page
 5. Column in which article appears

Commentary

The session was begun by telling the class briefly how they had done on the test. Most students had not done well; the section on filing and heading arrangement was the most difficult. Next considered were periodical indexes, including: What is a periodical? Why are periodicals important? What are indexes? Why are indexes important when using periodicals?

Most students were aware of the Reader's Guide and the Education Index, but other titles of indexes were meaningless, as a whole. The form of entry used in most indexes was explained. The entry itself seemed clear enough to the students, however, "see references" and "by" and "about" were new to them, as was the fact that subject headings were subdivided in the middle of the column. The names and a few characteristics of other indexes useful in the field of the social sciences were mentioned briefly. The students were then provided with a worksheet. This permitted them to work with the indexes directly, and to gain an actual knowledge of how to make practical use of them.

The worksheet consisted of questions and a place for notes and evaluation on each index. The purpose of the worksheet was to acquaint the students with periodical indexes, their actual use and their importance when using periodicals. At the close of the period, the students were familiar enough with the various indexes to use them intelligently and to realize their importance.

Worksheet

INDEXES

For each question -- Give the answer to the question and also the date and page of the index in which you found your answer.

After each set of questions is completed -- Summarize the type of index:

1. What type of material is contained in the index?
2. Of what use is the index?
3. Is the index peculiar compared to other indexes?

1. READER'S GUIDE TO PERIODICAL LITERATURE

- A. What information is there about vitamins in your diet?
- B. In what magazine can an article by M. Richler about Sandy Koufax, the baseball player, be found?
- C. Find an article on meteors which have fallen in Arizona.

2. SOCIAL SCIENCES AND HUMANITIES INDEX (INTERNATIONAL INDEX)

- A. Where can I find information on the marriage customs of Trinidad?
- B. Is there information on Germany's politics and government?
- C. Where would I find an article on religious freedom?

3. NEW YORK TIMES INDEX

- A. Find a very recent article on the Ku Klux Klan.

- B. Where would I find information on Edmund Muskie during the presidential election of 1968?
- C. Can you find information on foreign reaction to F. D. Roosevelt's annual message to Congress in 1945?

4. BIOGRAPHY INDEX

- A. Find an article about Julie Andrews.
- B. Where can I find information on Maria Oswald?
- C. Give the complete title of the collective biography on Presidents written by Rexford G. Tugwell.

5. VERTICAL FILE INDEX

- A. Can I find some recent information on Iceland?
- B. Where could I send for some information on cigarettes?
- C. Can I get an article on movies in education?

6. PUBLIC AFFAIRS INFORMATION SERVICE INDEX

- A. What has been written about gambling in the Bahama Islands?
- B. Find two articles on radio propaganda.
- C. Give the heading of an article on economic development in Formosa in February, 1967.

7. INDEX OF ECONOMIC JOURNALS
 - A. Did K. G. Fenelon write anything on teaching statistics?
 - B. Are there some articles on property tax in Minnesota?

8. BUSINESS PERIODICALS INDEX
 - A. Where can I find some information about accounting ethics?
 - B. What information is there on the ice cream industry of 1966?
 - C. Articles on banking activity in foreign countries are found under what heading?

9. WALL STREET JOURNAL INDEX
 - A. What is the very latest news from the American Sugar Company?
 - B. Find some information on U. S. wheat sales to Russia in 1964.
 - C. Where is there information on students who join the Peace Corps?

10. MONTHLY CATALOG OF UNITED STATES GOVERNMENT PUBLICATIONS
 - A. What agency put out a publication in 1966 giving estimates of the gross national product for 1964 in current market prices?

- B. Someone in the USSR did a study on LSD as an action mechanism on the central nervous system in 1967. What was his name?
- C. What number would I use to find a relatively recent pamphlet on the Grand Canyon's north rim?

11. EDUCATION INDEX

- A. What has been written about special education in the Panama Canal Zone?
- B. Find an article about the prestige value of college majors.
- C. Find some information on teacher salaries.

12. AMERICA: HISTORY AND LIFE

- A. What would I consult in the contents to find D. W. Stater's book, Economic Research in Canada since 1950, if I were looking in the December, 1967 issue?
- B. Are there any books in the March, 1968 issue that would help me teach history? Are there any periodicals? (Give a few titles of whatever you find)
- C. In the July, 1969 issue, B. E. Borisouski's book on Abraham Lincoln is abstracted. What is its title?

13. BOOK REVIEW INDEX

- A. Find a review of The Empty Schoolhouse by Natalie Savage Carlson.
- B. Where could I find reviews on Jacqueline Susann's Valley of the Dolls?

14. FACTS ON FILE

- A. In 1967, a boycott was held by North Dakota farmers. Who sponsored it and what did they boycott?
- B. Where can I find an article describing President Eisenhower's state funeral? How long did it last?
- C. In 1969, the Reds charged Saigon with torturing prisoners in the Vietnamese war. Where was the charge made?

Rules

SOME BASIC FILING RULES

1. Alphabetical order.
2. Disregard initial articles in titles.
3. Follow letter by letter, then word by word.
4. Nothing comes before something.
5. Same word - order: person, place, thing, subject, title.
6. Abbreviations as if spelled in full: Mc = Mac, St. = Saint, F. B. I. = Federal Bureau of Investigation.
7. Elisions - disregard apostrophe: D'Angelo = Dangelo, Who'd = Whod

8. Compound names as separate word; file after the single name.
9. Personal and place names compounded with prefixes - as one word.
 - LaFarge, Pierre
 - La Fayette, Jean
 - Lafayette, Robert
 - La Fontaine, Yvette
10. Hyphenated words - as two words.
 - Self concept
 - Self-perception
 - Selfishness
11. Words with hyphenated prefix - as one word.
 - Coe, Cyril
 - Co-education
 - Coenne, J. C.
12. Disregard titles (Mrs., Sir, Gen., Dr.) in personal names, except to distinguish between persons of same name, when authors.
 - Henry, Sir Reginald
 - Henry, Sheldon
 - Henry, (Dr.) Sheldon
 - Doctor James' guide...
 - Dr. Jekyll and Mr. Hyde. (regard in titles of books)
13. Figures (numbers) in titles of books filed as if spelled in full (not numerically). Dates and numbers elsewhere are regarded as such and filed numerically.

14. Disregard apostrophe in possessives.
15. Arrange subdivision of a subject alphabetically, except:
History - period of history = chronologically
16. Newest editions of same book are often filed first.
17. Bible / Bible. O. T. / Bible. N. T.
18. Separate works, collected works, selected works: order of works of voluminous authors. (Can vary in different libraries) --

DAY 4

Plan

Card Catalog

- I. Definition
 - A. List of books, maps, etc., arranged in some definite plan; it records, describes, and indexes a collection
 - B. Key or index to library holdings, makes material accessible, and shows what the library has
- II. Use
 - A. Enables you to find book when author, subject, or title is known
 - B. Shows what media center has on a given author, given subject, or type of literature
 - C. Assists in choice of books by giving description of book (date, subject, depth of coverage, etc.)
 - D. Speedier than browsing
 - E. Gives more information on card than can be found by glancing at the book

III. Three ways to find a book

- A. Subject
- B. Title
- C. Author

IV. Show cards and explain

A. Author or main card

- 1. Title
- 2. Imprint
 - a) Place
 - b) Date
 - c) Publisher
- 3. Collation
 - a) Paging
 - b) Illustrations
 - c) Size
- 4. Series
- 5. Notes
- 6. Tracings

B. Title entries

C. Open or serial entries

D. Subject card

E. Title card (usually the only one for fiction books)

F. Other cards

- 1. Analytical
- 2. Editor
- 3. Corporate body

4. Standard works under uniform titles

5. Illustrator

6. Translator

V. Main card

A. The "author"

B. Top line beginning at far left

VI. Abbreviations

A. Referring to author

1. ed.

2. tr.

3. comp.

4. ca.

B. Referring to book

1. rev.

2. fold.

3. col.

4. p.

5. l.

VII. "See", "see also", and "author references" referring to name
used from one not used

VIII. Call numbers

A. Dewey Decimal system

1. 000 - general

2. 100 - philosophy

3. 200 - religion

4. 300 - social sciences

5. 400 - languages
6. 500 - pure sciences
7. 600 - applied sciences
8. 700 - art, recreation
9. 800 - literature
10. 900 - history, biography

B. Library of Congress system uses letters and numbers to similarly express various subject areas

C. How to find

1. Dewey: 468.3 L92b
2. LC: HC 43 .S7

IX. Card catalog in general

A. Most are dictionary catalogs

B. Others

1. Classed
2. Divided

C. Guide cards

D. Card catalog is vertical

E. Alphabetizing rules - questions

X. Assignment: worksheet number one or two

Commentary

Today's session was devoted to introducing the card catalog: explaining what a card catalog was, how it was similar to indexes, and how it was used. Large poster-board cards were used to show basic parts of a catalog card. The author and title were clear to the students. Yet, students

asked what "c" was in front of a date and what "cm" was for. It appeared that the students had learned enough through their own experience to acquire some basic knowledge, but not some of the basic details which could augment their work with media.

Several students wondered about card catalogs in relation to audiovisual materials. It was explained that the newness of the use of audiovisual materials in most school media centers has resulted in a variety of ways for dealing with this type of media. Next, a group of printed cards was used to point out different types of entries and other information on actual cards. When they were confronted by something more complicated than the basic card, the students found themselves in the dark. Different types of entries, notes, and other data given on cards, which would aid students in finding, specifically, the type of material sought, were pointed out. All questions were answered.

The class may not have learned well all of the details of headings and other information given on catalog cards, but the demonstration and explanation of these things made the students aware of the fact that such beneficial information is available. Most students took notes which they would find helpful later.

Card set

The cards included in the actual set were to be used to illustrate the various types of entry and information given on catalog cards. For each numbered card or set of cards the

student received, the instructor had a numbered card to correspond to the student's cards. The cards the student had were indicated on the teacher's card by yellow check marks. The yellow checks were also used to indicate the call number given on the student's cards. The blue numbers on the reverse side of the cards were the corresponding numbers; the instructor's card had a "t" following the number. Red was used to indicate suggested points to be brought out on the card while explaining, or asking questions of the student. The set of cards could be used as a teaching, reviewing, or testing device. Because each card was numbered, the set could be mixed up and used for other purposes, and then reorganized easily.

Card set no. 1

Myamlin, Viktor Alekseevich.

Electrochemistry of semiconductors, by Viktor A. Myamlin and Yuri V. Pleskov. Translated from Russian. With a foreword by C. G. B. Garrett. New York, Plenum Press, 1967.

xxii, 430 p. illus. 24 cm.

Translation of Электрохимия полупроводников (romanized: Elektrokhimia poluprovodnikov)
Includes bibliographies.

1. Semiconductors. 2. Electrochemistry. 1. Pleskov, Yuri Viktorovich, joint author. II. Title.

QC612.S4M473

541.377

66-12887

Library of Congress

69k3

author
card

translation

original
title

joint
author
heading

LC call
number

Teacher's copy

3t

QC
612
.S4
M473

Pleskov, Iŭrii Viktorovich, joint author
Miamlin, Viktor Alekseevich.
Electrochemistry of semiconductors, by Viktor A. Myamlin and, Yurii V. Pleskov. Translated from Russian. With a foreword by C. G. B. Garrett. New York, Plenum Press, 1967.

xxii, 430 p. illus. 24 cm.

Translation of *Электрохимия полупроводников* (romanized: *Elektrokhimiia poluprovodnikov*)
Includes bibliographies.

1. Semiconductors. 2. Electrochemistry. I. Pleskov, Iŭrii Viktorovich, joint author. II. Title.

QC612.S4M473 541'.377 66-12887

Library of Congress 69k3

Student's copy 3

Card set no. 2

✓ Tokyo Summer Institute of Theoretical Physics, 3d, Oiso, Japan, 1967.

Fundamental particle physics; edited by Gyo Takeda and Yasuo Hara. Tokyo, Syōkabō; New York, W. A. Benjamin, 1968.

vii, 167 p. illus. 24 cm. unpriced

(Ja***)

Held Sept. 14-19, 1967.

"The Japan Society for the Promotion of Science acted as the official sponsor for the Institute."

Includes bibliographies.

1. Particles (Nuclear physics)—Addresses, essays, lectures. 2. Quantum field theory—Addresses, essays, lectures. I. Takeda, Gyo, 1924- ed. II. Hara, Yasuo, 1924- ed. III. Nippon Gakujutsu Shim- kokai. IV. Title.

QC721.T64 1967c 539.7'21 68-57209

Library of Congress 65

corporate
body
entry

publishers
note

editor
added
entry

LC call
number

Teacher's copy 4t

Nippon Gakujutsu Shim-kokai

QC
721
.T64 **Tokyo Summer Institute of Theoretical Physics, 3d, Oiso,
Japan, 1967.**
Fundamental particle physics; edited by Gyo Takeda and
Yasuo Hara. Tokyo, Syōkabō; New York, W. A. Benjamin, 1968. 4

Hara, Yasuo, 1934- ed.

QC
721
.T64 **Tokyo Summer Institute of Theoretical Physics, 3d, Oiso,
Japan, 1967.** 4
Fundamental particle physics; edited by Gyo Takeda and
Yasuo Hara. Tokyo, Syōkabō; New York, W. A. Benjamin, 1968.

QC
721
.T64 **Tokyo Summer Institute of Theoretical Physics, 3d, Oiso,
Japan, 1967.** 4
Fundamental particle physics; edited by Gyo Takeda and
Yasuo Hara. Tokyo, Syōkabō; New York, W. A. Benjamin, 1968.
vii, 167 p. illus. 24 cm. unpriced

(Ja***)

Held Sept. 14-19, 1967.

"The Japan Society for the Promotion of Science acted as the
official sponsor for the Institute."

Includes bibliographies.

1. Particles (Nuclear physics)—Addresses, essays, lectures. 2.
Quantum field theory—Addresses, essays, lectures. I. Takeda,
Gyo, 1924- ed. II. Hara, Yasuo, 1934- ed. III. Nippon
Gakujutsu Shim- kokai. IV. Title.

QC721.T64 1967c 539.7'21 68-57202

Library of Congress 61

Student's
copiesWorksheet

CARD CATALOG (group I)

1. Who is the author of Abraham Lincoln's World?
2. What is the call number of a book written by L. S. Clemens?
3. Who is the author of Zoos of the World?
4. What is the call number of We Seven?
5. What is the title of a book about North Dakota, by
Robinson?
6. Does the library have any information about the Red Cross?

7. What is the call number of PT 109?
8. Under what subject headings would you look for books about marriage?
9. What are the titles of stories about goats?
10. Who is the author of So You Were Elected?
11. What is the call number for books about stamp collecting?
12. Who wrote How the Grinch Stole Christmas?
13. Who wrote Mr. Wizard's Science Secrets?
14. Give the call numbers of several books by Marguerite De Angeli.
15. What has Scott O'Dell written?
16. What is the title of a book by Emily Bronte?
17. List some books by Theodor S. Geisel.
18. What do you find under the subject heading "Poetry of Nature"?
19. What is the call number of a fictional book about Alaska?
20. List the titles of books by Kipling.
21. How many copies of Jungle Books are in the library?
22. Who is the author of The Callahan Girls?
23. Does the library have any books about Paul Bunyan?
24. Does the library have any other material by the author of Carry on, Mr. Bowditch?
25. What is the Dewey number for fairy tales?

CARD CATALOG (Group II)

1. List some books by Theodor S. Geisel.

2. How many copies of Jungle Books are in the library?
3. Give the title and call number of a book by Gertrude E. Allen.
4. Who is the author of the First Book of National Parks?
5. What is the title of a book written by Jack McCormack?
6. Find the title of a book by Hans Fischer.
7. List some books in the library concerning Congress.
8. Find a book concerning chickens.
9. Does the library have any books about Paul Bunyan?
10. What is the call number of a fiction book on library science?
11. Who wrote Legends of the North?
12. Who is the author of They All Chose America?
13. What is the Dewey number for fairy tales?
14. What is the Dewey number for books about the U. S. Civil War?
15. How many books does the library have about the Colonial Period of U. S. History?
16. Who is the author of Miss Bianca?
17. Under what subject headings would you find material concerning dating?
18. What are call numbers for books on prehistoric man?
19. Does the library have any other material by the author of Carry on, Mr. Bowditch?
20. What does the library have by Elizabeth Borton de Trevino?

21. Who is the author of The 1-2-3 Guide to Libraries?
22. Find the call numbers for books on Vietnam.
23. Does the library have books on the history of Scotland?
24. Find the call number of a book on poems of the seasons.
25. What are call numbers for books on higher education?

DAY 5

Plan

- I. Obtain student opinion of the course to date
- II. Explain future plans in more depth.
- III. Finish card catalog; do worksheet
- IV. Assignment
 - A. Find six reference books in one area of the social sciences
 - B. Write down title, contents, and use for future reference

Commentary

The students were asked to give their opinion of the orientation portion of the course, and what they expected to learn during the remainder of the course. A general opinion was that, among them, they knew something about the card catalog and indexes, but the orientation period helped to clarify, as well as inform. They expressed a desire to know about micromaterials, audiovisual materials, and library services in general. On asking the students what they expected from the course, they mentioned areas which were already scheduled, such as where to find out about

books (reviews), where to obtain free or inexpensive materials, and how to use the media center in reference to guiding students. An effort was made to explain objectives of future class sessions.

Next, two things were assigned: One was to answer the questions on the worksheet using the card catalog. This was to be a follow-up exercise to yesterday's explanation of the card catalog. In addition, the students were asked to find books, preferably reference books, in one aspect of the social sciences, and to write up a brief evaluation of what they found. The instructors accompanied the students to the library while they worked, so as to be available for questions and to help them in finding answers. The class worked well and seemed to grasp about three-fourths of what was being conveyed; they were becoming acquainted with the card catalog as a tool. However, the effort to get the students to find reference materials met with some difficulty. A few suddenly became lazy. Possibly the students were not sure how or where to start, or what they were looking for. Some just found a few books and immediately put them back on the shelf. Students were encouraged to look closely at the books and to take a few notes, because they would not be likely to remember much about the book in five years, when they would be teaching. Another student felt he already knew enough about reference materials (although he hadn't found any). He was given a related project, which

had the same purpose - getting him to look at reference materials.

The basic problem here, seemed to be that the students did not understand what reference books were, not that they were lazy. Even the students that were trying, had a hard time finding reference books.

DAY 6

Plan

Catalogs and reviewing aids; sources

- I. Discuss materials found and students' evaluations of materials
- II. Acquaint class with several of the book and non-book reviewing aids and catalogs - by title and brief description
- III. Why use
 - A. Aid in evaluating materials
 - B. Source for locating materials you wish to acquire commercially, or in the media center
- IV. Describe books and periodicals that review media
 - A. Point out type of information given
 1. Author
 2. Title
 3. Publisher
 4. Place
 5. Date

6. Pages
 7. Illustrations
 8. Annotation
 9. Grade level
 10. Price
- B. Some aids are less of an annotated list, and more of a text in which books are mentioned or bibliographies are included; not the most useful.
- C. Rare to find negative criticism; often annotation is a publisher's blurb which is obviously going to be positive
- D. Usually annotation only tells about, and does not review or analyze
- E. Arrangement
1. Lists are arranged, usually, by subject or Dewey classification
 2. Often have an index of titles and authors
- V. Describe commercial publishers and others (University, local, school, etc.)
- A. Describe entry
- B. Point out problems with commercial media catalogs
1. Biased
 2. No negative criticism
 3. Beware of series and revisions, up-to-dateness, and reliability

- C. Few non-commercial media catalogs or reviews are in convenient book form; New Educational Media is a good example
 - D. University, school, state, etc., publications are relatively good
 - 1. Usually have annotation
 - 2. Many for rent
 - 3. Many media are often old - beware
 - 4. These and others list materials that are too general
- VI. Some aids to mention in class (find others to bring to class*)
- A. Vertical File Index
 - B. Educator's Guide to Free Films
 - C. Educator's Guide to Free Filmstrips
 - D. Library Journal
 - E. Booklist
 - F. Government publications
 - 1. Monthly catalog
 - 2. Selected lists
 - 3. Price lists
 - 4. Mailing lists of various departments
 - G. Children's Catalog

*see also A SELECT BIBLIOGRAPHY OF SOURCES USEFUL IN THE FIELD OF THE SOCIAL SCIENCES AT THE UNIVERSITY OF NORTH DAKOTA, pp. 124-126.

- H. Standard Catalog for High Schools
- I. Basic Book Collection for High School Libraries, etc.
- J. Historical Fiction and Historical Nonfiction
- K. University sources
 - 1. Libraries
 - 2. Education departments
- L. States
 - 1. Libraries
 - 2. Education departments
- M. Cities
 - 1. Chambers of commerce
 - 2. Public schools
- N. Professional journals for librarians and teachers
list media
- O. Some publishers will send free sample copies of texts
- P. Special publications put out by societies list
materials
- Q. Town bookstores often have reading guides

VII. Government publications

- A. Where to obtain
 - Superintendent of Documents
 - Government Printing Office
 - Washington, D. C. 20402
- B. Source of a wide variety of publications, most
reasonably priced
- C. May purchase by coupons, postal money order, express
orders or checks, but must send remuneration to
receive the publication

- D. To order, send name of publishing department and sub-agency, title of the publication, and classification number found at extreme right of entry
- E. Order Congressional reports and documents by title and document number
- F. Commercial listing of free government materials

O'Hara, Frederic J. Over 2000 Free Publications, Yours for the Asking. New York: New American Library, 1969. (Box 2310 Grand Central Station, N. Y., 10017)

VIII. Assignment

- A. Find more media (reference books) in another major area of social sciences, using card catalog and other catalogs
- B. Find six media - three non-book and three books in catalogs (find as many as possible through the card catalog)

Commentary

The presentation of catalogs and other reviewing media had already been part of the course plan, when the class expressed a desire to know about such sources. The majority of the class period was spent describing and showing the students examples of various types of such materials. Basic materials such as the Standard Catalog and the Basic Book Collection were introduced first. These were followed by more social science oriented sources. Some of the well-known audiovisual media guides were explained. Next

mentioned were professional journals for librarians and teachers, and catalogs published by commercial firms, universities, and schools. The availability of inexpensive materials from different governmental levels was pointed out. It was emphasized that reviews or annotations in the standard sources were more reliable than those written by commercial publishers, although they all had their drawbacks. Also, many inexpensive publications could be obtained from governments and publishers anxious to sell, although the latter must be watched for advertisements and quality. Most of the students avidly took notes on the information given them.

DAY 7

Plan

Drugs unit

- I. "This is a film on drugs," just show the film
- II. If you were teaching, would you just show a film in this manner?
- III. As a teacher you need to know how to evaluate media; you need to know how to judge whatever you intend to use, and then use it to its best advantage
- IV. First, general reactions to the film
- V. Need a guide, a basis for evaluation (follow "Evaluation Guide" handout and explain points for evaluation)
- VI. Need to learn how to ask the right kind of questions (use "Evaluation Guide" handout)

- VII. After students have had a chance to read over the handout sheet, ask how they would evaluate this film and discuss problems of nonbook evaluation
- VIII. Assignment: read periodical article on drugs

Commentary

The class session began with the statement "This is a film on drugs." Following the film, the students were asked if they, as teachers, would show a film in such a manner. They might for effect, but ordinarily not. It was pointed out that to effectively use media, one needs to know how to evaluate. Basic points of evaluation and some of the problems of film evaluation were pointed out and discussed in relation to the film shown. The students understood most of the criteria for evaluation. The handouts should be of benefit to them.

Evaluation guides

EVALUATION GUIDE - GENERAL

1. Authority
 - A. Author's qualifications
 - 1) Preface, introduction, foreword, dustcover
 - 2) References - biographical reference books
 - B. Author's sources of information
 - 1) Footnotes (check specific data)
 - 2) Bibliography (general information sources)

- C. Author is qualified and has access to information not available from others (original research)
2. Scope - what does it cover?
 - A. Index
 - B. Contents
 3. Reliability
 - A. Up-to-dateness
 - 1) Check copyright date
 - 2) Dates of bibliographical material
 - B. Accuracy
 - 1) Check against another accepted source
 - 2) Check with an expert
 4. Treatment
 - A. What was author's purpose in writing the book?
 - B. How successful was he?
 - C. Make sure author is not biased; at least be aware that he is, if so
 5. Readability
 - A. Print right size
 - B. Vocabulary, sentence and paragraph structure
 6. Subject interest
 - A. Should suit interest of students of intended grade level
 - B. Interests that are developed in classroom units
 7. Format: size, color, quality of paper, attractiveness
 8. Special features: glossaries, things to do, etc.

9. Ask the following questions:
- A. Does its size facilitate use?
 - B. Does the layout of the material contribute to understanding?
 - C. Are the illustrations clear and ample?
 - D. Is the resource acceptable in the quality of its makeup?
 - E. Is the publisher, sponsor, author, or editor indicated?
 - F. Is it accurate?
 - G. Is it clear?
 - H. Is it informative?
 - I. Is it timely?
 - J. Is data given to support the view expressed?
 - K. Is the point of view expressed, appropriate?
 - L. Is there an absence of brand name selling?
 - M. Does the quantity obtainable meet the needs of your situation?
 - N. Is the resource available for a sufficient length of time?
 - O. Does it appropriately serve curriculum needs?
 - P. Is the content pertinent?
 - Q. Does it make a genuine contribution?
 - R. Does it provide enrichment?
 - S. Are additional aides available which facilitate use of this resource?

- T. Are the concepts appropriate to students?
- U. Is the interest level acceptable?
- V. Are the probable outcomes from using the resource desirable?

PROBLEMS IN EVALUATING NON-BOOK MEDIA

1. Authority
 - A. Can't check author; usually no author, just a publisher
 - B. Can't check source of information used; only rarely find a bibliography; practically never footnotes
2. Scope
 - A. No table of contents
 - B. Usually audiovisual materials try to cover too much information and are therefore very general
 - C. To determine, often have to look at the whole film, filmstrip, etc.
3. Reliability
 - A. Accuracy: information is presented rapidly so it is hard to check unless you go through it several times
 - B. Up-to-date: can't go by date or revisions; it takes time to prepare audiovisual materials; a revision can be a change in one frame of a filmstrip
4. Treatment: usually no definite purpose is given; it is up to you to determine if there is one, what it is, and if it is successfully fulfilled

5. Readability
 - A. Clear print, color distinct, etc.
 - B. Vocabulary difficult to catch; often aimed at such a general group that some words may be of too high a level, while some will be too low
6. Subject interest
 - A. Usually very general
 - B. Hard to find for special interests
7. Format
 - A. Durability of material, its container
 - B. Good sound
 - C. Good color, attractive
8. Special features
 - A. Questions for discussion, things to do
 - B. Usually very few, if any, given

DAY 8.

Plan

Drugs unit, day 2.

- I. Introduction to visiting faculty: the intention is to divide the period into two parts. The first part of the period will be as though a high school class is being taught, using media effectively. Yesterday, a film was purposely shown in a poor manner to provide comparison for the class. It was used as a basis for discussing basic points of evaluation. The second part

of the period will be devoted to discussion. The purposes are: (1) to show proper use of non-book media in the classroom (2) to evaluate non-book media (3) to show what other book and non-book media exist.

- II. (To the class) What did you read for today?
- III. What is a drug? (A substance used as a medicine or in making medicines; a narcotic substance or preparation)
- IV. What is a narcotic? (A drug that in moderate doses dulls the senses, relieves pain, and induces profound sleep, but in excessive doses causes stupor, coma, or convulsions; something that soothes, relieves or lulls; inducing mental lethargy)
- V. What are some of the drugs or types of drugs that are being abused?
 - A. Barbituates - sleep inducing, sedative, depressant
 - B. Amphetamines - pep pills, stimulants (Bennies)
 - C. Hallucinogens - mind changes (LSD)
 - D. Specific drugs (mention a few)
 - 1. LSD (Lysergic acid diethylamide) - its residue is the chemical basis for most of the natural ergot alkaloids...a product of a fungus which grows on various grains
 - 2. Peyote (Mescaline) - comes from a cactus and was used for religious and medicinal purposes in Aztec cultures
 - 3. Mexican mushrooms (Psilocybin) - also from Mexico: a mushroom thriving in cow dung

4. Ololiuqui - the Aztec name for a seed used in magical rites causing apathy and increased visual sensitivity
5. Hashish (Cannabis) - comes from hemp; it's the resin of cannabis; may be collected by running through fields naked and catching it on the skin; it's powdered and used in cigarettes; it is used by 200,000,000 to 300,000,000 people, nearly as many as take opium
6. Belladonna - comes from solanaceous plants; produce a delirium lasting for hours; was used cosmetically by women; Romans knew it caused insanity
7. Bufotenin - is found in skin glands of toads and in the seeds and leaves of mimosacea, which is used to make a hallucinatory snuff
8. Harmala - is a narcotic drink
9. Khat - an alkaloid found in twigs and leaves of a tree (*Catha edulis*); usually taken by chewing branchlets for ten minutes or mixed into a paste or made into a powder and smoked
10. Kava - comes from a root and is used like an alcoholic beverage
11. Soma - also used as a drink

VI. We seem to be a drug-oriented culture (nicotine, caffeine, alcohol, aspirins, sleeping pills)

- VII. Drug abuse is a world problem, a societal problem, a personal problem
- VIII. Introduction to filmstrip
 - A. This filmstrip makes extensive use of teenagers relating their own experiences, as well as interviews with knowledgeable doctors, who have seen and treated many LSD cases. It does not attempt to preach, its goal is to elicit questions and to help young people form their own answers.
 - B. Ask class
 1. Do you know what it is like to take LSD or Bennies?
 2. What do you know about people who take drugs?
 3. Why do people take drugs?
 4. Would you take drugs? LSD?
 - C. Think and watch
- IX. Show filmstrip
 - X. After part one of the filmstrip, discuss a few terms before showing second part
 - A. Leary's prescription
 - B. Pot
 - C. Joints
 - D. Dropping
- XI. General reactions
 - A. Did it make you think?
 - B. Would you take drugs?

- C. Was it realistic?
 - D. What about the young man who planned to take drugs until he settled down to a profession?
 - E. Was it a fair representation?
- XII. Is the problem that great? (magazine article: "What's Wrong with the High Schools," Newsweek, LXX, no.7 (Feb. 16, 1970), p.66-67.)
- XIII. Why do people take drugs? (Discuss a few of the reasons)
- A. Aesthetic functions - just for the effect; a musician may use it to get high and write special effects for his music
 - B. Aphrodisiac - used to increase process of love
 - C. Ego-disrupting - to get a change of scene; a change of heart
 - D. Ideological - to express a preference for certain social values as against others
 - E. Political - Japanese used it to control and demoralize the Chinese whom they were trying to rule
 - F. Psychological support - to provide support in severe stress
 - G. Religious - use is said to bring the user closer to God
 - H. Research
 - I. Social control - manipulation of psychological state by drugs can have an effect on the social system
 - J. Therapeutic

XIV. Assignment

- A. Go to media center
- B. Develop and write up a short research paper on drugs
- C. Consider
 - 1. What is the history of various drugs?
 - 2. What are LSD and other drugs made of?
 - 3. What are the physiological effects of drugs?
 - 4. What are the legal aspects of drug abuse problems?
 - 5. How is drug abuse related to crime?
 - 6. What have been the experiences of others?

(cut)

XV. Considering yesterday's and today's presentation, compare them

XVI. Do you see how the class was planned?

- A. Plan and purpose
 - 1. Had assigned background reading
 - 2. Reviewed what was read, and drugs in general were discussed
 - 3. Film was introduced with questions
 - 4. Follow-up activity and discussion were provided for
- B. Used a variety of materials to serve the intended purpose
 - 1. Periodicals
 - 2. Sound filmstrip
 - 3. Books

4. Pamphlets

5. Government publications

XVII. Must look at the filmstrip, or any media, before class

to know how to supplement and use it; must evaluate

A. What was this filmstrip about, essentially?

B. How effective was the beginning?

1. Use of popular song

2. Did it attract attention?

3. Young adult just driving around - could he do anything else?

C. Did it seem realistic and were the facts accurate?

D. Could you as high school students identify with the characters?

1. Did you get involved?

2. Did you notice everyone was young? (Probably avoiding parent-like figure)

E. Did it seem to meander or was it straightforward?

F. Did it accomplish its purpose?

G. What about the interspersion of fact and experience?

1. Was it confusing?

2. Did it add variety?

H. Is it good to have people come out and say "yes, take LSD"?

I. What is your reaction to its photography?

1. Too flashy or effective? Appropriate?

2. Color good?

3. Sound effects professional or amateurish?
4. Did the characters sound like real people?
5. Did voices fit the picture?

J. Did it seem repetitive?

XVIII. What was just done? (Evaluation - review points of evaluation)

XVIX. Other things to consider

- A. Is it pertinent?
- B. Does this medium serve the purpose best?
- C. What are its educational advantages?
- D. Is it limited enough in scope, or too general?
- E. Is it current?
- F. Is it logical?
- G. Is discussion provided for? does it have a guide?
- H. Is it stimulating? Imaginative?
- I. Does it flow smoothly or wander?

XX. Compare with review

XXI. How else might this type of unit be presented?

Commentary

The plan for this session worked out well and was successful. It was difficult to move the students from one subject of discussion to another. They had ideas to contribute, they questioned various educational practices, and gave examples of educational procedures both good and poor, that they themselves had experienced. The session

began with discussion of the articles assigned. Even here, the students had done well in choosing articles on drugs which related to students. In addition, things such as what a drug was, a narcotic, etc. were covered. The first part of the filmstrip was shown, having preceded it with a brief introduction; it was followed with a discussion of several of the specific terms involved.

The second part of the filmstrip was followed by a lively discussion involving criticism and evaluation of the filmstrip itself, the use of such materials in general in the classroom, the problem of drugs and how to best present a unit similar to this, that concerns such a controversial topic, to a class. In toto, the necessity of using varied materials, and procedures, and of following a plan with a purpose in an instructional situation was stressed. An effort was made to acquaint the students with the wide variety of materials available. Evaluation guides on specific types of media were distributed to the class.

The university faculty that came to observe seemed pleased with what they saw, the class was excited, and the instructors were pleased with the success of the class session.

Periodical review

LSD, the Acid World. 2 filmstrips. color sound

This profound 34 minute production consists of monologues, colloquies, songs and lectures on a distressing

and disturbing subject. It illustrates, in a convincing manner with proper emphasis on clinical detail, the abnormal effects and brutal experiences one may encounter on an LSD trip.

The main character, an 13-year-old boy, contemplates taking the drug. Doctors warn him of its dangerous psychological effects. Influenced perhaps by Hollywood melodramas, the first part concludes to the strain of an allegorical Beatles' theme, "Lucy in the Sky with Diamonds" (LSD) as the young man weighs the evidence.

A compassionate view prevails in the second film-strip, as the youngster succumbs to curiosity and the reckless examples of his friends. Little speculation on the bad effects of LSD is possible, as viewers witness the ravages of a bad trip, enlarged upon by medical evidence and an ex-user's honest and moving testimony. This is a powerful pictorial essay on a subject that is every educator's business. It is an attractive, well-designed, biting indictment, enhanced by skillfully manipulated visual effects which further comprehension. A most effective teaching device for junior and senior high school.

Library Journal. XCII (Oct. 5, 1969), p. 3808.

Handouts

CHARACTERISTICS OF NON-BOOK MATERIALS

I. STILL PICTURES

A. Advantages

1. Permit close-up detailed study at individual's own pacing
2. Are useful as self-study materials and for display
3. Require no equipment for use
4. Not expensive

B. Limitations

1. Not adaptable for large groups, unless opaque projector can be used

II. SLIDES

A. Advantages

1. Colorful, realistic reproductions of original subjects
2. Easily handled, stored, and re-arranged for various uses
3. Easy to use, and projection rate can be controlled
4. Can be combined with tape narration for greater effectiveness
5. May be adapted to group or individual use

B. Limitations

1. Relatively hard to prepare and obtain
2. Require special equipment (slide projector)
3. Can get out of sequence

III. FILMSTRIPS

A. Advantages

1. Are compact, easily handled, and always in proper sequence
2. May be supplemented with captions or recordings
3. Not as expensive as some media
4. Are useful for group or individual study
5. Projection rate can be controlled by instructor or user
6. Availability
7. Equipment needed is simple to operate
8. Often have discussion questions and follow-up activities

B. Limitations

1. Are in permanent sequence and cannot be rearranged
2. Maintenance

IV. RECORDINGS (TAPES AND RECORDS)

A. Advantages

1. Easy to make or obtain
2. Can be found on most subjects
3. Equipment easy to operate
4. Flexible and adaptable as either individual elements or instruction or in correlation with other media. (slides, filmstrips, etc.)

B. Limitations

1. May have tendency for overuse
2. Equipment is expensive

V. OVERHEAD TRANSPARENCIES

A. Advantages

1. Can present information in systematic, developmental sequence
2. Projector simple to operate
3. Rate of presentation can be controlled by instructor
4. Useful with large groups
5. Require limited planning to make and are made easily
6. Can face class while explaining - important psychological component in teacher-student relationship

B. Limitations

1. Have to prepare; not easily obtainable

VI. MOTION PICTURES (FILMS)

A. Advantages

1. May consist of complete films or short film clips
2. Are particularly useful in describing motion, showing relationships, or giving impact to topic
3. Useful with groups of all sizes and individuals
4. May include special techniques for handling content
5. Insure a consistency in presentation of material
6. If have sound, two senses are used

B. Limitations

1. Expense and availability
2. Require special planning

CRITERIA FOR APPRAISING EDUCATIONAL FILMSTRIPS

1. PRODUCTION

- A. Does a useful and informative teacher's guide accompany the filmstrip? (Not always required)
- B. Are all titles, series, and individual subtitles easily identified?
- C. Do the technical qualities in photography, color, and art work meet reasonable standards?

2. CONTENT

- A. Is the material contained in the filmstrip up to date?
- B. Is the pictorial material clear, authentic, and informative?
- C. Is it free from any subtle presentation of undesirable teaching?
- D. Does it put over its ideas effectively?
- E. Are the captions suitable and informative?
- F. Does it involve the students by raising questions and inviting discussion?
- G. Does it provide for follow-up activities which will be related to other experiences?

3. SUITABILITY

- A. Is the filmstrip suited to the subject it presents?
- B. Is the filmstrip suited to the grade level or levels recommended by its producer?

- C. Does it coincide with the needs and interests of the group for which it is intended?
- D. In short, is this filmstrip appropriate for its intended use?

CRITERIA FOR APPRAISING EDUCATIONAL FILMS

1. PURPOSES OF THE FILM

- A. Are they clear-cut and easily identified?
- B. Are they pertinent to the educational needs of the pupil?
- C. Are these purposes best accomplished by the presentation of motion? (In many cases, books, lectures, still pictures, slides, etc., could be used to present a subject as well or better than a motion picture)
- D. Is there an instructional guide to help prepare for successful use of the material and to suggest related activities and problems?

2. SCOPE AND CONTENT

- A. Does the film proceed from the known to the unknown?
- B. Is the film sufficiently limited in scope to permit adequate treatment of the specific concepts contained in it?
- C. Is the scope broad enough to present a truthful picture of the subject? (A film on the wheat farmer limited to a presentation of farming in Kansas

may produce the erroneous impression that Kansas is the only important wheat producing area in the world.

- D. Is the subject matter accurate and up to date?
- E. Is the continuity logical and satisfactory? (Unlike a book or series of slides, the user cannot skip around. Therefore, concepts should be arranged in the most efficient order for proper learning.)
- F. Are important points covered?
- G. Does the film contain unnecessary footage and irrelevant materials?
- H. What is the interest level of the subject?
- I. What is the grade level of the vocabulary?

3. TREATMENT AND EFFECTIVENESS

- A. Is the presentation factual, realistic, fanciful, and imaginative?
- B. Is the treatment appropriate to the main theme?
- C. Are the colors, sound effects, narration, and photography satisfactory?
- D. How effectively are the purposes of the film accomplished?
- E. What are the educational advantages of the film?
- F. What is the effect of the film upon attitudes?

SUGGESTIONS FOR USE OF NON-BOOK MEDIA IN THE CLASSROOM

1. Decide for what purpose the media will be used

- A. Your objectives
- B. Why is the media going to be used?
- C. Must have a definite plan
2. Select the best media available which will best accomplish each objective
 - A. Which type of material can best communicate the content of your objectives?
3. Preview before using
4. Study the teacher's guide, if one is available
 - A. May contain ideas for introduction
 - B. May contain background information - you must know the subject
 - C. May have suggested activities, problems, etc.
5. Plan introduction for use of the media
 - A. Inform the class about the media that will be shown
 - B. Inform the class why the media is being used, and what they are expected to learn from it
6. Arrange for all equipment
7. Prepare the class
8. Use the media
9. Promote class discussion following use
10. Use media second time, if needed for clarification
11. Provide books, pamphlets, periodicals, and related print materials on the subject
12. Provide for follow-up with practical applications and student activities as soon as possible

NOTE!!!

REMEMBER YOU MUST HAVE A PURPOSE IN USING NON-BOOK MEDIA, AN ALL NON-BOOK MEDIA MUST BE USED IN CONJUNCTION WITH PRINTED MATERIALS

DAY 9

Plan

Curriculum, Vertical File, Government Documents

- I. Tour of curriculum collection, vertical file, and government publications at Chester Fritz Library.
- II. Explain final project
- III. Handout with projects, including a project of spending time looking at materials in Chester Fritz to get an idea of types of materials available

Commentary

The remainder of the course was outlined and assignments explained. Next, the class went to Chester Fritz Library. There, the curricular texts were pointed out. The use of the vertical file was explained and the special materials it contained were pointed out. Finally, the huge variety of types of publications and subjects covered by government documents was illustrated by browsing through drawers of documents containing materials in social science fields. Similarly, the class was to browse through the vertical file and the curriculum collection to obtain an idea of materials contained in each, and to note especially useful materials for teaching.

The students expressed amazement at the volume of government publications and the apparent usability of so many of them. They all said they were happy just to know that they existed.

Project Sheet I

In any of the following, asking what you would use, either find the book or other media itself, or a review, evaluate it briefly (title, content, use), and tell briefly how you would use the material for the purpose suggested; tell how you would coordinate it with other materials. The purpose is for you to find reference books, pamphlets, books, audiovisual media, etc., that you might find useful in similar situations while teaching. Keep a record of materials found and your evaluation of them.

I. Group I

- A. Compare textbooks and their teacher's manuals as to adaptability and other criteria
- B. Browse through several drawers of government publications, especially in C, PR, and PREX, to get an idea of publications available
- C. Use the Monthly Catalog to find some publications on economics or other statistics
- D. Find some pamphlets on several different countries that would be useful in class
- E. Browse through several drawers of the vertical file to get an idea of what is available

II. Group II

- A. Compare a media with advertisements and reviews about it or similar media
- B. Evaluate several of the same type of media for good and bad points
- C. What would you use for your own reference and lesson planning, and what would you suggest or assign to a student while working on a specific unit (such as economic trends and principles)? Would they be the same or different?
- D. Choose one thing (text, a reference book, etc.) and combine it with other media as you might for a lesson. Take the first media chosen and try combining it again with other media in different ways, keeping in mind that you must always have a purpose for what you do. (Use books, non-book, reference, reviews, etc.)

III. Group III

- A. What would you use, and how would you put across concepts like:
 - 1. The industrialization-urbanization syndrome
 - 2. Process of social change
 - 3. The modified market economy of the U. S.
 - 4. Scarcity
 - 5. Input and output

6. Social control (conformity)
7. Social conflict
8. Secularization
9. Trend to social and economic planning
10. Global interdependence of nations socially, culturally, politically, and economically
(May use books, non-book media, reference, reviews, etc.)

B. Other ideas

1. Growth and changing population patterns
2. Taxation
3. Organization structure of unions, governments, etc.
4. Economic principles
5. Inventions and inventors
6. Trends in business
7. Westward movement in America
8. Geographic relationships of...

C. What materials would you use for a lesson or unit on:

1. Minority groups in our society
2. Problems of our cities
3. Local history, economics, statistics, etc. (in North Dakota)
4. Political systems in foreign regions or countries
5. Citizenship
6. Economics and the consumer

7. The Civil War
8. Some aspect of Europe's history since 1900

Project Sheet II

What follows is designed to help you find reference sources. You will later get an answer sheet to all questions (you may do any you wish) that should help guide you to reference sources useful in the social sciences. Evaluate whatever you find (title, content, use). Where would you find something like:

1. An annotated bibliography of materials on development of the United States.
2. Short biographies of prominent people of the world throughout history.
3. Biographies of contemporaries in literature, international affairs, sports, etc.
4. What two brothers were nominated for the presidency in 1884?
5. Information about proper names consisting of persons, places, things, literary characters, etc.
6. Who were other important people in the world when Horace Mann was born?
7. Brief biographical data about currently prominent Americans.
8. What is a valuable one-volume encyclopedia providing facts in many fields?
9. Documents concerning American history.

10. Full articles on general and specific areas of all of the social sciences in one set.
11. An atlas illustrating economic information for the world.
12. A one-volume guide with information on proper geographical names.
13. Information on American holidays.
14. Costumes worn by various civilized people of the world from ancient times to recent times.
15. What is an authoritative source on structure, working methods, financing, and other functional activities of state governments?
16. Statistics on details like number of TV's, farms, school populations for counties, cities, and regions of the United States.
17. The first time something happened.
18. Brief, but detailed, information on history, population, religion, education, finance on each of the countries of the world.
19. Current social, political, industrial and economic statistical data for the United States.
20. A collection of maps on such things as climate, vegetation, products, religions.
21. History of the United States through maps.
22. Details of world history, family trees, dates, chiefs of state.
23. Latest trends and statistics in commodities.

24. Current statistics on a wide variety of information such as census, foreign aid, cities, taxes, world rulers, vital statistics, education, etc.
25. Important dates for different types of events in different countries through history.
26. Short articles on people, movements, events, documents and their dates.
27. Data on population, economy, public health, education, history, science, literature and religion in the Soviet Union.
28. Articles on the religion and law of Islam.
29. Short biographical sketches, lists of diplomats, political and geographical information for countries of the Near East.
30. Historical and current data and statistics on the role and life of Negroes in America.
31. Terms, names of people, places, battles, maps, troops of the Civil War.
32. A general reference source to date on education, holidays, parks, banking, transportation, economy, etc., in Canada.
33. Current data on health, education, farming, travel, food, industry, cities, history, populations, etc., of South American countries.
34. Articles and data for capital cities, flags, money, holidays, climate, flora and fauna, political parties, government, labor, agriculture, courts, etc., for the countries of the world.

35. Information and maps about the Near East region in Biblical times.
36. Detailed definitions of words, principles, ideas, movements, and other words pertinent to the social sciences.
37. Current statistics on the American economy, its population, labor, material resource, income, industry, agriculture, manufacturing, trade.
38. Current information on constitutions, governments, rulers, currency, judicial systems, populations, commerce, newspapers, education and religion for countries of the world.
39. Names of rulers, government officials, parties and programs, and press for countries of the world.
40. Biographical sketch of Gerald P. Nye, a North Dakota senator to the 74th Congress.
41. Platforms and political campaigns, the issues and events related to them.
42. Comparative and current textual and statistical information on activities of American cities, including wages for city employees, utilities, marriage rates, etc.
43. General articles on the United States government and politics in post-war years as they have been involved in foreign and economic policies, labor and agricultural activities, elections and investigations.

REFERENCE SOURCES

1. Historical Fiction; Historical Nonfiction; Guide to the United States of America
2. Webster's Biographical Dictionary; Chamber's Biographical Dictionary
3. Current Biography; Contemporary Authors
4. Facts about the Presidents
5. New Century Cyclopedia of Names
6. Who Was When
7. Who's Who in America
8. Columbia Encyclopedia
9. Documents of American History; Milestones to American Liberty
10. Encyclopedia of Social Sciences
11. Oxford Economic Atlas of the World; Rand-McNally Commercial Atlas and Marketing Guide
12. Webster's Geographical Dictionary; Columbia Lippincott Gazetteer
13. American Book of Days; Anniversaries and Holidays
14. Book of Costume; What People Wore; Western World Costume
15. Book of the States
16. County and City Data Book
17. Famous First Facts
18. Statesman's Yearbook
19. Statistical Abstracts of the United States
20. Goode's Atlas (other atlases)
21. American Historical Atlas

22. An Encyclopedia of World History
23. Commodity Yearbook
24. World Almanac; Information Please Almanac; others
25. Cyclopedia of Classified Dates
26. Chronology of Modern World History
27. McGraw-Hill Encyclopedia of Russia and the Soviet Union
28. Shorter Encyclopedia of Islam
29. Who's Who in Egypt and the Near East
30. The American Negro Reference Book
31. Civil War Dictionary
32. McGraw-Hill Dictionary and Almanac of Canada
33. South American Handbook; Fodor's Guide to South America
(travel guide)
34. Worldmark Encyclopedia of the Nations
35. Macmillan Bible Atlas; Rand-McNally Bible Atlas;
Westminster Historical Atlas of the Bible
36. Dictionary of the Social Sciences
37. Economic Almanac; Statistical Abstracts
38. International Yearbook and Statesman's Who Who
39. Political Handbook and Atlas of the World
40. Biographical Directory of the American Congress
41. National Party Platforms
42. Municipal Yearbook
43. Congress and the Nation

DAY 10

Plan

Project

- I. Time to work individually on reference questions or projects with instructor's assistance
- II. Get a view of reference materials available
- III. Work on own ideas or those suggested to learn how to find and organize materials for lessons
- IV. See what types of materials are available in different areas
- V. Utilize the knowledge acquired about media and media centers

Commentary

Again, the rest of the course was outlined and the final project described. Project sheets were distributed to students absent yesterday. These gave suggestions for units or lessons which could be developed into a class presentation. The purpose was to have students find materials or reviews for materials, which would be appropriate; evaluate them, and coordinate them into a realistic lesson. The project sheet also had questions on reference books, which essentially described the contents of selected, basic reference books. Coordinating the questions with the answer sheet provided a descriptive list of basic reference works. A few students misunderstood the use of these two lists (possibly due to the fact they had missed the complete explanation yesterday). The students were to find the

reference book on their own, using the card catalog. The answer sheet was to help students find the reference books answering the questions, if they had been unable to find them originally.

Instead, the students wandered through the reference stacks until they ran into a title on the answer sheet, and then looked at the book. The purpose was to get the students to look at these and other related materials, however, not in quite this manner. The class was obviously confused by the Reference Department in Chester Fritz Library. The card catalog was suggested along with other suggestions in finding reference books through analyzation of the question. Once the students became acquainted with the area, it was not long before most were finding themselves interested in the sources. It was obvious the students had been unaware of the wide variety of materials available. Many looked at other related materials not given on the answer sheet.

This experience proved to be more of a conducted tour of the library than a teaching experience. One of the big problems was that the students were completely unaware of the types of materials which existed. Because students did not know what existed, they did not know how to look for materials. Several students did not know that the man in the glass office at Chester Fritz was the reference librarian. In fact, some students did not seem to understand what the Reference Department was. This was indicated

earlier, also, when students were asked to see what reference books they could find on their own. Few of them found what could be considered a reference book.

DAY 11

Plan

Projects

I. Continue individual work with instructor assistance

Commentary

Most students felt they had learned something by looking at reference books - books they had not known existed. The remainder of the class period was spent looking for materials usable in a class lesson or unit, as suggested on the project sheets.

DAY 12

Plan

Projects

I. Continue individual work with instructor's assistance

Commentary

This was another individual work day. Several students wanted to go to Chester Fritz Library. At first it seemed an attempt to skip out of class, but all students were busy working when a check was made.

DAY 13

Plan

Audiovisual Media

- I. Bring in another audiovisual resource
- II. Discuss background of audiovisual media in the instructional situation
- III. Audiovisual "aids"
 - A. About 1920-1930's audiovisual materials entered the field of education
 1. Materials were, and in some cases today still are, used as "aids" to instruction only - used only when there is time left at the end of a lesson, or when gaps occur and students need something to keep them busy
 2. Materials remained on the peripheral; they were not integrated
 - B. Reasons for poor use practices
 1. Many teachers believe that using media is a low level of teaching; they do not understand or accept the instructional value of audiovisual resources; they believe that lecture, verbal communication, and reading are the only requirements for learning
 2. Teachers teach as they have been taught; most have not been exposed to much media
 3. Equipment was difficult to use in the past
 4. Content of commercial material left much to be desired in the past; often it covered many

concepts (usually students cannot grasp and retain many concepts at once)

5. Teachers did not use adequate follow-up activity

IV. Recent media developments

A. Mid 1950's was beginning of modern developments in media

B. Machines, materials, and techniques are now being brought together for educational purposes

1. Courses are being restructured with new texts and manuals, which are correlated directly with non-book materials

2. "Hardware" equipment has improved; easier now to use slide projectors, tape recorders, self-threading projectors, etc.

3. Many more "software" materials now on the market

4. Cross media or multimedia presentations have developed

(a) The simultaneous or sequential use of a number of visual and audio materials

(b) Kits - materials organized around a single topic; contains filmstrips, recordings, still pictures, concept films, worksheets, printed material, and even real objects

V. Summary of technological advances in recent years

A. Technological advances in educational media have been extensive in providing improved devices and

techniques for bringing the best, most relevant, and widest range of experiences to students

- B. Now up to the teacher to make proper selection and use of media
- C. It has been shown that the proper use of various media can improve student learning and retention
- D. Audiovisual and related educational media have become more than aids - they have become essential to learning

VI. Problems

- A. A huge quantity of media is on the market; not all is good
- B. Media is still being used in isolation; not always integrated and supported by back-up book material
- C. Media, in some cases, is still being used with no specific objectives, purposes, etc.

VII. Education today (learning by the learner; student participation)

- A. Have become aware that students differ greatly in their ability to perceive and learn
 - 1. Some learn easily and rapidly from printed material or oral presentation with a minimum of more "direct experiences"
 - 2. Others require experiences that are more concrete, including the use of audiovisual media

3. Most students require a combination of various avenues to learning; the more senses used results in more learning and greater retention
 - B. The "discovery and inquiry" method of learning has been shown to be best suited for learning
 1. Audiovisual materials very useful for this type of learning
 2. Now greater numbers of students are oriented to non-book media
 - C. Question is not if teachers should use non-book media, but how they should use them
- VIII. Two well-accepted theories in educational psychology
- A. The more of the five senses you use, the more you learn and the more you retain
 - B. Learn by doing
- IX. Research in the design of audiovisual materials has shown
- A. Pacing is important; not too rapid a sequence is best
 - B. Repetition of the important points is needed
 - C. Short introduction and summary are desirable, but also it is questionable if these assist in learning
 - D. Some sound is better than none
 - E. Color and music have their usefulness, but are not that important to learning
 - F. Film loops are good

- G. Printed titles, questions, and activities in films and filmstrips serve to assist the learner
- X. Media specialist
- A. More than a keeper of materials
 - B. The old term librarian is out; now called "media specialist"
 - C. These people are certified teachers
 - D. They can help you plan units; can show you how to use equipment; can give you suggestions on how to use media, etc.
- XI. Remember
- A. Do not be afraid to consult your school media center and media specialist when planning your units
 - B. All types of media and equipment can be used and checked out by your students - give them time to use the media center
 - C. The media center is fast becoming a very important part of the total education program; the old library is rapidly changing

Commentary

One of the students brought a filmstrip on LSD, which he felt was quite different from the two others shown earlier. This was somewhat of a repetition, but displayed the idea that students should feel free to contribute to the class. The students discussed and evaluated the filmstrip briefly. Comparison was made to the other two filmstrips.

The students were then given some background information on the use of non-book media in the classroom. A sound filmstrip was used which summed up what had been emphasized. It seemed this class felt showing the filmstrip was a little repetitious, which is quite possible.

DAY 14

Plan

Final Projects

- I. Final Projects (explain the week preceding the class)
 - A. Find at least one audiovisual media and one printed media usable in a lesson or unit
 - B. Evaluate the media
 - C. Coordinate the media into an actual lesson or unit
 - D. Explain how the lesson or unit would be conducted; how the media would be used, and why that media was chosen
 - E. Write down and hand in plan
- II. Each student is to present his plan to the class; time for discussion and exchange of ideas will follow each presentation.

Commentary

Each student was called on to explain his lesson plan. Media chosen was displayed by each student as he told why he had chosen it. Most tried to suite their plans to the classes which they were teaching as student teachers.

As a whole, the class demonstrated that they had absorbed, and were able to use what had been taught. Two students, after having had the course, changed previous lesson plans, realizing that more could be done in a more effective manner. Only one student showed a lack of effort; all he accomplished was to criticize his supervising teacher. The rest of the class displayed good, imaginative and constructive ideas.

DAY 15

Plan

Evaluations

- I. Each student is to write a frank evaluation of the course: what was good, what was bad, what should have or could have been changed, etc.; it was stressed that grades did not depend on the evaluations. The evaluations were to be unassigned.

(Evaluations by the students are quoted in the next chapter)

CHAPTER IV

EVALUATIONS

Evaluation of the Students by the Instructors

The group was an excellent one. Attendance was good. At the beginning of the course, the students did not know enough about the library to make intelligent use of it. This was indicated by the pre-test given at the beginning of the course. The students knew how to use only the very basic library materials; they had a very limited knowledge of the many other useful services offered by a library and the educational materials it contains.

The class was concerned with the use of educational media. Some students brought in materials of their own for the class to evaluate. The students often expressed concern over the lack of teacher preparation in the use of media. They had received no previous training themselves in this area. The class asked questions, contributed ideas, and entered into discussion freely.

From the evaluations of the course written by each student, it was evident that the class understood the purposes of the course. The students were able to use the background materials given in class to complete their final

projects. In addition to this, several students admitted they had revised their original lesson plans for student teaching after taking the course.

Evaluation of the Course by the Instructors

Each area, as originally planned, was covered despite the time limitation. After reviewing what was done, it was decided that the following things could have been incorporated into the course: A sheet giving the course objectives, and a tentative class schedule should have been given to the students. It should have been stressed that each student keep an evaluative record of what materials he had used. This would have aided the students in seeing how each activity related to the purposes of the course. At times, the class seemed somewhat confused without such a record. The evaluation sheets, which had previously been eliminated, might have solved this problem, but it was still felt a strict format would be too restraining. Some concrete form, such as a notebook, should have been required. This would have allowed students to note titles and make comments on those publications that interested them, in a manner most useful to them. Unfortunately, if no requirement is made of this sort, students will make little effort to record this information.

Concerning the work with audiovisual materials, the greatest handicap was not using more of a variety of media.

This was not intended, as the original plan had a day set aside for demonstration of such materials and discussion concerning their use in the classroom. More filmstrips than originally intended for class presentations were used. A greater variety of non-book media should have been demonstrated, discussed, and evaluated. Also, while working with non-book media it would have been beneficial for the class to have read additional material dealing with the use of this media in the classroom.

The weakest part of the course was the lack of time allowed students for work on their projects. A partial explanation for this problem was that the rescheduling of the course limited the time available for this work. The project work should have taken about one-fourth to one-third of the course time. The time allowed for the class projects, and the final project should have been a time when students put their knowledge to work, to find, evaluate, and coordinate materials for actual lesson plans under close supervision of the instructors. The instructors could have guided the students to more specific materials and assisted them in the use of these materials for their specific needs. This had been envisioned earlier, but with limited time it was felt it would be better to allow the students to look for such materials on their own so as to become somewhat acquainted with them.

The material covered in the orientation period was adequate, especially for this particular class. The

orientation might vary slightly with different groups, depending on the students' previous knowledge. The general and specific evaluation criteria were covered well. In order to gain practical experience, more time should have been spent by students in evaluating specific materials.

Totally, both philosophical and methodological aspects of education, library science, and media usage were combined in the course. This was the backbone of the course; each of the above has very little meaning in a practical situation when used alone. Ideas in light of the actual school setting were presented and discussed. Skills in finding, evaluating, and coordinating all types of educational media were stressed. If a teacher does not know how to find and evaluate media, he will never make effective use of it. Resources in media centers provide valuable knowledge for both students and teachers.

In order for the students to become familiar with the organization of a media center, the assignments were such that students were required to find materials. Class periods were then used for discussion and evaluation. The discussion was restricted by one thing; that students discuss media and media use in reference to practical instructional situations. The actual freedom of discussion allowed for exchange and growth of ideas. This was found to be the most effective means of teaching the course.

In this course, two difficulties were encountered. One was the lack of time, and the second was that the students' lack of library knowledge made things difficult. This is not to criticize the students. There simply had been no previous training available to them. Because of the lack of time, the course became a quick, sweeping survey of all that was originally intended to be covered. Usually only materials and resources could be pointed out; there was no time to gain practical experience with materials. The students' lack of library knowledge also kept the course on a surface level. The majority of students were actually unaware of the existence of the vertical file, reference books, and government documents. The card catalog had little meaning to them. Many periodical indexes were unknown to them. Had such basic things been known by the students, time could have been used more efficiently.

Student Evaluations of the Course

(1)

Teachers did a good job - were well-prepared and knowledgeable. This class has been extremely valuable first of all as a discussion group. The teachers did not make us stick to an assigned topic. We were free to discuss freely and this, I think, was the most valuable. I learned more in here about teaching and problems of teaching, than in either of my other so called "education" courses.

This course was a good review of library knowledge such as: card catalog, reference, and other things. I needed this review and it helped a great deal.

Also of great value was the audio-visual part. I learned a great deal about judging audio-visual. Also, I learned a great deal about judging books. The knowledge of judging materials, both book and non-book, will be extremely beneficial in the future as it is now.

I also learned a lot about where to find materials, both book and non-book. I would have liked to have spent a little more time on where to get free material - government publications or whatever.

The course as a whole was very good, but as I said before I think the discussions were the best. The teachers were good at bringing up questions which were interesting and very problematical. I thought the final assignment was going to be corny but it wasn't. It turned out to be very interesting and aroused a great deal of discussion which was extremely important.

(2)

The course was well organized for being the first attempt at this type of a course. One seemed to know where one was headed all the time, so the objectives were clear enough. For my purposes, it was very profitable. Just

*Grammar and spelling errors are those made by the students

being able to see the various types of reference material that is available, was worthwhile. Also, I probably would have graduated without even knowing that our library had government publications. Thus, the introduction to the library was very beneficial. Another benefit of the course was that it made one realize what audio-visual aids were available and the various ways in which one could obtain them. One drawback of the course, however, was the limited amount of time. This wasn't due to the course though, but due to the 4-8-3 schedule, which definitely leaves much to be desired.

(3)

I am of the feeling that this course has been a great help to me. Not only in finding reference material in the library but also on the selection of non-book media such as filmstrips and movies.

I myself have never been too experienced in finding such materials, and I can remember many times when I was at a loss for finding information other than the books classified under the Dewey system. I have to admit that the library was one of my weakest points and as far as periodicals, etc., I have always been pretty well lost and after taking this course I actually feel ashamed of admitting this, because it really isn't that hard or confusing. I actually feel that I have come to be acquainted with the reference section

of the library to a certain extent and I'm sure that my wandering days are over.

Another factor involved in my feeling of the class being worthwhile, was the information I acquired on visual aids material. I really did not realize there there was so much material available and at minimal prices. I know that with the information we received on evaluating the films, etc., that I will be able to judge fairly well whether my media is good or bad.

I do realize that the time available for the course was cut short due to the various schedules of the students. I am sure that one could learn much more if the course was longer and we could spend more time on certain topics. I did enjoy bringing a book and non-book material to class and presenting just how we would use it in the classroom situation. I sincerely believe that by setting aside one class period a week and having the students present such exercises that they would be very helpful in stimulating new ideas of presentation to every student. I know that I learned some very good ideas in that class session that will help me as a teacher.

Overall, I feel that the material involved in the course was of great value and was presented very well by the teachers, considering the amount of time in which the course lasted. I am of the opinion that a course such as this should be mandatory for all incoming students. At least

a course to get acquainted with the library. I know that I really would have been helped a great deal if only I had been introduced with a course such as this, earlier in my college career, so I would have known how to find such material and how to use it.

Now I want you to know that this is not a snow job. I really feel that I learned a great deal from this course, but one disadvantage was the short amount of time, given towards such a course. I am sure the course would have been much more effective, if only it wouldn't have been squeezed in a few short weeks.

I really felt that the teachers did a wonderful job in handling the course. Everything that we did cover, I thought was explained with care and was told in such a way that it was easy to understand. They seemed concerned about all the students in the class and were willing to help with any such problems that the students might of had.

Although it is almost impossible to have three teachers in a class, not only a class such as this but any type of class in any field. I think that it has a tendency to motivate the students to work. I never got tired or bored in the class because the teachers each contributed their own share of material to the class. It wasn't the same old lecturer up at the head of the class and it was much easier for the student to keep interested in the subject at hand.

(4)

I am really glad I took this course instead of guidance for the simple reason none of the ed. courses before and now really prepare the student for anything like this.

I thought that everything we covered was very valuable, in the respect it opened many doors that might have later taken a lot of valuable time searching for. On a whole I think the materials handed out are especially helpful both now and later on, especially the non-book material. I never really had given this any thought before.

I do think however that a person taking this course should be able to check out films and the like shown in class, take this material to the schools and show it to the students while the information is still fresh in our minds. I honestly think that it is a waste of information and money to just have these materials sit here.

I really think the staff, under the circumstances encountered this semester, did a real good job.

P. S. the government material also should be mentioned because I never had known about this as nobody would have told me about it, otherwise.

(5)

Contrary to the other courses I've taken that are supposed to help me for teacher education this course has

actually helped me prepare for teaching. I feel I've learned much valuable information in this course. The presentation of resource material of all sorts in this course is extremely valuable. Through this course I've learned hard, concrete things that I can always use in education. The actual presentation of this course was for the most part very good. The instructors seemed interested in the material and interested in having us learn new things which might help us. The small size of the class helped the learning process considerably also. Future classes should probably be kept small also. Although this course was mainly to help with resource information and where to find it, through the discussion I learned more about methods of teaching than in my regular methods class. Giving us time to use the material we found throughout the course was also a very valuable experience. In total, I'm pleased with the course, its material and glad I took it instead of another elective.

(6)

Perhaps the best way to evaluate this course is to begin by asking two questions - what did the course set out to accomplish and did it accomplish what it set out to do?

Upon entering the course I was expecting a very formal-type lecture series on the relative merits of Chester Fritz, but much to my surprise I found an informal

discussion group which would be centered around the group's specific needs. These needs, it soon became apparent, dealt with the question "what materials are available to me as a teacher outside of the classroom?" Essentially then we have taken a course in how to use and where to get both book and non-book material and adapt it for use in the classroom.

Quite frankly I feel that the goals that the class set were more than adequately met. The preparation for each class was well handled and a very large area was covered in a very short time. As for suggestions for the future - one may have difficulty in giving any. I say this because the class size next time will no doubt be larger, but I feel that the general purpose should stay the same.

(7)

This course was the best one we had in our ed. program this semester - the rest dealt in abstracts, but this one was directed toward the practical. We needed additional help on possible resources and this was the only ed. class we've had that was dedicated toward this goal. I felt we might have spent more time going through the library - checking on the reference books in greater detail, spending more time in the document section, and more time on where to order materials.

We had some help in where to order materials, but perhaps a list of organizations and agencies could be compiled for future classes. There were many excellent handouts and this should be kept in the program. The instruction on A-V materials, where to order them, what to look for - all this was beneficial to those of us who haven't had any of this, yet are working with these materials in the schools. I thought we spent too much time on the film strips - maybe one short one just to learn to evaluate, but any more time on this is useless. Also you handed out some sheets on reference books with a sheet of questions - yet we never used the sheet of questions, but instead just looked for the books. Maybe next time you could just hand out the list of books.

I question the value of having three teachers--it seems that Joe did most of the talking, while the girls just chipped in every once in awhile. If this was to be a team-teaching set-up, then each of the three should have taught. Maybe each of you could have taken a couple of students and worked with them - the material might have been covered faster, and more material could have been added.

Also the 1 hr. period was kinda useless - if we had to meet for 7 hours a week, we could have had 3 two hour periods, and 1 one hour period, and one day off. It seemed a couple days that there was no sense in getting started on anything because we'd just have to leave in the middle of it.

On the whole it was a very useful class, one that could be expanded upon - if they junk this 4-8-3 program!

(8)

By way of introduction, it might help you to know my library background on entrance to the class. I have written a 40 page research paper, using microfilm extensively; used the card catalogue and browsed the history (U. S., French, German, and Great Britain) stacks to find about 35 interesting books for class assigned reading; checked copious book reviews via the Index and historical Quarterlies; and used the reserve room. Even so, your class barely repeated the trail I had blazed by hit and miss. Where repetition occurred it generously widened the track. All the monkey business you put us through regarding reference area, alphabetizing, cross references, locales of texts, government publications, etc., was an eye opener to my know-it-all delusions.

I am sure you noticed some resistance, at first, from the class until we realized we had to go back to a primary orientation to the library. Furthermore, we were having trouble seeing where the whole curriculum for the semester was going - this added a little initial testiness to our dispositions. Your good patience, conviction, and real preparation came through to produce some real benefits. As a teaching team you dove tailed with each other so well that it is difficult to know whether you planned the division

of labors or whether you just have an instinctive way of leading and assisting. By casual as well as prepared comments it was obvious that you all know much in the area of historical bibliography and other materials.

Ultimately, the class became a genuine methods and materials class with the summing up project being a wealth of examples, approaches and sources of information. More than that the projects were oriented to specific teachers and their particular teaching assignments. Of all the classes of the semester, you represent the faculty closest to the classroom. You are also the most free of jargon and educational cliches. I could not have turned in significant contract assignments in other classes without your instruction. For all the variety of things we did, we also came back to same areas in different ways so as to consolidate our learning and skills.

This acclaim would probably be more emphatic if I could temper it with some negative criticism. But as I have said, the initial negativity was dispelled early in the game. Do keep the course going.

CHAPTER V

SUMMARY

Conclusions

Considering the evaluations of the course, this type of course is definitely of great value; the first effort with it was successful. Each student benefitted, though to varying degrees and in different areas. The students became aware of materials such as government documents, vertical file materials, reference books, reviewing aids and catalogs. They learned how to more efficiently use indexes and the card catalog; this included gaining knowledge of basic filing rules used in library card catalogs. The students were provided with tools and experience in selecting, evaluating, and coordinating all media. Two other basic goals were attained: the students learned the importance of using materials for a definite purpose, and they learned to coordinate all types of materials into a meaningful relationship.

In conclusion, the course was basically well designed for its purpose. Important areas were effectively covered. The students' evaluations supported this view; they saw the course as one that accomplished as much, or more, of what

they expected it might. This course was a valuable one, and necessary at the University of North Dakota.

Recommendations

The establishment of a course similar to the one described in this study at the University of North Dakota is recommended. All possible education majors should be required to take the library orientation course, offered by the library science department, upon entering the University of North Dakota. Those, who by their junior year, have definitely become education majors in the social sciences should be required to also take the course described in this study prior to their student teaching period. Those students specializing in other areas of education should be required to take a course of a similar nature. It is recommended that the course be taught by graduate students in library science who have undergraduate teaching majors. The teacher-student ratio should be about one-to-five, and no more than one-to-six. Also, the class size should be between ten and fifteen students to allow for freedom of discussion. The seminar-like situation should be retained. To be most beneficial, the course should be a sixteen-week, two-credit course, meeting once a week for two hours each meeting. Most of the work should be done in class.

Tours should be made of the Central Processing Center, the Upper Red River Valley Educational Service Center, the Instructional Communications Center, and room 209

in the Education Building. Tours of this nature would be useful in demonstrating the various types of materials and services available. To learn how to obtain free and inexpensive materials, students should be asked to actually write for materials and rent a film. Two projects such as the final project presented in this course should be assigned. One, early in the course on a small unit, to be used for comparison to one on a larger scale near the end of the course. Both instructors and students then would be able to see any improvement in methods and an augmentation of knowledge.

One final recommendation concerns a need for improved quarters. Without full walls, sound from other groups interfered. Condition of the walls, tables, and chairs was, frankly, poor. Improved, more pleasant quarters would be conducive to learning.

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