

1971

A Library Course of Study - Investigation Outline

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Hantelman, Mary, "A Library Course of Study - Investigation Outline" (1971). *Graduate Research Papers*. 2958.

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A Library Course of Study - Investigation Outline

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Abstract

I examined several course of study guides, textbooks, periodicals, and books on library curriculum as part of an investigation to determine what library skills were taught at each level. For each area I included the type or information found and then added my own conclusions for that section.

Following this, in outline form, is the library instructional program, 1 - 9, for the Oelwein Community Schools. The high school program is given in greater detail because I felt the outline form would not explain to the reader the rationale behind it. As a part of the library program on the high school level, I included a section on library oriented assignments. Usually library instruction in 1 through 6 and to a lesser extent in junior high is the major reason to go to the library. Included are examples of assignments and materials used.

A LIBRARY COURSE OF STUDY
INVESTIGATION OUTLINE

Presented to
the Faculty of the Library Science Department
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Course
Research (35:299)

by
Mary Hantelman
July 28, 1971

Accepted 8-3-1971 - C. L. Greve, Head, Library Science

Preface

An Explanation on Format

I examined several course of study guides, textbooks, periodicals, and books on library curriculum as part of an investigation to determine what library skills were taught at each level. For each area I included the type of information found and then added my own conclusions for that section.

Following this, in outline form, is the library instructional program, 1 - 9, for the Oelwein Community Schools. The high school program is given in greater detail because I felt the outline form would not explain to the reader the rationale behind it. As a part of the library program on the high school level, I included a section on library oriented assignments. Usually library instruction in 1 through 6 and to a lesser extent in junior high is the major reason to go to the library. Included are examples of assignments and materials used.

1. Course of Study Guide

Board of Education of the City of Detroit, The High School Library,
A Curriculum Guide for the School Librarian in the High School, Detroit,
1962

Outline of Content

I. Library Orientation - Grade 10

A. General arrangement of library

II. Review

A. Arrangement of books

B. Card catalog

C. Reader's Guide

D. Reference books

III. Grades 11-12 went into detail on specialized reference books and research papers.

Note: Other guides I examined were similar in content and scope. Specific reference works were listed. The teaching techniques or activities involved were not included.

2. Textbooks

Grade 9

Building Better English, Text and Grammar Handbook by Mellie John, Harper
1955, Fourth edition

Outline of Content

I. Making an oral book report

A. Purpose

1. Setting

2. Main Character

- B. Enrichment Activity
 - 1. Panel discussion
 - 2. Dramatize one part of story

II. Reading

- A. Utilize free reading in library

III. Learning to use Library

- A. Card catalog
- B. Book arrangement
- C. Parts of a book
- D. Reader's Guide
- E. Special sources

IV. Using Dictionary - Building Vocabulary

- A. Importance of vocabulary
- B. Test vocabulary
- C. Improve reading
- D. Prefix, suffix, root words
- E. Definitions
- F. Derivation of words

Grade 10

Modern English in Action by Henry Christ, Heath, 1965

Outline of Content

I. Using the Library

- A. Two kinds of alphabetizing
- B. Using the unabridged dictionary
- C. Using encyclopedias
- D. Using almanacs
- E. Using atlases and gazetteer

F. Other standard reference books

II. Reading Newspapers and Magazines - can include Reader's Guide in this unit

A. Newspaper

1. Keeping up with events
2. The lead
3. Reading and interpreting the news
4. Feature stories
5. Headlines
6. Other features

B. Magazines

1. Bibliographic information
2. Features
3. Kinds of magazines

III. Making Reports

A. Theme

B. Taking notes

C. Bibliography

Grade 10

The English Language by Joseph C. Blumenthal, Harcourt, 1966

Outline of Content

I. Effective use of sources

- A. What is research?
- B. Basic reference sources
- C. What's in your library?
- D. Current sources
- E. Efficient use of sources
- F. How to organize a report

II. Pinning down hard meanings

- A. Words and the dictionary
- B. Words and experience
- C. Words and feelings
- D. Overlapping experience
- E. Ways to make meanings clear

Note: There are no separate texts on library skills available for high school level. Library skills are included in English textbooks depending on the treatment. If the emphasis is on literature, library skills aren't necessarily included. Most skills are taught at the elementary and junior high school levels.

3. Professional periodicals

Quarles, Doris B., "The Best Way to Teach Library Skills", The Instructor, November, 1967, page 147.

Summary of Article

This article raises the question of how to teach library skills in a formal setting vs. as the need arises. Miss Quarles is in favor of teaching them as the question is asked. She maintains it is a much more pleasant and more meaningful experience.

My Comments

I disagree. Elementary students need to have formal lessons in library skills. Students need to be exposed to the library. They may never learn the value and delight of a library unless they know how to use it. Pleasure can also be an outcome of formal teaching.

Skills must be learned to enable the student to learn to be an independent library user. He can function at a

much higher level in junior and senior high if he has mastered basic skills. He is then ready to master specialized reference works.

Carter, Robert R., "Library Use Program", Science Teacher, 36, January, 1969, pages 66-67.

Summary of Article

7th grade science

Mr. Carter's purpose was to aid a science class in independent study. Working with the teacher, they developed questions relating to the current topic. Students were to locate answers. At first, there was heavy dependence on encyclopedias. Use of these was restricted and additional references added. Follow up assignments to make students realize the value of a variety of sources. They did learn how to do independent research with little or no teacher supervision.

4. Books on library curriculum

Wofford, The School Library at Work, G. W. Wilson Company, New York, 1959 pages 174-181.

My comments

Excellent idea for teaching specialized reference works at high school level. Students are bored with formal library instruction. Combining the two activities makes it a more pleasant experience for both student and librarian.

This book gives general information on teaching the use of libraries. An outline of topics to be covered is included. These are the same as those included under textbooks. Wefford states that the teacher and librarian should work together. Sources for additional help for various grade levels were given.

Boyd, Jessie, Books, Libraries and You, A Handbook on the use of Reference Books and the Reference Resources of the Library. Scribner, 1965

This book could be used as a text (junior high level) or as a handbook for the librarian. It contains basic information on teaching the use of libraries. It can be of great help in designing lesson plans. Recommended grade level is seven through nine.

Brief outline of Library Skills taught 1-9 in Oelwein System

Text: Library Skills, A Systematic Training Program in Using the Library

by M. Beck, T. S. Denison and Company, Inc., Minneapolis, Minnesota. Workbooks are included.

Grades 1 - 3

1. Organization of book collection
2. Procedures of checking out a book
3. Citizenship in library
4. Introduce authors and illustrators
5. Story time

Grade 4 - Library Skills, Using Card Catalog, Book 1

1. Parts of a book
2. Authors' names
3. Arrangement of fiction - non-fiction books
4. Card catalog

5. Catalog cards - types
6. Biography
7. Variety of jingles, riddles and games involving books

Grade 5 - Library Skills Book 2

Using Dewey Decimal System

1. Dewey Decimal Classification System
2. Class names - numbers
3. Sub divisions of classes
4. Call numbers
5. Illustrators- authors
6. Variety of activities

Grade 6 - Library Skills Book 3

Using Reference Materials

1. Kinds of library skills
2. Decimal part of Dewey System
3. Reports
4. Dictionary
5. Encyclopedias
6. Atlases and Almanacs
7. Biographical dictionary
8. Reference books
9. Reader's Guide to Periodical Literature
10. Bibliography
11. Newberry - Caldicott Awards
12. Folk Tales - Children's Classics

Junior High Library Instruction

Grade 7

The main objective was to introduce all seventh graders to all phases of the library so that they would know what we have available. Operation of some A-V equipment was also included.

Orientation was done through the English classes by the librarian on:

1. Dewey Decimal System
2. Card catalog
3. Periodicals
4. Reader's Guide to Periodical Literature
5. Reference materials
6. Vertical files

The various classes taught the skills that involved their area.

Reading class -

Indexing skills

Encyclopedia

A-V materials

Tape recorders

English class -

Dictionary

Card catalog

Dewey Decimal System

Social Studies -

Encyclopedia

Almanacs

Atlases

A-V equipment

1. Filmstrips
2. 16 mm

3. 8 mm
4. Record players
5. Tape recordings

Math class -

Charts and graphs

Grade 8

The eighth graders were given a brief orientation and review of skills such as use of the card catalog. New skills that were taught include the Reader's Guide to Periodical Literature and use of a few selected reference books.

This was in English class. References covered were:

Roget's Thesaurus of English Language

Webster's Biographical Dictionary

The Junior Book of Authors

Information Please Almanac

The World Almanac

Twentieth Century Authors

American Authors 1600-1900

Oxford Companion to American Literature

Grade 9

The ninth graders had a very extensive unit on reference tools in English class. This unit was to acquaint them with various sources available to them. The list of references used include:

1. The World Almanac and Book of Facts
2. The Americana Annual
3. Who's Who
4. Who's Who in America

5. World Book Encyclopedia
6. The Iowa Official Register
7. British Authors of the Nineteenth Century
8. Granger's Index to Poetry
9. Goode's World Atlas
10. Stevenson's Home Book of Verse
11. Stevenson's Home Book of Quotations
12. a gazetteer
13. Van Nostrand's Encyclopedia of Science
14. Current Biography
15. Bartlett's Familiar Quotations
16. The American Book of Days
17. Roget's Thesaurus
18. Kunitz's American Authors 1600-1900
19. Robert's Rules of Order
20. The Reader's Guide to Periodical Literature
21. Brewer's Dictionary of Phrase and Fable
22. Dictionary of American History
23. Statesman's Yearbook
24. Mathematics Dictionary
25. Who's Who in Science
26. Kane's Famous First Facts
27. Webster's Biographical Dictionary
28. Sheperd's Historical Atlas
29. Statistical Abstract of the U. S.
30. Dictionary of American Biography
31. Dictionary of American Politics

32. Freedom Encyclopedia
33. Governments Guide-Educational
34. Fieldbook for Boys and Men
35. Webster's Dictionary of Synonyms
36. Cassell's Spanish Dictionary
37. The Book of Popular Science
38. Dictionary Scientific Terms
39. Handbook of Chemistry and Physics
40. Larousse-Encyclopedia of Animal Life
41. Birds of America
42. Victor Book of Opera
43. Encyclopedia of World History

5. Course of Study - Grade 10

Preface

Students in a 1-9 library instructional program should have mastered the basic skills and be able to transfer them to any library situation. Students at the senior high level, with a brief review, should be able to function independently in a library situation. Concentration must be placed on exposing and teaching them to use specialized references.

Teachers at the senior high don't want class time taken to teach specific library related skills. They feel students should have them mastered.

My approach has been to introduce students to specialized works relating to their particular assignment. For example: a class in social problems is working in groups on various topics. I pull specific titles and briefly tell about each one. I also point out other sources that will be particularly helpful in that assignment. This approach is described in Martin Rossoff's book The Library in High School Teaching, H. W. Wilson Company, New York, 1961.

Sophomore orientation is done in relation to a speech assignment. Activities are derived from the class assignment. Evaluation of library skills and the assignment is done by the teacher.

General Goals

1. To help each student master the use of different types of reference sources (general and specific) and gain insight into the new and extensive resource information available.
2. To develop greater skill in locating and selecting appropriate reading material.
3. To continue the development of reading, study and research skills.
4. To encourage reading for enjoyment and establish good leisure reading habits.

Lesson I

- A. Introduction of library staff
- B. Explanation of what materials are found in the library and where they are located
 1. Card catalog
 2. Charging desk
 3. Fiction, non fiction, biography
 4. Reference section
 5. Reserve
 6. Periodicals
 7. Reader's guide - Index table
 8. Vertical file
 9. Listening - viewing areas of library
 10. Microfilm file
 11. Microfilm reader
- C. Rules and Regulations of Library

1. Library conduct - general expected behavior
2. Tornado and fire procedures

D. Vertical file

1. Location
2. Types of information
 - a. by subject only
 - b. pamphlets, news clippings
3. Have students pull general files and explain what he finds

E. Allow students to browse rest of period

Lesson II

I. Dewey Decimal System and Card Catalog

A. Explanation of the Scheme of Classification

1. Each number in DDC stands for a subject. All books on the same subject have the same classification number and are shelved together.

a. Explanation

910 Geography and travel

914 Geography and travel in Europe

914.4 Geography and travel in Europe and in France

- b. For history ... take out figure 1 in the decimal point

940 History in Europe

944 History in Europe and in France

2. Show transparencies on story of Dewey Decimal System

3. Arrangement of each type of book

a. Transparency - general concepts

b. Transparency of rules

B. Card catalog (slide series)

1. Index

2. 3 types of cards

3. Alphabetical arrangement
 4. Types of information found on cards
 5. Explanation of color codes
 6. Locating books on shelf
- C. Have students browse card catalog for topic for a speech. Locate information on shelf.

Transparencies - Story of Dewey Decimal System

100-199 PHILOSOPHY

In the beginning people began to think about themselves and to wonder why they were put on earth. They tried to reason who was responsible for their being here. Experience had taught them that, if they were not good, they would perhaps be punished. These ideas are incorporated in the 100's.

200-299 RELIGION

Most people, having assured themselves that their presence on earth was due to a Supreme Being, felt it was only natural that they should worship Him. Thus, we have the 200 group which includes the religions of all peoples.

300-399 SOCIAL SCIENCES

It was not long before the people on earth began to realize that they must live together and that laws were necessary for peace and harmony. They sought educations, government, and the conservation of natural and human resources. The 300's cover all these things.

400-499 LANGUAGES

The necessity for organization accentuated the need for communication; and communication is dependent upon language which is the 400 group.

500-599 SCIENCE

Man was not alone in the world. There were animals, flowers, rocks; there were constellations and stars, and many other things which attracted his attention and required all his consideration. These things constitute the 500's.

600-699 USEFUL ARTS

All the elements available to man needed to be put to use. Inventions and machinery were employed for improved health, farming, home, and manufacturing. This applied science is the basis for the 600 classification.

700-799 FINE ARTS

With the comforts of home life begun and with more time for leisure, the finer sensibilities of man expressed themselves in painting, sculpture, music, and other fine arts, which are grouped for the 700's.

800-899 LITERATURE

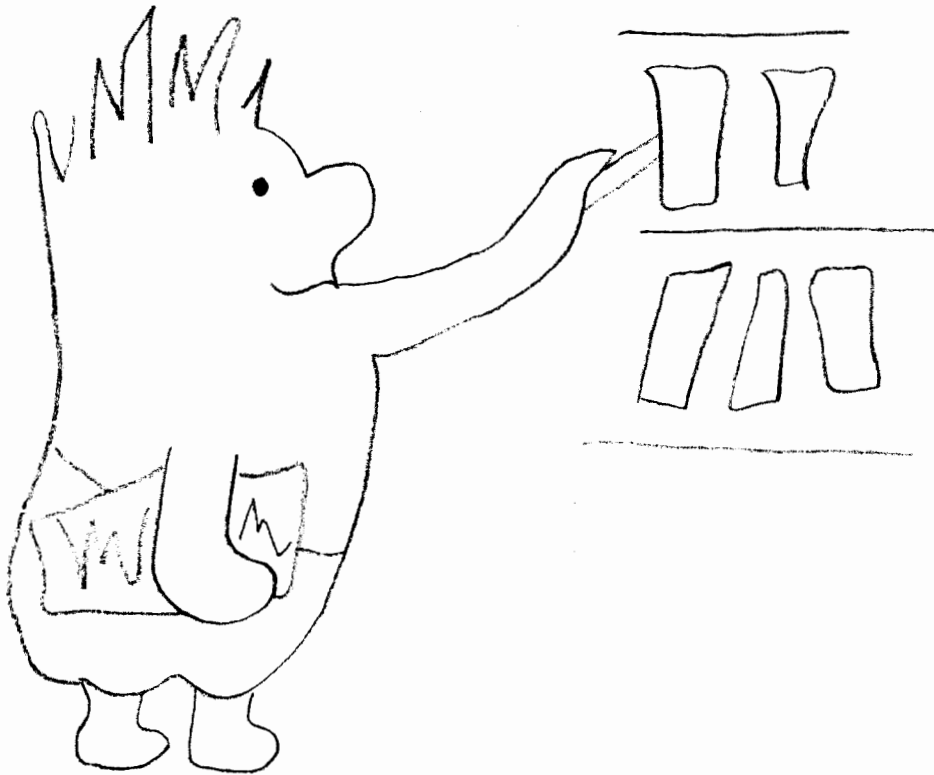
Literature naturally followed man's expression through the fine arts, and he began to express himself in writing about various things he made, in poems of his feelings; he wrote stories. So the 800's stand for this development.

900-999 HISTORY

Because of their achievements, the people were able to visit from land to land and to tell of the life and history of their own lands. They were proud of their advancement and they wanted their children to know of their struggles and their progress. The story of mankind became history and is classified in the 900's.

000

R
000



GENERAL WORKS



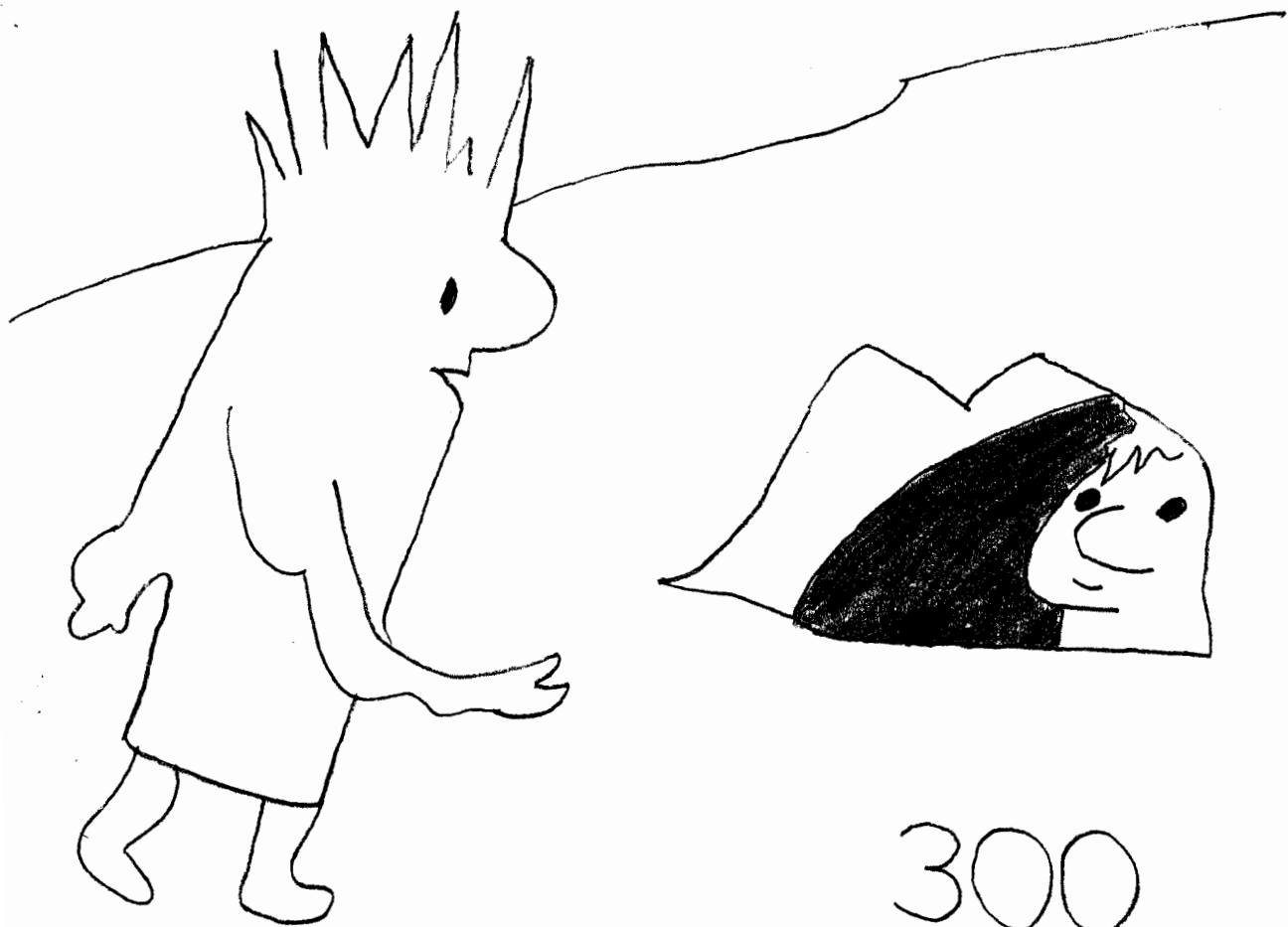
100

WHO AM I ?

200

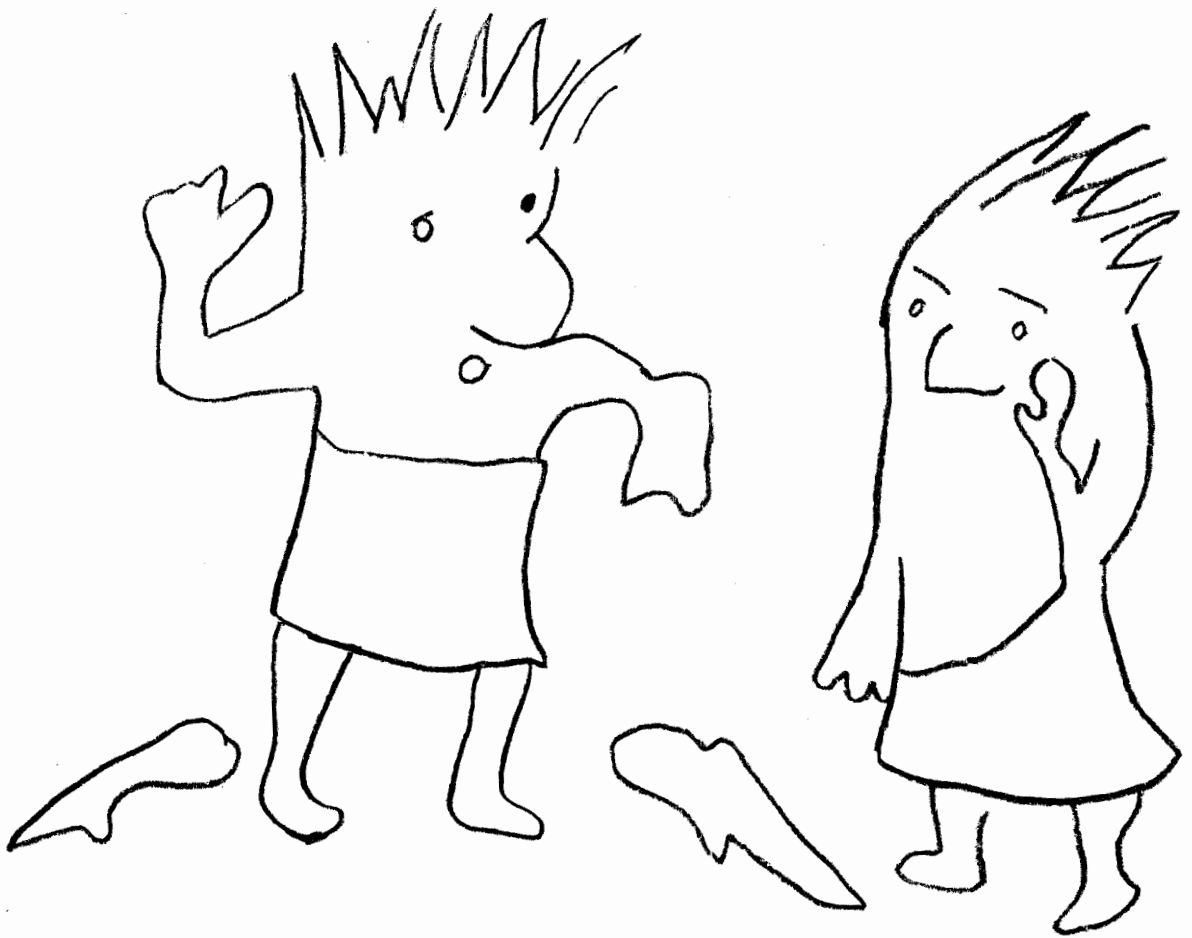


WHO IS GOD ?



300

WHO IS THE MAN IN THE
NEXT CAVE ?

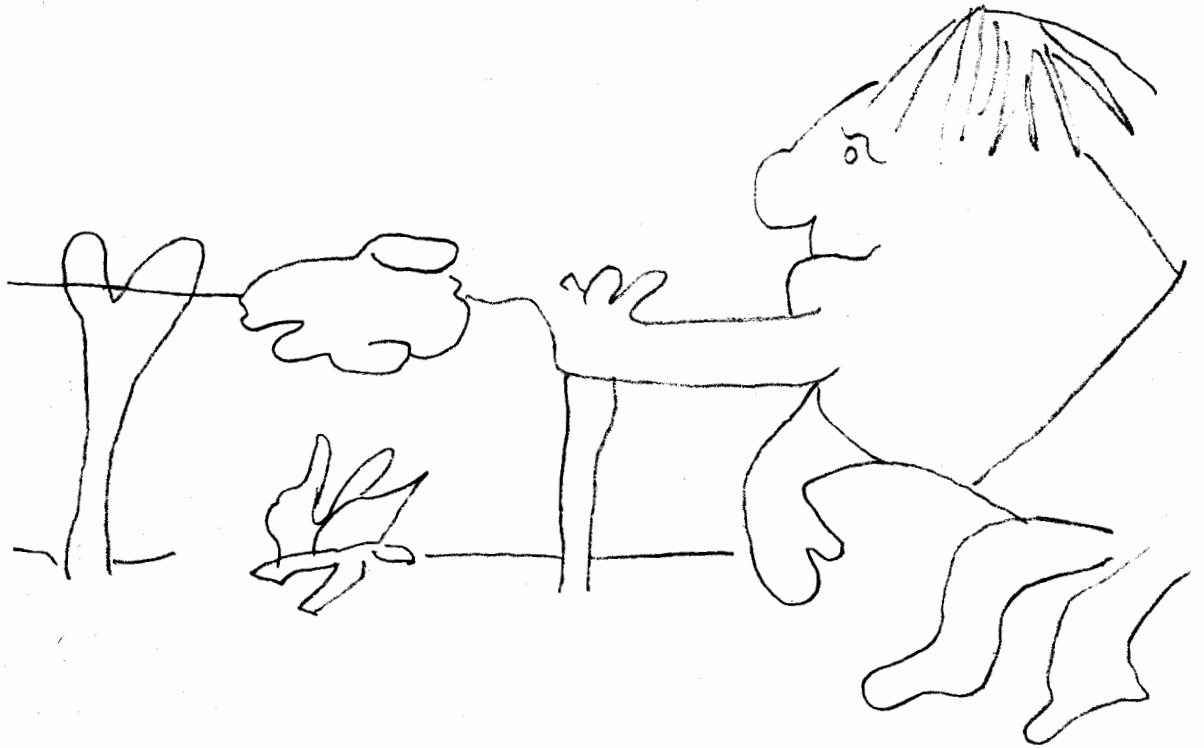


HOW CAN I MAKE
THAT MAN UNDER-
STAND ME? 400

500 · WHAT MAKES
THINGS HAPPEN IN
THE WORLD ?



600



HOW CAN I CONTROL
NATURE ?

700

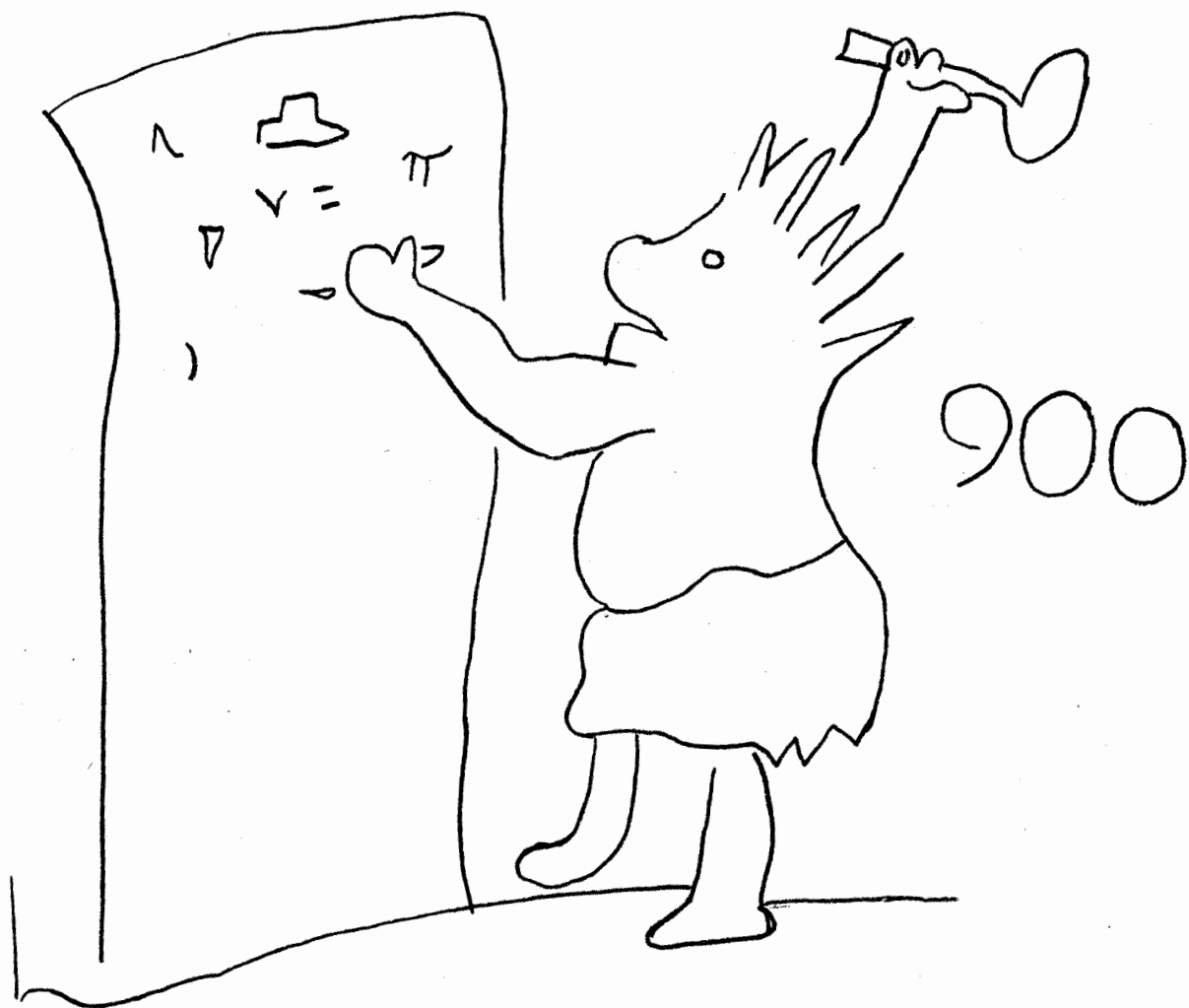


HOW CAN I
ENJOY MY
SPARE TIME?

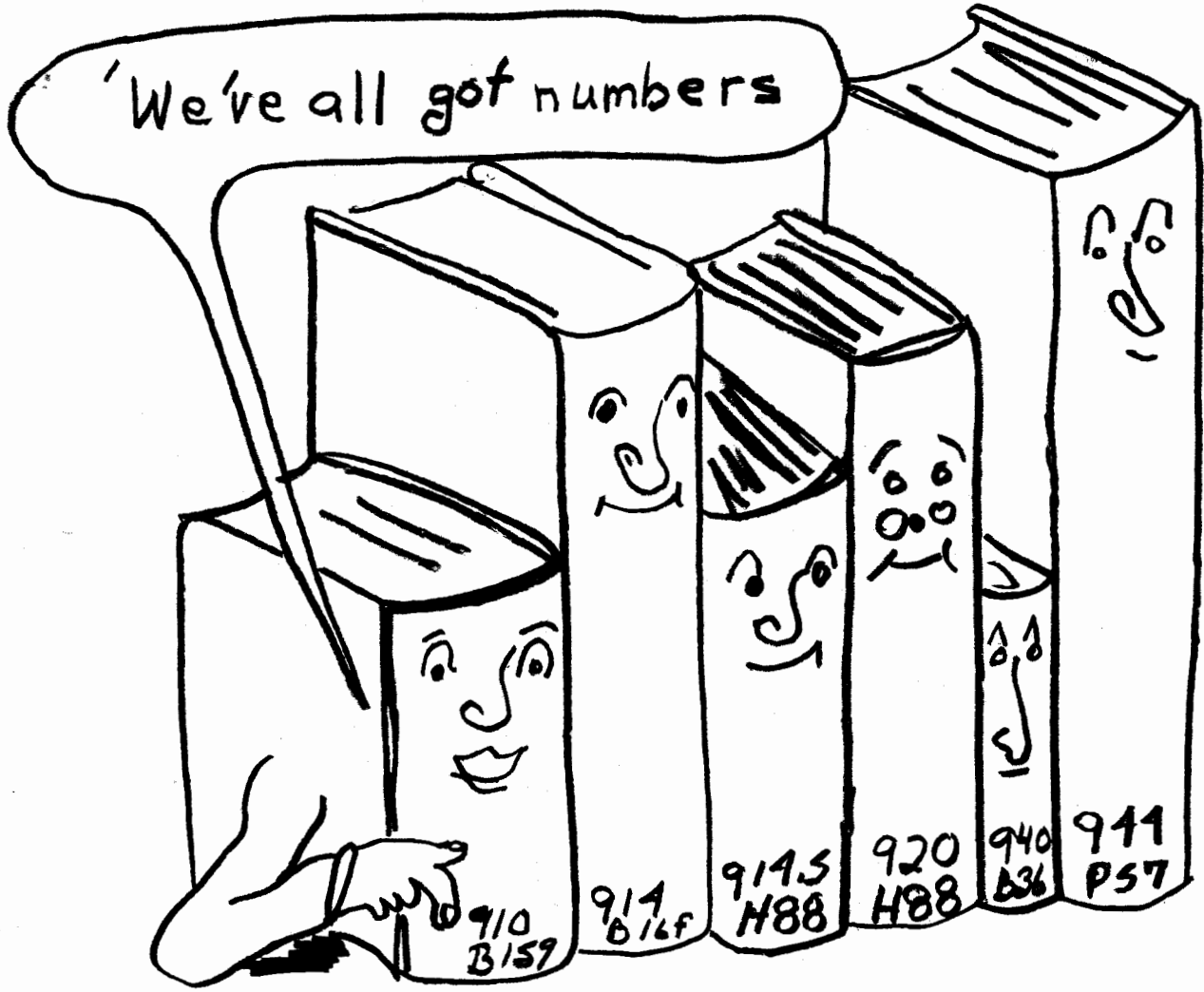
WHAT ARE THE
STORIES OF MAN'S
GREAT THOUGHTS
AND DEEDS ?



800



HOW CAN I
RECORD WHAT MAN
HAS DONE ?



'We've all got numbers

910
B159

914
B16F

914.5
H88

920
H88

940
B36

944
P57

DEWEY DECIMAL CLASSIFICATION

000-099 GENERAL REFERENCE WORKS*
100-199 PHILOSOPHY
200-299 RELIGION
300-399 SOCIAL SCIENCE
400-499 LANGUAGES
500-599 NATURAL SCIENCE
600-699 APPLIED SCIENCE
700-799 FINE ARTS
800-899 LITERATURE
900-999 HISTORY

B BIOGRAPHY
F FICTION
SC STORY COLLECTIONS

*R REFERENCE

HOW BOOKS ARE ARRANGED ON THE SHELF

FICTION F

Arranged alphabetically by the author's last name.

STORY COLLECTION SC

Arranged alphabetically by the editor's or collectors' last name.

Shelved following fiction.

BIOGRAPHY B

Arranged alphabetically by whom the book is about; NOT by the author.

REFERENCE R

Arranged by classification number.

R proceeds the number.

Lesson III

Reader's Guide

Text: How to use the Reader's Guide by H. W. Wilson Company (sample copy enclosed)

1. Work through pamphlet as a group discussing:
 - A. Abbreviations
 - B. Author entries
 - C. Subject entries
 - D. Title entries
 - E. Cross references
 - F. Sub heads
 - G. By and about entries
 - H. Periodicals indexed

2. Using topic selected in lesson II for a speech, locate additional information using Reader's Guide. Complete bibliographic information required.

3. Evaluation made by classroom teacher.

Examples of library oriented assignments and types of information used.

1. Do background work on authors and find and present a poem by them.

Holmes, Whittier, Longfellow, Lowell

They used: 19th Century Authors

Oxford Companion to American Literature

Granger's Index to Poetry

Masterplots - Poetry

Individual Biographies

2. Speech topics

South Dakota - Mt. Rushmore

Witchcraft

Colorado

ESP

Mosquitoes

Astrology

Butterflies, Moths

Space tragedy of Grissom,

Smoking

White, Chaffee

Drugs

UFO's

Peace Corps

Cancer

Racing

Surfing

Suicides

Joan Baez

F. B. I.

Prisons

They used Reader's Guide and Vertical File.

3. Group Reports to American History class

A. War of 1812

1. Causes

2. Effects

3. Major personalities involved

B. Louisiana Purchase

1. History of land ownership

2. Napoleon
3. Jefferson
4. Lewis and Clark
5. Effect on country

C. Foreign Policy

1. XYZ Affair
2. John Jay
3. Hamilton
4. Franklin

D. Political Parties

1. Evolution of
2. Leaders
3. Political issues

E. Federal Problems

1. State Department
2. Post Office
3. Financial
4. Military

Individual Reports

Francis Scott Key

John Marshall

Alexander Hamilton

Aaron Burr

Thomas Peckiney

Benedict Arnold

4. World History - 19th Century Industrial Revolution

Committees

Science

Electricity
Oil Products
Chemical Products
Plastics
Rubber
Steel
Atoms
Germs - cells

Population

Surgery
Quota system
Immigration

Trade

International laws
Protective tariff
Insurance

Transportation

Advertising
Banking
Railroads
Automobiles
Balloons, dirigibles
Rockets, jets

Communication

Telephone
Radio
Television
Movies
Automation

Big Business

Problems

Advantages

Trust

Technological Unemployment

Inflation

Recessions

Literature

Music

Painting

Architecture

Sculpture

Art

5. Individual Reports - Office Education

Hair

Skin

Fashions

Diets, health, weight

Nails

Make up

Morals

Dating

Etiquette

Money management

Personality

Posture

Teeth

Marriage

6. Economics

The class formed a corporation and elected officers. The company invested money into stocks and bonds. They researched which stock to purchase. Then they spent one day a week in class discussing their investment. Many used Wall Street Journal as source of information.

Materials used:

Banking

Forbes

Fortune

Wall Street Journal

Vertical file

Stocks and bonds

Investments

Business Cycles

7. Economic systems

Pretend the class is an under developed nation. Students' job is to convince them to accept your philosophy for a certain form of government.

8. Cabinets - Presidency

Students assumed they were current personalities in the cabinet. They were responsible to know everything about the person and his views on current problems. The cabinet would meet and cabinet members would present their views to the president.

9. Students organized and conducted a mock trial by jury. Library material was required to find the procedures.

English 10

Bibliography - Television

Purpose: To aid the student in locating and fully utilize the material available on this topic.

Limitations:

- A. This bibliography is correlated with the following assignment.
 1. Television current criticism
 2. Audience effect on TV
 3. TV effect on audience
 4. Panel on censorship
 5. Content of TV programs
- B. This bibliography covers book material only. The student must utilize the Reader's Guide and Verticle File material to adequately research this assignment.