

1976

The Case of the Mysterious Lizard

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The Case of the Mysterious Lizard

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Abstract

The first step in the instructional development system is to identify the problem. The first aspect of identifying the problem is to compare the status quo and the ideal.

The status quo is that elementary students in the Council Bluffs Community Schools are not able to locate materials to write research papers. They cannot locate information in their personal interest areas. They are inattentive and lack motivation when given research assignments. They do not use the library for research.

The ideal is that they should be able to locate materials to write research papers. They should be able to locate information that they desire for their personal interests. They should be respectful, attentive, and eager when given a research assignment. They should use the library for research.

THE CASE OF THE MYSTERIOUS LIZARD

A Television Production
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Patrick D. Murphy
December 3, 1976

Read and approved by
Gerald G. Hodges

Mary Lou Mc Grew

Accepted by Department
Elizabeth Martin

Dec. 2, 1976

THE PRODUCTION

The first step in the instructional development system is to identify the problem. The first aspect of identifying the problem is to compare the status quo and the ideal.

The status quo is that elementary students in the Council Bluffs Community Schools are not able to locate materials to write research papers. They cannot locate information in their personal interest areas. They are inattentive and lack motivation when given research assignments. They do not use the library for research.

The ideal is that they should be able to locate materials to write research papers. They should be able to locate information that they desire for their personal interests. They should be respectful, attentive, and eager when given a research assignment. They should use the library for research.

A comparison of the status quo and the ideal leads to the conclusion that the students demonstrate inability to locate specific materials. Therefore, the problem to be dealt with is the students' lack of skills in the use of the card catalog. The solution is to develop a card catalog skills unit.

The second step in the ID system is to analyze the setting. A review of the literature indicates that the audience for a card catalog usage unit could be the fourth grade.

Learner characteristics must be established. Fourth graders attending the Council Bluffs Community Schools are between nine and ten years old. Classes average 55 percent female and 45 percent male. The socio-economic backgrounds within each

class are many and varied. Students' previous learning experiences include units on alphabetical order and alphabetization, call number usage, and dictionary usage. They have an interest in finding information on specific subjects. Each student views himself as a worthwhile and valuable part of the class.

School resources must be assessed. Most elementary buildings consist of traditional classrooms, however two buildings do make some usage of the "open-space" concept, while one building uses that concept totally. Classes average twenty-six students. Most buildings have adequate space and materials for library service. However, most buildings do not have media professionals. All buildings have access to a wide variety of audio-visual hardware, including video tape playback equipment.

The third step in the ID system is to organize management. The unit will be administered by the classroom teacher because of the aforementioned lack of media professionals. The Educational Resource Center will act as a clearinghouse for all materials for this unit. Responsibility for the development and testing of the unit rests with the author of this paper. Responsibility for overall supervision of the media program rests with the Supervisor of Instructional Materials Services.

The fourth step in the ID system is to identify objectives. The terminal objective for the unit is: After completing the card catalog unit, a fourth grade student will be able to locate materials for a research paper. There are three enabling

objectives: 1) A fourth grade student in the card catalog unit, given a subject, will be able to list and locate three items available in the media center on that subject through the use of the card catalog. 2) A fourth grade student in the card catalog unit, given an author's name, will be able to list and locate three items by that author in the collection through the use of the card catalog. 3) A fourth grade student in the card catalog unit, given a title, will be able to list the author and call number for that title and locate it on the shelf through the use of the card catalog.

The fifth step in the ID system is to specify methods. The unit falls within both the cognitive and affective domains of learning. The strategy for the cognitive domain is event naming. In the affective domain an interest or motivation strategy is used. The presentation for all three enabling objectives is a dramatization of a problem being solved through the use of the card catalog. The first approach is through the subject card. Author and title cards will then be presented. Practice for the unit is three worksheets. Evaluation is to give each student an unrelated subject, author, and title. He/She is then directed to list three items available in the collection for the subject, three items available in the collection by the author, and the author and call number for the title. He/She is also directed to locate the listed materials and turn them in with his/her paper. The medium for the presentation is the television production. The media used for practice are worksheets and objects, while for evaluation, printed material and objects are used. Evaluation by the teachers is through the questionnaire.

The sixth step in the ID system is construct prototypes. This is the television production, worksheets, sample test, and teacher evaluation questionnaire appended.

The seventh step in the ID system is test prototypes. Testing will be done at two schools in the Council Bluffs Community School District. The evaluations will be returned to the author.

The eighth step in the ID system is analyze results. Results will be analyzed to determine if the objectives were met and the method was effective.

The ninth step in the ID system is implement/recycle. A decision will be made to either implement the unit or to recycle and make revisions that may be needed. Such revisions will then be tested, and more revisions made if necessary until all objectives are met. Then the revised unit will be implemented.

THE CASE OF THE MYSTERIOUS LIZARD

A Proposal For A Television Production

Presented to the

Faculty of the Library Science Department

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Patrick D. Murphy

July 29, 1976

Read and approved by

Accepted by Department

Date

THE PROBLEM

Introduction

The Council Bluffs Community Schools does not have media specialists in most of its elementary buildings. This means that there is not a qualified professional available to teach library skills to a majority of the students. The prospects of an improvement in this situation in the near future are not good because of budgetary pressures. Because of this, responsibility for instruction in library skills must be assumed by district level personnel. As there are only two professionals on the district level, some means of reaching many students in a limited amount of time must be used. A television production meets this need.

Statement of the Problem

The purpose of this production will be to teach the use of the card catalog to fourth grade students through the use of television.

Definition of Terms

Television. An electronic medium reproducing both video and audio information.

Video. The picture portion of a television production.

Audio. The sound portion of a television production.

Production. A systematic sequence of information designed to impart knowledge.

Worksheet. A duplicated handout providing reinforcement activities for skills that have been taught.

Transparency. A visual designed for projection on an overhead projector.

Assumptions

1. The students know the concept of alphabetical order and alphabetization.
2. The students know the use of call numbers.
3. The students know dictionary usage.
4. The students know the parts of a catalog card.
5. The unit can be supervised by the students' regular classroom teacher.

REVIEW OF THE RELATED LITERATURE

Television as a medium for instruction has been examined by several studies. Most of these studies showed that there was no significant difference between televised and conventional instruction.¹ Jamison et al, states that "ITV can teach all grade levels and subject matters about as effectively as TI (traditional classroom instruction), though some evidence indicates that it performs relatively better at lower grade levels."² This equivalence is supported by Stanley Tickton, who finds that "numerous studies have shown that television instruction can teach and be as effective as the classroom teachers."³ Jack Spatafora agreed that "television works with kids."⁴ Gardiner Myers reported that a ITV program providing help to chemistry students at the University of Florida has been found to be very successful. In fact, attendance at a "live" help session dropped dramatically after the television session was begun.⁵

¹George N. Gordon, Classroom television, new frontiers in ITV. New York, 1970, p. 203.

²Dean Jamison, Patrick Suppes, and Stuart Wells, "The Effectiveness of Alternative Instructional Media: a Survey," Review of Educational Research, Winter, 1974, p. 38.

³Stanley D. Tickton, "Instructional Television: Student Utilization," Educational Technology, September, 1973, p. 61.

⁴Jack B. Spatafora, "TV and Radio Teaching Tools," Today's Education, September, 1974, p. 48.

⁵Gardiner H. Myers, "TV Problem Help Session," Journal of Chemical Education, June, 1975, p. 404.

The evaluations that find no significant difference between instructional television and traditional classroom instruction are usually designed so that everything is held constant except the medium of presentation. "It is plausible . . . that attempts to use the distinctive potential of the television medium would result in more systematic findings of significant differences between ITV and alternative treatment groups."⁶

Two productions which attempt to take advantage of the distinctive potential of television are "Sesame Street" and "The Electric Company." These programs are produced in similar styles. The styles were developed by the organization responsible for the programs, The Children's Television Workshop (CTW).

Research by the CTW has shown this style to be effective. Educational Testing Service developed and administered tests covering the objectives of CTW. It was given to a full range of three - four - and five - year-olds in Boston, Philadelphia, Durham, and Phoenix. This data took on a formative function in relation to the second season.⁷ In other words, those areas where some weakness was found were redesigned to correct the problem.

Gerald S. Lesser was one of the people at CTW who helped design their style. He discussed how they derived educational goals, and the research and testing that went into the development of the CTW style. The use of both direct and indirect teaching is one important aspect.

⁶Jamison, Loc. cit.

⁷Edward L. Palmer, Formative research in the production of television for children, New York, 1973, p. 10.

Direct teaching is used for factual information while indirect teaching usually relates to the affective domain. Production techniques used in the making of "Sesame Street" are examined in relation to their value in meeting the educational objectives. The effects of various techniques on modeling, narrow-focusing, learning from format, cross-model reinforcement, television tutelage, and showing the world are discussed. The techniques are used to catch the child's attention, direct his attention, and sustain his attention. The techniques include repetition, the use of graphics, superimposition, humor, realism, and many more.⁸

"The Electric Company" is the other CTW show. Its effectiveness has been discussed in several articles. The Educational Testing Service conducted a year-long investigation and evaluation of more than 8,000 students. Their report "clearly indicated that children who watched 'The Electric Company' in their classrooms . . . made significant gains over non-viewers in the reading skills the program was designed to teach." This success covered a broad spectrum of curriculum areas. Some positive effects on a section of the standardized Metropolitan Achievement reading test were also found.⁹

A survey conducted by Roland J. Liebert and Robert E. Herriott, Florida State University, found that teachers gave the series high marks for its effect on the reading skills of their pupils (87% "very favorable").

⁸Gerald S. Lesser, "Learning, Teaching, and Television Production for Children: the Experience of Sesame Street," Harvard Educational Review, May, 1972, p. 232-272.

⁹"Effectiveness of 'The Electric Company,'" Intellect, February, 1974, p. 284.

The teachers also gave the series high marks for its effect on specific skills in their pupils (85% of the teachers reporting some gains in specific reading skills which were directly attributable to the series).¹⁰

At the Lincoln Heights Elementary School, Lincoln Heights, Ohio, a suburb of Cincinnati, a poor reading achievement trend has been dramatically reversed through use of "The Electric Company." Second graders were five months ahead in "vocabulary acquisition" and six months more advanced in reading comprehension than the previous year's second grade class even though both had been at the same levels according to the pre-test. The same type of success was found at the third grade level, which was especially significant because the teaching staff for that grade was identical for both years.¹¹

David Cohen encouraged British educational television to make use of "The Electric Light Company," as the program is known in England. He cites the success of the program in the United States and urges educators not to be put off by the slickness of the program. "As children are exposed to eternal slickness of television, wouldn't we see how they react to a program like this?"¹²

Lee J. Dudek stated "education and entertainment are not so much a matter of opposites as of emphasis. Differences of purposes do not demand mutually exclusive approaches . . . Methodology need not be a matter of kind but of degree."¹³

¹⁰ Ibid.

¹¹ "Television in schools is teaching nonreaders to read, but at what price?" The American School Board Journal, March, 1974, p. 28-30.

¹² David Cohen, "No apologies to Tarzan," London Times Educational Supplement, March 29, 1974, p. 21.

¹³ Lee J. Dudek, "What Entertainment Television Has to Teach Instructional Television: a Communications Model for Improving In-School Television," Educational Technology, April, 1972, p. 43.

Not everyone feels that "The Electric Company" is effective. Nancy L. Roser stated that the program often changes pronunciation of a phonem without explaining why. It also sometimes creates an unnatural auditory-visual blending. There is too great an emphasis placed on symbol/sound relationships. The relationship of decoding to meaning is not handled well. "Cannot all the pizazz of 'The Electric Company' . . . be directed more specifically toward developing in its viewers an appreciation for reading as part of a total communication process?"¹⁴

Philip G. Jones has examined some other criticisms of "Sesame Street" and "The Electric Company." Some research has shown that fast paced programs with high noise levels, "jived-up music," and frequent rapid transitions from one sequence or spacial location to the next, tend to increase aggressive behavior in children. Children may come to expect the "Sesame Street" type of pacing in the real world and in school. According to Dr. Werner I. Halpern, a psychiatrist, the "Sesame Street" pacing pattern may be a significant factor in producing frantic behavior in young children. There is too much violence and portrayal of adults as "damn fools" according to Robert M. Liebert.¹⁵

The importance of teaching the use of the card catalog is supported by several sources. "Students should be able to approach the catalog by author, title or subject . . ." ¹⁶ This is supported, by Helen Keel, who

¹⁴Nancy L. Roser, "Electric Company critique: can great be good enough?," The Reading Teacher, April, 1974, p. 680.

¹⁵Philip G. Jones, "The educational TV in your schools may be anything but educational," The American School Board Journal, March, 1974, p. 25-28.

¹⁶Helen Smith, "What every 7th grader should know about libraries," School and Community, February, 1972, p. 7.

stated that such lessons should "involve as many senses as possible" These skills enable students to work independently, happily, and efficiently in the library.¹⁷ Candace Koga stated that activities should be designed to give students a working knowledge of the library, beginning with the card catalog.¹⁸ Sophie Stavroff tied teaching the use of the card catalog to locating materials on the shelves.¹⁹ Finding a catalog card is valueless if the item can not be located by the user. This emphasis was also made in a study by Shores and Snoddy. They found that "an understanding of the Dewey Decimal Classification System, the card catalog, and their functions in shelf location, and the ability to locate published information through their use . . ." were valuable skills for students.²⁰ A student in the library, who can't use the card catalog, is like a man lost in the jungle, who has food all around him, but doesn't know how to find it.²¹

Curricula for several school systems give the fourth grade as the level for teaching the use of the card catalog. The Toledo Public Schools, Ohio, calls for an introduction to the parts of a catalog card in third grade, with the teaching of actual usage to take place in fourth grade. Review

¹⁷Helen K. Keel, "Library Skills," Instructor, November, 1973, p. 32.

¹⁸Candace Koga, "Library prospectors," Instructor, April, 1972, p. 36.

¹⁹Sophie Y. Stavroff, "Library skills," Instructor, November, 1972, p. 92.

²⁰J. Harlan Shores and James E. Snoddy, "Organizing and Teaching the Research Study Skills in the Elementary School," Elementary English, October, 1971, p. 49.

²¹Leona Lacy, Supervisor of Instructional Materials Services, Council Bluffs Community Schools, personal interview conducted May 3, 1976.

and advanced usage would take place in grades five through eight.²²

The Sulphur Springs Independent School District, Texas calls for teaching the use of the card catalog in grade four, with review to take place in grades five and six. Library skills should be part of the total curriculum, and instruction should be continuous and cumulative throughout the grades.²³

A curriculum prepared for the American Association of School Librarians calls for teaching the use of the card catalog at the fourth grade level. Their objective is that, "given a title, author or subject, the student will be able to locate the book or media on the shelf as a result of using the card catalog."²⁴

The Sioux City Community Schools, Iowa calls for a systematic approach to teaching the use of the card catalog to fourth graders. A step-by-step method is used involving the use of transparencies, sample cards, and worksheets.²⁵

The Starmont Community Schools, Iowa calls for a similar approach. Less use of media is called for, but it is specified that a professional media specialist will conduct the instruction.²⁶

The Council Bluffs Community Schools, Iowa, calls for an introduction to the parts of a catalog card in third grade. The use

²²Mary Gillespie, Curriculum guide for teaching library media skills, Toledo, Ohio, 1974, n.p.

²³Sulphur Springs Independent School District, Guide for the development of library skills and services in the Sulphur Springs Independent School District, Grades K - 12, Sulphur Springs, Texas, 1972, n.p.

²⁴Carol Kearney, Curriculum guide for the library media center. West Seneca, New York, 1975, p. 10.

²⁵Sioux City Community Schools, Library media instruction manual, Sioux City, Iowa, 1975, n.p.

²⁶Ethel Zwanziger, Library skills curriculum for Starmont Elementary Schools, Strawberry Point, Iowa, 1972, p. 12.

of the card catalog is approached through the subject card in the fourth grade. It is specified that a media professional will conduct the instruction.²⁷

Television has been used successfully to teach library skills. The University of Windsor Library, Windsor, Ontario, Canada, has used a television approach to library orientation. In its first year, 653 of 832 students said that the course helped them learn to use the library more effectively. 509 students said that closed-circuit television was effective.²⁸ The quality of the programs improved for the second year. Evaluation consisted of conventional examination. "Out of something over one thousand students, only 68 failed."²⁹ At Stephens College, a television lecture has been used to make two points: first the system of symbols and notations used by libraries is a specialized language and second, the purpose of the system is to help rather than hinder the patron. The U.S. Naval Academy has found the chief benefits of its T.V. lecture on basic library materials to be: (1) the T.V. screen draws and holds attention, and (2) small objects like catalog cards can be seen by everyone.³⁰

No studies were found relating to the use of television to teach the use of the card catalog, or library skills in general, at the elementary school level. This lack of information means that this production will be breaking new ground.

²⁷Leona Lacy, Library skills curriculum. Council Bluffs, Iowa, 1974, n.p.

²⁸Richard J. Garen, "Library Orientation on Television," Canadian Library, September, 1967, p. 125.

²⁹Judith Doig, "CCTV: The Second Year at Windsor," Canadian Library, July, 1968, p. 45.

³⁰Philip John Schwarz, "Use of the New Media In College Library Orientation," Mountain Plains Library Quarterly, Spring, 1970, p. 19-30.

THE PRODUCTION

Children learn from interacting with their environment.³¹ Therefore, an interaction with the environment must be the basis for any unit. This unit provides for an interaction with the library environment both through the television production and the worksheets.

Intelligence develops out of motor activity according to Piaget.³² This means that some motor activity should be provided for in a unit. This unit has motor activity involvement in the completion of the worksheets.

Instructional units should be designed systematically. This unit is designed according to the Instructional Development Institute's nine-step model. The nine-steps are 1) Identify the problem, 2) Analyze the setting, 3) Organize the management, 4) Identify the objectives, 5) Specify the methods, 6) Construct prototypes, 7) Test prototypes, 8) Analyze the results, 9) Implement/Recycle.³³

Elementary students in the Council Bluffs Community schools need to be able to make better use of the media center. The main area where weakness has been shown is an inability to locate specific materials. Therefore, the problem to be dealt with is the students' lack of skills in the use of the card catalog.

³¹Thomas Rowland and Carson McGuire, "The Development of Intelligent Behavior: Jean Piaget," Psychology in the Schools, January, 1968, p. 50.

³²Ibid.

³³Lanny Sparks, Prototype planning activity, Washington, D. C., 1972, p. 2.

A review of the literature, including the Council Bluffs curriculum for library skills, indicates that the audience that should be reached consists of the fourth grade. A problem arises, in that, the Council Bluffs Community School District does not have professional media specialists in most of the elementary buildings. This means that the unit to be developed must be administered by the classroom teacher. Relevant resources available in the buildings include all types of audio-visual equipment, especially television equipment including video-tape playback machines.

The unit will be administered by the classroom teacher. Materials will be distributed from the Educational Resource Center. Responsibility for development of the unit and overseeing its testing rest with the author of this paper. The unit is to be ready for testing by September 1, 1976.

The objectives for the unit are that fourth grade students at the end of the card catalog unit with: 1) given a subject, be able to list and locate three items available in the media center on that subject, through the use of the card catalog; 2) given an author's name, be able to list and locate three items by that author in the collection, through the use of the card catalog; 3) given a title, be able to list the author and call number for that title and locate it on the shelf, through the use of the card catalog.

The unit will approach the topic first through the subject card. This is a natural beginning point, as the students' first need is usually for information about a specific subject. Author and title cards will then be presented. There will be worksheets to provide reinforcement. The unit will be in the form of a television presentation and worksheets.

There will be a television presentation. The preparation of it and the accompanying worksheets will constitute the author's project. Evaluation will consist of each student being given a sheet listing a different subject, author, and title. These will come from banks of subjects, authors, and title compiled for each building. A sample subject heading bank will be included with the worksheets. The subject, author, and title given to each student will not be related. The student will be directed to list three items available in the collection on the subject. He will be directed to list three items in the collection by the author. He will be directed to list the author and call number for the title. He will be directed to locate all items and turn them in with his paper.

The unit will be used on a trial basis in fourth grade classes at Rue and DeForest Schools. The evaluation will be conducted and the results returned to the author at the Educational Resource Center. An evaluation form for teacher use will also be devised.

The results will be analyzed to see if the objectives were met and if the method was effective. Analysis will be made according to age and sex to determine if this variable has any effect. A decision will then be made as to any revisions that may be needed, and they will be tested.

A decision will then be made to either implement the revised unit or recycle, and develop a new unit.

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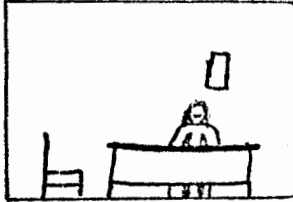
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TELEVISION SCRIPT

CARD #1 (THE CASE OF THE
MYSTERIOUS LIZARD)

LS MS. FINDIT (AT DESK)

THE CASE
OF THE
MYSTERIOUS LIZARD



(FADE IN THEME)

(FADE OUT THEME)

(KATHY ENTERS)

Ms. Findit: Hello Kathy, is there something
I can do for you?

Kathy: Ms. Findit, we have a real mystery in
our room.

Ms. Findit: Why don't you sit down and tell me
about it.

(KATHY SITS)

MS KATHY

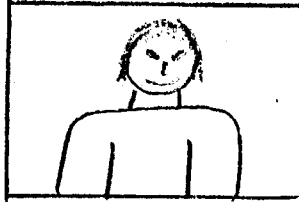


Kathy: Well, we got a new lizard for our ter-
rarium yesterday, but we don't know what kind it
is. (PAUSE) Joel brought it, but it's still in
it's box. We're all afraid to touch it. It
might be poisonous to touch, or it might bite.
We just don't know what to do with it. We don't
know what to feed it either, and we're afraid it
will starve.

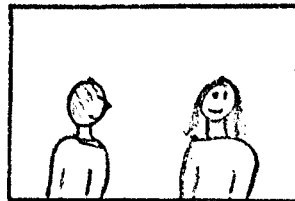
CU MS. FINDIT (OVER KATHY'S
SHOULDER)



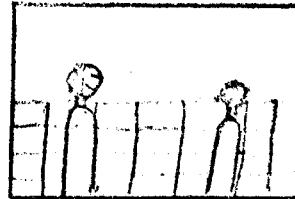
MS KATHY



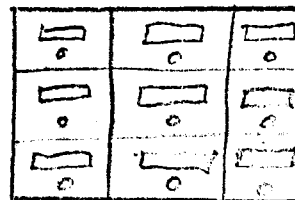
TWO SHOT OVER KATHY'S SHOULDER



SLIDE # 1 (MS. FINDIT AND KATHY AT
THE CARD CATALOG)



SLIDE #2 (CARD CATALOG SECTION)



ZOOM TO CU CARD CATALOG DRAWER

Ms. Findit: Where did Joel get the lizard
(PAUSE) and why doesn't he know what kind it is?

Kathy: His uncle brought it back for the class
from his vacation in Florida. He didn't buy it,
so he doesn't know what kind it is. He didn't
touch it when he caught it, because he didn't
know if it was dangerous.

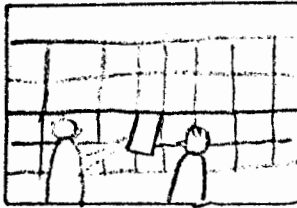
Ms. Findit: Then the first thing we need to do is
find out what kind of lizard it is. We can find
something that will help us by using the card
catalog. Let's go over and look.

Ms. Findit: The card catalog is a list of all the
things in the media center. It's on cards in these
drawers.

Kathy: There must be thousands of cards. How do
we find the ones we want?

Ms. Findit: The cards are arranged in alphabetical
order, like the dictionary. Each drawer is labeled
with the letters for the cards that are in it.

SLIDE #3 (MS. FINDIT AND KATHY AT
THE CARD CATALOG)

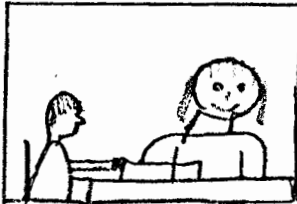


M.F.: Let's find the drawer that has lizards in
it and take it back to my desk. (PAUSE)

K.: Does it really have lizards in it?

M.F.: Not really, it has cards for that subject,
but it will help us find something about lizards.

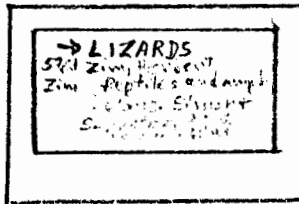
MS MS. FINDIT AND KATHY



M.F.: Let's look at the cards and find one for
the subject lizards. (PAUSE) Here's one.

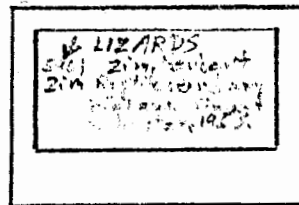
K.: How can you tell that the card is for a subject?

SLIDE #4 (SUBJECT CARD)



M.F.: Subject cards have the top line all in
capital letters. That's called the subject
heading. (PAUSE)

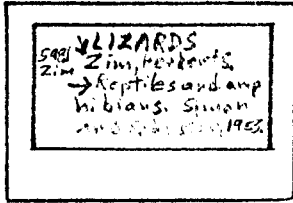
SLIDE #5 (SUBJECT CARD)



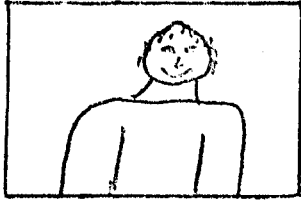
M.F.: The number and letters in the upper left
hand corner are the call number.

K.: I remember. (PAUSE) That's how you find
the book on the shelf. (PAUSE)

SLIDE #6 (SUBJECT CARD)



MCU KATHY



ZOOM TO TWO SHOT

CARD #2 (AUTHOR CARD)
(SUPER)



CARD #3 (TITLE CARD)



(STILL ON TWO SHOT)

M.F.: That's right. (PAUSE) The author's name is on the second line, and the title of the book is on the third line.

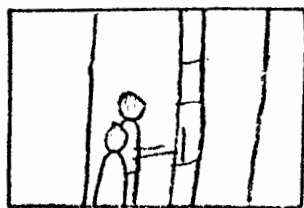
K.: Are all these cards for subjects? If they are there must be a lot of subjects listed.

M.F.: There are a lot of subjects listed, but there are other kinds of cards. Author cards have the author's name as the top line and there is no subject heading. You can use them to find a book by a particular author.

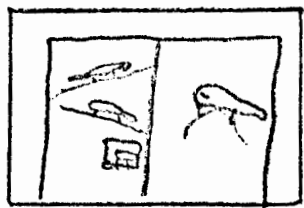
M.F.: Title cards have the title above the author's name and again after it. They are used to find a book when you know its title.

M.F.: Now let's find this book about lizards and see if we can find out what kind yours is.

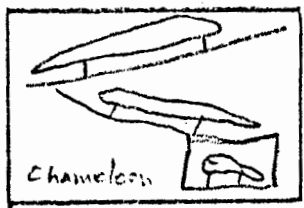
SLIDE #7 (MS. FINDIT AND KATHY AT
A SHELF)



SLIDE #8 (BOOK)



ZOOM TO CHAMELEON



MCU KATHY (WITH BOOK)



K.: Here's the book. (PAUSE) There is a whole section on lizards.

M.F.: Does one of those lizards look like yours?

K.: Yes, one of these does.

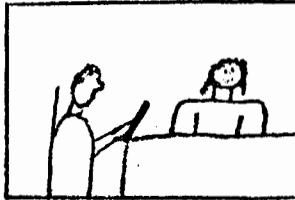
M.F.: Do you mean the chuckwalla? It grows to be inches long. I don't think it would fit in your terrarium very well.

K.: No, I meant the other one.

M.F.: That's a chameleon. If you read the facts about them, you'll know if they are dangerous. Let's go back to my desk, you can read it there.

K.: It says that chameleons aren't poisonous and that they don't bite. They eat live insects, so now we know what to feed it. (PAUSE) Here's something interesting, they can change color to match the background they are on. That will be a lot of fun to watch. Ms. Findit, you've helped solve the mystery. You're a good detective.

ZOOM TO TWO SHOT



M.F.: Anyone can be a detective when they use the card catalog.

(FADE IN THEME)

CARD #1 (THE CASE OF THE MYSTERIOUS LIZARD) (SUPER)

THE CASE
OF THE
MYSTERIOUS LIZARD

(over Two Shot above)

CARD #4 (VERA BRADLEY AS MS. FINDIT) (SUPER)

VERA BRADLEY
AS
MS. FINDIT

(over Two Shot above)

CARD #5 (BONNIE BENNETT AS KATHY) (SUPER)

BONNIE BENNETT
AS
KATHY

(over Two Shot above)

CARD #6 (TECHNICAL ASSISTANT TOM STOTT) (SUPER)

TECHNICAL
ASSISTANT
TOM STOTT

(over Two Shot above)

CARD #7 (WRITTEN, PRODUCED, AND DIRECTED BY PAT MURPHY) (SUPER)

WRITTEN, PRODUCED,
AND DIRECTED BY
PAT MURPHY

(over Two Shot above)

(FADE OUT THEME)

SUBJECT HEADING BANK

1. Africa
2. Agriculture
3. Air
4. Airplanes
5. Alphabet
6. America - Discovery and exploration
7. American literature
8. American poetry
9. Amphibians
10. Animals
11. Art
12. Asia
13. Astronomy
14. Atoms
15. Australia
16. Automobiles
17. Baseball
18. Birds
19. Boats and boating
20. Bones
21. Botany
22. Brazil
23. Building
24. Buried treasure
25. Butterflies

26. Canada
27. Cats
28. Caves
29. Chemistry
30. China
31. Christmas
32. Circus
33. Cities and towns
34. Clothing and dress
35. Coins
36. Color
37. Communication
38. Conservation
39. Cookery
40. Cowboys
41. Crime and criminals
42. Deserts
43. Dinosaurs
44. Dogs
45. Drugs
46. Earth
47. Easter
48. Ecology
49. Electricity
50. Engines

51. England
52. English literature
53. Europe
54. Explorers
55. Fables
56. Fairy tales
57. Family
58. Farm life
59. Fishes
60. Fishing
61. Flags
62. Flowers
63. Folklore
64. Food
65. Forests and forestry
66. Fossils
67. France
68. Frogs
69. Frontier and pioneer life
70. Fungi
71. Games
72. Geography
73. Geology
74. Germany
75. Ghost stories

76. Great Britain
77. Greece
78. Halloween
79. Handicraft
80. History
81. Hobbies
82. Holidays
83. Horses
84. Houses
85. India
86. Indians of North America
87. Insects
88. Invertebrates
89. Iowa
90. Japan
91. Knights and knighthood
92. Latin America
93. Legends
94. Light
95. Lincoln, Abraham
96. Machinery
97. Magic
98. Magnetism
99. Mammals
100. Man

101. Maps
102. Marine animals
103. Mathematics
104. Medicine
105. Metals
106. Meteorology
107. Mexico
108. Middle Ages
109. Mineralogy
110. Money
111. Moon
112. Music
113. Mystery and detective stories
114. Mythology
115. Natural history
116. Natural resources
117. Nature study
118. Negroes
119. Netherlands
120. Nonsense verses
121. Nursey rhymes
122. Nurses and nursing
123. Ocean
124. Outer space
125. Painting

126. Paper crafts
127. Pets
128. Physiology
129. Pilgrim Fathers
130. Planets
131. Plants
132. Poetry
133. Police
134. Presidents - U.S.
135. Printing
136. Puppets and puppet plays
137. Puzzles
138. Railroads
139. Reptiles
140. Rivers
141. Rockets (Aeronautics)
142. Rocks
143. Russia
144. Schools
145. Science
146. Science fiction
147. Seasons
148. Senses and sensation
149. Shells
150. Ships

151. Short stories
152. Simple machines
153. Snakes
154. Soil conservation
155. Songs
156. Sound
157. South America
158. Space flight
159. Spiders
160. Stars
161. Submarines
162. Sun
163. Technology
164. Telephone
165. Television
166. Thanksgiving Day
167. Time
168. Tools
169. Toys
170. Transportation
171. Trees
172. Turtles
173. United States - History (U.S. - History)
174. Vision
175. Volcanoes

176. Washington, George
177. Water
178. Weather
179. The West
180. Wheels
181. Wildlife - Conservation
182. Wit and humor
183. Witches - Fiction
184. Work
185. World history
186. World War, 1939-1945
187. Youth
188. Zoology

WORKSHEET

Aa-Cp •	Ja-Lu •	Rf-Si •
Gr-Er •	Lv-No •	Si-Um •
Es-Iz •	Np-Ra •	Um-Zy •

Which drawer would you look in to find the card for the following subjects?

- Birds _____
- Crime and criminals _____
- Insects _____
- Nursery rhymes _____
- Cookery _____
- Rocks _____
- Songs _____
- Europe _____
- Wheels _____
- U.S.—History _____
- Netherlands _____
- Legends _____
- Reptiles _____
- Airplanes _____
- Mammals _____

WORKSHEET

AFRICA

916 Johnson, Bruce
Joh All around Africa. Random House, 1975.
155p. illus.

1. Africa I. Title

What is the call number for this book? _____

What is the name of the author of this book? _____

What is the title of the book? _____

What is the subject heading on the card? _____

SCIENCE FICTION

F French, Paul
Fre David Starr, space ranger. Gnome Press,
1962.
184p. illus.

1. Science fiction I. Title

What is the call number for this book? _____

What is the name of the author of this book? _____

What is the title of the book? _____

What is the subject heading on the card? _____

WORKSHEET

Your subject is. _____

Find a subject card for your subject.

What is the call number for the book? _____

What is the author's name? _____

What is the title of the book? _____

Find the book and copy the first sentence on the first page. _____

Here is another subject. _____

Find a subject card for your subject.

What is the call number for the book? _____

What is the author's name? _____

What is the title of the book? _____

Find the book and copy the first sentence on the first page. _____

EVALUATION

Please complete this form and return it to the Educational Resource Center as soon as possible after completion of the card catalog unit.

How was this unit effective?

Where did it hold the students' attention?

Where did it not hold the students' attention?

What problems did you have administering the unit?

Please give suggestions for improving the unit?

Other suggestions: