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Suggestive Outlines and Methods For Teaching the Use of the Library

A Guide for the Use
of Librarians Giving Instruction
to High School Students

By

Gilbert O. Ward

Formerly Supervisor of High School Branches
Cleveland Public Library

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Preface

TEACHING the use of books and libraries is a practice which is steadily gaining ground among the high schools of the United States. Instruction ranges all the way from perhaps a talk or two on the dictionary and the card catalogue to rather elaborate and comparatively lengthy courses. The literature on the subject matter of instruction, though uneven in quality, is fairly plentiful; there are in print numerous reports and articles in library periodicals giving outlines of courses, and a number of useful textbooks and pamphlets. There is, however, very little on actual class room procedure, and what there is is widely scattered. The present book is intended to meet in some degree the lack of a convenient, practical work on applied teaching methods and so to supplement existing textbooks, especially the author's "Practical Use of Books and Libraries." It is especially written for librarians; but it is hoped that it may prove useful in normal and library school classes, and that teachers may find it suggestive.

In the Introduction are outlined the reasons for giving instruction and the general principles of course planning.

In Part I are presented in detail the specific subjects of a course with the reasons for teaching them, lists of lesson topics, lists of object material, references to other books, teaching outlines, exercises, questions, problems, and suggestive forms for question papers. In the selection of subjects, the standpoint adopted has been that of practical utility to the student in his daily work. Such things as cataloguing methods and library history have been excluded as inappropriate and of trifling importance to the ordinary student in the ordinary

high school. Inculcating the appreciation of good books, though highly important, is a matter of skillful advertising and "selling" methods rather than of formal instruction, and demands special and separate treatment.

Part II offers a concise summary of some useful teaching principles and methods, with illustrations of their application in teaching the use of books and libraries. The purpose is to suggest to the librarian means for varying her teaching methods so as to secure more effective results and to lead to the study of pedagogical textbooks. It is also to emphasize the proposition that if the use of books and the library is to be taught effectively, it must be by employing the principles which professional teachers have worked out by generations of experience, and applying them intelligently to the problem in hand.

In Part III are assembled over fifteen hundred selected topics from dictionaries, encyclopedias, and common books of special reference, to assist in compiling question papers.

Attention is called to the selected bibliography following Parts I and II. In these and in the references scattered through the book, the attempt has been to include not all possible material, but chiefly that of more permanent form and readily available. The librarian should watch for useful occasional material, such as the practical little pamphlet by Mr. O. S. Rice, "Library Lessons for High Schools," issued by the State Superintendent of Schools, Madison, Wisconsin, and his "Lessons on the Use of the School Library."

In conclusion, it should be noted that although the present work had its germ in the "Teaching Outline" which accompanied the first edition of the author's "Practical Use of Books and Libraries," it is in fact a new book.

G. O. W.

Cleveland,
July, 1919.

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Introduction

Reasons for Teaching the Use of Books and Libraries. The reasons why the high school student should know how to use books and libraries may briefly be summed up as follows:

1. Modern teaching methods, instead of confining a student to the prescribed textbook, often require the use of a variety of material. Examples of such material are other textbooks, reference books, and magazine articles, which the instructor may either assign specifically or require the student to discover for himself in a library.

2. In even a small library, the student is offered material in such amount, variety, form, and arrangement, that he wastes valuable time in trying to use it without knowing how. Without instruction, so common a thing as the index of an ordinary book easily escapes the observation of the high school freshman, the unabridged dictionary is a wilderness, the card catalogue a mystery, and special reference books quite beyond his ken.

3. The college library plays so important a part in college work that the entering college freshman needs to be prepared to use it with reasonable intelligence and effect. It has even been asserted that freshmen so prepared have six months advantage over their unprepared fellows.[1]

4. High school years afford a unique opportunity for preparing the future worker to utilize more fully and intelli-

[1] Elizabeth Madison, in English Journal, Mar., 1916.

gently the educational advantages of the public library for vocational as well as cultural advancement.

5. The ability to use books encourages their use.

General Considerations. In planning a course on the use of the library, it is necessary to keep its object clearly in mind. This object, which the foregoing observations imply, is not to create amateur librarians nor complete reference workers, but simply to make intelligent users of libraries with special reference to the needs of the high school student. In carrying out this object there are certain practical problems of instruction to be solved. Appropriate subject matter first of all must be selected. It must then be presented in such order, at such times, and by such methods as will contribute most effectively to the formation by the pupil of useful library habits.

Subject Matter. It is not hard to indicate in a general way the outline of a suitable course. Leading subjects which have been recognized as desirable for inclusion are the physical care of books, the printed parts of a book, the arrangement of books in libraries, the card catalogue, reference books with especial attention to the unabridged dictionary, magazines and magazine indexes, and the use of the library as a whole, including the making of working bibliographies and the use of the library in debating.

These subjects, it will be observed, deal with means and methods of investigation and must form the backbone of a course in the use of a library. Among them should be noted as fundamental, for reasons explained in detail hereafter, the use of the ordinary book and of the dictionary. Since frequent contact with the right kind of literature should lead many pupils to wish to own books, a lesson of simple, practical suggestions on book buying for the individual also has a claim to inclusion in the course.

Choice of Details. Real difficulties arise in deciding on

details. Which special reference books shall be taught? Which features of the dictionary emphasized? When should the use of magazine indexes be introduced? How much time should be spent on the card catalogue?

For most of such questions there are not and probably cannot be universal specific answers because of the great variations in conditions in different schools. It is possible, however, to mention some general principles to guide the librarian in choosing the content of a course.

In selecting subject matter, first attention should be given to specific facts and methods which will help the student in his daily work. To recognize these facts, it is necessary to know not only library aids and methods, but also the objects, curriculum, and teaching methods of the school, and the actual and potential relations of the library to school work. Irrelevant matter should not be introduced because it is interesting. Many facts, for example those of a historical character, which are interesting to the librarian from a professional standpoint or even in themselves, are not necessarily important for the student.

Practical limitations which must govern the choice of subject matter are the capacity and present needs of the student, the amount of instruction he has previously received, the resources of the school library and of the public library, and finally the amount of time available. When the last is limited, it is better to teach a little thoroughly and with an eye to immediate, visible results than risk failing to make an impression by trying to cover too much ground. Demonstrated, practical results have been known to win time for additional instruction.

Time for Introducing Instruction. Instruction should be begun as early as it can be profitably received, which is ordinarily in the first year. Too much weight should not be attached to the idea of a course arranged in strictly logical

order, but subjects should be introduced when they will be most useful and in consequence most likely to be well grasped. For example, if civics be a fourth year subject, special reference material on civics should be introduced in the fourth year, otherwise it will be forgotten by the time the student needs to use it. With some subjects it may be desirable to give a simplified treatment at first and a fuller exposition later. For example, the freshman can ordinarily do with a very general notion of the Dewey Decimal Classification, but older students who do a good deal of research, could utilize a more detailed knowledge of it.

In any case, there is no excuse for overloading the student with information for which he has no present need simply to make a course look well on paper or on the general ground that it is good for him.

Part 1

LESSON OUTLINES

The following lessons are arranged in what is believed to be a normal order with certain exceptions which are noted in the summary below. In the summary, Roman figures, I, II, III, IV, at the left of each subject, indicate the year of high school suggested as appropriate for introducing it, the Arabic numerals at the right, the number of periods suggested for reasonably adequate treatment.

YEAR	SUBJECT	PERIODS
I.	Introductory talk on the library.	1
I.	The care of a book.	1
I.	The ordinary book, I: Its printed parts; II: Details.	1-1½
II.	The ordinary book, III: Comparative use.	1
I.	The arrangement of books in libraries: Call numbers; Dewey Decimal Classification.	½
II or III.	Use of the plan of classification in reference work.	1
I.	The card catalogue.	½
I.	Reference books, I: The unabridged dictionary.[1]	1 or 2
I.	Reference books, II: The encyclopedia.	½

[1] It is suggested that the dictionary and the encyclopedia lessons follow that on the printed parts and details of an ordinary book.

YEAR	SUBJECT	PERIODS
I, II, III, IV.	Reference books, III: Special subjects.[1] (Time spent depends on local conditions.)	
III.	Reference books, IV: Miscellaneous material. (See pp. 53-54.)	
I, or II & III.	Magazines.	1 or 2
I or II.	Magazine indexes.	½ or 1
	Reference work in general:	
III.	Review of library resources.	½ or 1
III.	Working bibliographies.	½ or 1
I or II.	Note-taking in the library.	1
II or III.	The use of the library in debating.	½ or 1
III or IV.	Sources of information about books.	1
III or IV.	Bookbuying for the individual.	1
I, IV.	Other (local) libraries.	

The subjects designated for the first year may be regarded as most essential, especially the printed parts of the ordinary book, the dictionary, the encyclopedia, the arrangement of books in the library, the card catalogue, and magazine indexes.

Except as noted, no provision is made for reviews, and problems are in general supposed to be worked outside of class.

Note. References in the following outlines are identified in the Selected Bibliography on pages 70-73. They are included not always for the sake of furnishing teaching material, but often simply to provide a larger background for instruction or to suggest incidental illustrative and interest matter.

References to MANUAL are to the author's Practical Use of Books and Libraries, edition 3, 1916. These are particularly suggested for study and consultation by the pupil.

[1] For first year students are suggested the Century Book of Names, The New International Yearbook, World Almanac, and Atlas.

INTRODUCTORY TALK ON THE LIBRARY

Topical Summary.

Introduction:
- Reasons for using books.
- General usefulness of a library.

The library.
- What it offers.
- General plan and arrangement.
- Useful things to know about a library.

Purpose of the course.

General hints on using the library.
- How to borrow books.
- Reference work.
  - Getting assignments right.
  - Best time to visit the library.
  - When not to use the library.
- Rules and their reason.

Suggestive Lesson Outline. The purposes of the introductory talk are to estimate the student's library background, to interest the student in the lessons to follow, and to start him with a correct mental attitude toward the library and his work in it.

INTRODUCTION. Reasons for using books. After stating the subject of the lesson, ask how many pupils like to read; what they read; why they read; why they don't read. Points to cover are the variety of subjects treated in books; the practical value of books to the student, worker, professional man, etc.; their part in self-education and amusement. Illustrate or have the class suggest illustrations.

Usefulness of libraries. Ask how many students use a library; what a library is; its use. Points to cover are the convenience of having books on many subjects in one place to consult; the opinions of different writers on the same subject; the library as a supplement to one's own books and as an aid in buying books.

THE LIBRARY. What it offers. Give kinds and examples of books of special interest to students, magazines, kinds of service, *e.g.*, loans of books, assistance in finding information, aid to debaters and literary clubs.

General plan and arrangement of the library. Call attention to the division of the library into circulating, reference, and other sections or rooms; the location of current periodicals; reserve shelves; charging desk, etc.

Useful things to know about a library. Here is suggested a brief "preview" or sketchy outline of the more important subjects to be covered in the lessons to follow, preparing the student for the statement of the purpose of the course. Without going into details, name the different subjects and suggest the ways in which they are important. For example:

. . . And now the next thing we meet in our tour of the library is the card catalogue. You will recognize it by . . . Now the card catalogue is the grand key to the library. A boy came in a week or two ago and wanted to know if we had anything about pirates. Well, we went to the card catalogue and the card catalogue told us that we had a book by Frank Stockton called Buccaneers and Pirates of Our Coast. And the catalogue told us also where to look for it. Yesterday the boy came back and wanted to know if we had any other books by Stockton. And the catalogue said we did, but that there weren't any pirate yarns among them. Then the boy wanted to know if we had a book called Treasure Island; he'd heard that it told about pirates. And the catalogue helped us out again and said it was by a man named Stevenson and told us where to find it.

The other afternoon, a girl came in and asked for something on baking powder; said her domestic science teacher had told her to find out about it. But the catalogue didn't have a word to say. So we went over to the Reference Section and found something in the encyclopedia, and something else in a book called the Cyclopedia of Foods and Beverages. Etc., etc.

PURPOSE OF THE COURSE. This is to help the student to use the library in answering ordinary questions that come up in his school work or other reading. The purpose should be stated briefly and clearly. Specific reasons why it is good for the student to be able to help himself are, time-saving through knowing how to go about a library assignment; frequently better service, since the librarian is often busiest when the student has least time to wait; satisfaction in being able to do for oneself; fun in running down facts detective fashion.

GENERAL HINTS. Here may be included miscellaneous suggestions and precepts which the librarian's experience with school children shows to be needed, but which do not lend themselves to formal instruction.

SUGGESTED OUTLINE FOR A "HINT TALK" . . . Now before we begin studying about the dictionary, and the card catalogue, and the other things we have been talking about, there are some general points which will help you a great deal in using the library, if you will remember them.

First of all, about borrowing books. . . . (Explanation of how to borrow books. A suggestion is to follow the adventures of an imaginary applicant, including the charging of a book and the reasons for the processes of the latter which are visible to the reader.)

Now about lesson assignments. If your teacher assign you a lesson to look up in the library, notice if a particular book is named. If it is, be sure to get the name correctly, and write it down. If necessary, ask the teacher after class to be sure you have it right. Otherwise, when you come to the library, you will waste your own time and the librarian's time trying to guess what you came for. (Give a ludicrous example.) In the same way, if a subject be assigned but no especial book, be sure you understand exactly what the subject is. (Example.)

When you have your assignment, visit the library as soon as you can. You then have a better chance of securing an assigned book or of reserving it for later use. If you wait till the last minute, you may have to take your chances in a general rush and very possibly be disappointed. If you can,

choose an hour when the library is less crowded and hence quieter. At such a time, too, the librarian will be freer to give help if you need it.

And now for a little word of caution. *Don't* try to use the library for lessons which are meant solely to make you do original thinking. For example, if you have to write an "observation theme" on the corner policeman, don't come to the library for a book on corner policemen; go and investigate the policeman himself.

Rules and Their Reason. Explain that rules are adopted not for the pleasure of the librarian, but in the general interest of readers. Illustrate by an example.

Written Exercise. An English theme is suggested.

THE CARE OF A BOOK

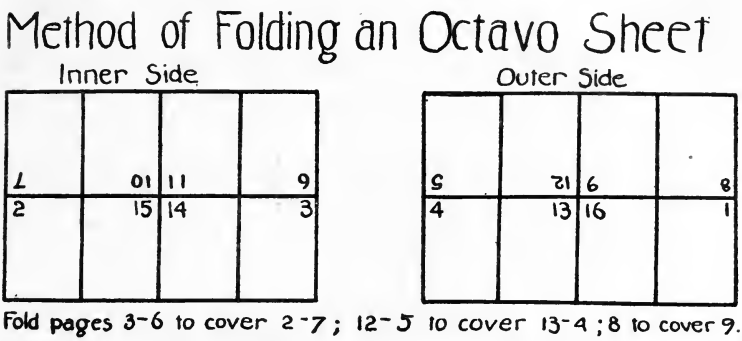
The right utilization of books begins with their proper physical care. Moreover, because of the expense of rebinding or replacing maltreated books, the matter of careful handling has a distinct financial importance. The subject really belongs to the elementary school, but when neglected there should be taught in high school.

Topics and References. Manual, chap. I; Fay and Eaton, 25-30.

Structure of a book: Binding. (1) Commercial binding: Aldis, 130-2; Amer. Handbook of Printing, 185-98; Smith, 217-23. (2) Craft binding: Aldis, 114-8; Cockerell, *passim*. (3) Library binding: Bailey, chap. III.
Enemies of books: Rough handling, heat, moisture, dirt. Aldis, chap. X; Cockerell, 291-301.
Care of books: Aldis, chap. X; Bailey, 122-3; Wiswell, 139-41.
Opening a new book: Aldis, 141-2; Cockerell, 257-9.

Illustrative Material. Specimens of bound and of cased books dissected so as to show their structure. Specimen books

injured by heat, moisture, etc. Bookbinders' sewing frame. Large sheet of paper creased and with the divisions numbered to show how the sheets of a book are folded, as in the illustration on this page.



If possible, secure an actual sheet from a printer or publisher.

Suggestive Lesson Outline. INTRODUCTION. "To-day we are going to find out how to take care of a book. The subject is very important because when the librarian has to withdraw a book to mend or replace it, it often happens that someone needs that very book for study." (Instance.) "Again, to repair, rebind, or replace a book costs money, and this money has to be furnished by your fathers and mothers." (Explain how the parents of pupils pay through public taxation either directly or indirectly.)

STRUCTURE OF A BOOK. Note that the object is not to present the processes of bookbinding as such, but to impress on the student the anatomy of the book.

From books in hand, have the class discover that a book is made up of sections. Show how these sections originate by folding a sheet of paper as illustrated above. Demonstrate the anatomy of a book from specimens in various stages of binding or from dissected copies of bound and cased books.

A bookbinder's sewing frame with a book in process is suggested as part of the exhibit.

ENEMIES OF BOOKS. Explain, or have the class suggest if it can, the probable effects on structure and materials of various kinds of mistreatment, rough handling, heat, moisture, dirt, etc.

CARE OF BOOKS. Demonstrate the proper method of holding a book, turning a leaf, disposition when not in use, how to open a new book.

REVIEW. Recall leading points by question and answer. Have students demonstrate, subject to the criticism of the class, the right ways of handling books.

Written Exercise. English theme.

THE ORDINARY BOOK, I: PRINTED PARTS

The ordinary book with its several printed parts is the foundation subject of a course in library use. Not only is it used oftener than any reference book, and by many who have little need or opportunity to make use of a library or of library aids, but it illustrates the most important elementary principles and details employed in ordinary reference work. Thus, from a well-selected common textbook can be illustrated the significance of authorship and date; the title-page usually contains the essential data for the catalogue card; footnotes contain common abbreviations of reference and citations of sources; cross references are found in its index and elsewhere; bibliographies are common features; the index illustrates alphabetic arrangement which is the key to very many reference books, the card catalogue, and magazine indexes; and finally, to be able to make an accurate, orderly memorandum of a book for future reference, is the first essential for making a bibliography.

Because of its fundamental importance, the subject of the

ordinary book should be introduced early and taught very thoroughly. Unless the student knows how to use the ordinary book, a knowledge by no means to be taken for granted, it is absurd to expect him to use a library efficiently.

Topics and References. Manual, chap. II; Connolly, 73-9.

Printed parts of a book and their significance: Fay and Eaton, 30-36; Gilson, 22-8; Hopkins, 9-21; Orcutt, 88-94.
Title-page: Title, author, edition, place of publication, publisher, date.
Copyright date: Orcutt, 64-85; World Almanac, article, "Copyright".
Preface.
Table of contents.
List of illustrations.
Introduction. Compare with preface.
Body of book: Text, illustrations, footnotes, bibliographies, etc.
Appendix.
Index. Orcutt, 98-130. Contrast with table of contents. Kinds of indexes. Rules for use. Cross references.
Important variations from typical printed parts.
Review: Judging a book without reading it.
How to make a note of a book.

Illustrative Material. For analysis, a typical common book, one copy of the same title to each pupil. This may be supplemented by other books for printed parts not occurring in it, and for important variations.

Familiar textbooks and supplementary texts and readers are recommended for material. Scarcity of duplicate copies may sometimes be remedied by appealing to neighboring libraries. In default of books themselves, use facsimile material in the form of blackboard or large sheet paper copies of title-pages, extracts from indexes, etc.

Lesson Outline.

I. INTRODUCTION. Compare books to people, serious, frivo-

lous, methodical, careless, absorbed in one subject, interested in many things, etc. Compare choosing a book to hiring an employee; character must be considered and fitness for the job. The lesson is to give some general points on the characters of books and to show how to use them to the best advantage.

Or, a stock illustration, compare books to tools. Both require some special knowledge to use them most effectively and with the least waste of time. Emphasize the latter point and illustrate. Furthermore, just as each tool serves a particular purpose, so with books.

2. Analysis of a Typical Book. As far as possible, have the class discover and describe the several parts in their order. Dwell on the significance of each part for the student or ordinary reader. Conclude by calling for suggestions for simple rules for sizing up, using, and making a memorandum of a book. Write or have a student write on the board the suggestions as given, and have the class codify and copy them.

Question Exercise. For developing this part of the lesson an exercise like the following is suggested. Questions are supposed to be interspersed with explanations, illustrations, etc.

Will you take Botsford's History of Rome and turn to the first page on which you find any printing. (Bastard or "preliminary" title.) Read what you find on this page.

Turn to the next page with printing on it. (Title-page.) Who knows what this page is called and why? Read the first item you find. What is it called? Why is it important? Notice the phrase, "for high schools and academies." Is this significant? Why?

What is the next item? (Author's name.) Why is it important? Is the author qualified to write on this subject? What makes you think so?

What is the next item? Etc., etc.

* * * * * *

Now, turn the title-page. What do you find? (Copyright date.) Who knows what is meant by "copyright"? Can you suggest how the copyright date might be useful? Supposing you had a book on flying machines dated 1913. Would it tell you anything about aeroplane inventions during the Great War? Compare the date of copyright with that on the title-page. Which would you consider the more important and why?

What follows the copyright date? (Preface.) Examine the preface. What does it tell you? What is the purpose of the book? For what kind of readers is it written?

What comes after the preface? (Table of contents.) Describe it. Suggest ways in which it would be useful.

* * * * * *

Examine the index. Describe it. In what order are the entries arranged? Notice (some entry showing an inverted phrase). What is the order of the words? Can you suggest a reason? Find a topic with several references. Which seems to be the longest passage? Why? Verify by turning to the passage itself. (Note that a two-page reference in the index may prove actually shorter than a one-page citation when the passage is looked up, hence the necessity sometimes of verifying.)

How does the index differ from the table of contents? Pick out a topic in the body of the book. Look for it in the index; now find it in the table of contents. Suggest why you found it in one but not in the other (or, in the other with difficulty).

The entries we have noticed so far consist of a phrase, often inverted, and a page number. Can you find an entry without a number? (Cross reference.) Describe it. What is its purpose?

Suggest rules for using an index.

3. Comparison of Books for Variations from Type. Compare with the book just studied as typical, books showing common, important variations in their printed parts, *e.g.*, works of poetry with several or special indexes. Do not carry this too far. Rather bring out the fact that there are different

kinds of indexes, for instance, and that a book should be investigated for them.

4. Review. Judging a Book Without Reading It. Name in their order the parts of a book which we have discussed, and suggest how each would help in deciding whether a book would be useful or trustworthy.

5. Making a Note of a Book. Compare trying to find a book by size, color, etc., to trying to find a man by describing the color of his hair instead of by name and address. Illustrate the importance of exactness by citing examples of books with similar and identical titles, and different works on the same subject by the same author. Have the class suggest the items which they would consider important in making a note of a book for future reference.

Problem. Each student to analyze a book and bring in a report following a form like that on the following page.

FORM OF REPORT ON AN ORDINARY BOOK

I. *a.* Full title of the book examined.
b. Author's name in full.
c. His qualifications for writing, if stated.
d. Edition, if stated.
e. Where published.
f. Publisher.
g. Date of printing.

II. *a.* Check in the following list those parts found in the book examined:

Frontispiece.	List of illustrations.
Title-page.	Introduction.
Copyright date.	Appendix.
Preface.	Index.
Table of contents.	

b. If there are more indexes than one, name them and give the numbers of the pages on which they begin.
c. Name parts found not given in the list above and give the pages on which you found them.

III. Give the date of copyright.

IV. *a.* State the author's purpose in writing.
b. For whom was the book written?
c. Where did you find the information for *a* and *b*?

V. *a.* Name three or four of the most important general subjects discussed in the book and give the inclusive pages for each.
b. How did you find them?

VI. Comment on the illustrations, by underscoring, in regard to:
a. Number: Many? Few? None?
b. Kind: Maps? Diagrams? Photographs? Other pictures?

VII. *a.* Find as many references as you can to the subject of ———— and give the page numbers.
b. Which passage gives the fullest information?
c. Name a topic mentioned in the index but not in the table of contents and give its page numbers.
d. Find an example of a cross reference and give the number of the page on which you find it.

Question I covers the title-page; II, important printed parts; IV, preface; V, table of contents; and VII, index. The subject for VII*a* and VII*b* should be one on which several references are given. Caution the class to look up the original passages. Show the class how to answer VII*c* by first finding a topic in the body of the book, then by looking for it in the table of contents under the corresponding chapter heading, and finally by seeking in the index.

THE ORDINARY BOOK, II: DETAILS

This lesson is intended to supplement the preceding when it is felt that the introduction of topics in their natural places would lead to confusion.

Topics and References. Manual, §§ 20, 27-34, 135.

Footnotes.
Bibliographies, reading lists, etc.
Illustrations.
Cross references.
Common bibliographic abbreviations.

Footnotes. Explain their purpose. Point out and have the class discover examples. Give the names of the common reference marks, asterisk, etc.

Bibliographies. With freshmen, simply call attention to the fact that such things exist and explain the reason for them. Dwell on the fact that it is often necessary to use more than one book in looking up a subject.

Illustrations. Call attention to the kind, quality, and appropriateness of the illustrations in the book under examination. Types of illustrations are maps, diagrams, reproductions of old documents and pictures, photographs of places, portraits, working drawings, and imaginative pictures. Have the class suggest which kind would enhance the value of a work of travel, history, furniture-making, fiction, etc.

Cross References. Have the class discover in the index an entry without a page number and suggest its purpose.

Abbreviations. It is suggested that a list of the commoner abbreviations found in books be assigned for study and made the subject of a class exercise. One possible exercise is to furnish the class with a list of the abbreviations studied and require them to supply the equivalents, including translations of foreign words. At the conclusion, have the class exchange and correct papers.

Exercise. In some assigned theme demanding research require the class to incorporate footnotes giving the sources of important statements, and employing proper abbreviations of reference, cross references, and a list of books consulted. Superior figures, [1], [2], etc., are recommended for referring from text to notes.

THE ORDINARY BOOK, III: COMPARATIVE USE

The purpose of this lesson is to familiarize the student with the notion of looking up a subject in more than one book. To this end, the class is required first, to make a general comparison between two books dealing with the same general subject, and then to compare their treatment of a specific topic.

Comparison of Two Books on the Same Subject. Compare with the class, part by part, two books on the same general subject, but differing in treatment, standpoint, scope, etc. Write on the board in parallel columns the corresponding items for the two books as given. Ask the class which book it would choose for a certain purpose and why; in which it would look for a given topic and why. The form on page 28 suggests the blackboard exercise or a topical outline for individual reports.

Comparison of Two Books on a Common Topic. Choose a topic briefly treated in two books. Have the class read off one

by one the points covered by the first author, and have a student at the board to write them down in a column as given. Do the same for the other book, writing the second list parallel to the first. Have the class suggest which items are identical and cross them off the second list. Ask for reasons for divergencies in the two lists, if such reasons are fairly obvious, *e.g.*, one book may be more limited in its field and hence able to give fuller treatment, the date of publication may make a difference, etc.

The following exercise is reported by a teacher as successful in teaching reference methods to grammar grade boys.[1] Although developed as a class-room exercise for pupils studying manual training, it suggests itself as adaptable, with certain modifications, to library conditions, older students, and other subjects.

A number of books on woodworking were collected, and students were required to look up an assigned topic, for example, surface planing, one or more students being assigned to each book. Each boy wrote down all the statements on the topic found in that book and brought his report to class. In class, he wrote on the board the name of the author of the book, his own name, and below them the list of statements. The different reports on the board were then compared by the class, repeated statements eliminated, and the remaining information classified.

Assigning several students to a book developed some rivalry in finding facts, and discussion and rereading of authors when differences occurred in reporting a fact.

COMPARATIVE REPORT ON BOOKS

1. Title in full.	*Household History of the United States and Its People for Young Americans.*	*The Colonies, 1492-1750.*
2. Author's name.	*Edward Eggleston.*	*Reuben Gold Thwaites.*

[1] A. P. Laughlin, Reference Work with Grammar Grade Boys. Manual Training Mag. 18: 7-13. Sept., 1916.

COMPARATIVE REPORT ON BOOKS (CONTINUED)

3. His qualifications for writing.	*Not given.*	*Secretary, State Historical Society of Wisconsin; editor, Wisconsin Historical Collections; author, Historic Waterways, Story of Wisconsin, etc.*
4. Copyright date.	*1892.*	*1897.*
5. Author's purpose in writing.	*To make a simple interesting account.*	*To make a compact, comprehensive account for class use, general reading and reference.*
6. For whom was the book written?	*For the young, also older readers who would like a simple account.*	*Student and general reader.*
7. Length.	*xvi+396p.*	*xii+301p.*
8. Topic found in one but not in the other. Page?	*Braddock's defeat, 130-2.*	
Suggest a reason.	*Braddock was defeated in 1755; Thwaites goes only to 1750.*	
9. Fuller account of the Salem witchcraft. Suggest a reason.		*Thwaites.*
	Eggleston has only 158 pages on the colonies; Thwaites has 284 and hence should give fuller treatment.	
10. Name one fact in each book, if possible, not found in the other, on this topic. Give pages.	*One fourth of population move away, 112.*	*Witnesses chiefly children, 191.*
11. Illustrations.		
Number.	*Very many.*	*Few.*
Kind.	*Maps, portraits, pictures showing life and times.*	*Colored maps.*

THE ARRANGEMENT OF BOOKS IN LIBRARIES

A knowledge of the plan on which books are arranged in libraries is useful not only in finding specific books but also for discovering subject material including topics not brought out by the card catalogue. In the last-named particular, it is closely connected with the intelligent use of the reference collection. Furthermore, to understand the principles of the Dewey classification is to possess the key not to one but to many libraries.

It is suggested that the subject of call numbers be kept distinct from that of classification and utilized as an approach to the latter.

Topics and References. Manual, chap. III; Connolly, 23-30; Dana, chaps. XXI and XXII; Dewey, introduction and preliminary summaries; Fay and Eaton, chap. VIII; Gilson, lesson II; Hopkins, 83-8; Lowe, chap. II.

I. Call numbers: Class numbers and author numbers.
   Arrangement of books by number. Exceptions.
   How to find a book on the shelves.
II. Classification:
   Important classes and their numbers.
   Application in reference work.
   Differences between the classifications of school library and public library.

Illustrative Material. Brief outline of classification on blackboard or chart. For older students, copies of outline in greater detail for insertion in notebooks. Outlines should be fullest in those classes of which the student will make most use; subdivisions of classes should be made clear by indenting as in the original Dewey. For an example of a much simplified outline, see page 31.

Simplified Outline of Classification

The Ten Classes of the Decimal Classification Showing Some of the Sub-divisions

000 General works
- 030 Encyclopedias
- 050 Periodicals

100 Philosophy
- 150 Psychology
- 170 Ethics

200 Religion
- 220 Bible
- 266 Missions

300 Sociology
- 320 Government
- 330 Labor
- 370 Education
- 390 Customs

400 Language

500 Science
- 520 Astronomy
- 530 Physics
- 580 Botany
- 590 Zoology

600 Useful arts
- 620 Engineering
- 630 Agriculture
- 640 Domestic economy
- 670 Manufactures

700 Fine arts
- 720 Architecture
- 730 Sculpture
- 750 Painting
- 780 Music
- 790 Amusements

800 Literature
- 810 American
- 820 English
- 830 German
- 840 French

900 History
- 910 Geography and travels
- 920 Biography
- 930 Ancient history
- 940 Europe
- 950 Asia
- 960 Africa
- 970 North America
- 980 South America

Courtesy of the Democrat Printing Co.

Suggestive Lesson Outline. Call Number. Call attention to the call number on the back of a library book. To the class:

". . . A call number is useful in two ways. First, it distinguishes a book from all other books in the library except duplicate copies. Second, it tells you where a book belongs; and this is how.

"You notice that it is in two parts. The upper part stands for the subject of the book and is called the class number. The lower part stands for the author's name (usually), and is called the author's number. Note that it contains the initial of the author's name.

"Now, all books on the same subject will have the same class number; for example all arithmetics will be numbered 511, and will stand together on the shelves. And all algebras will have the number 512 and will stand by themselves alongside the arithmetics. And so on for other subjects.

"Then the different arithmetics to keep from getting mixed up will each have its private author number."

With the assistance of the class, demonstrate on the board or by means of card dummies representing the backs of books, the arrangement of (1) books bearing different class numbers of three places, (2) books with the same class number but different author numbers, (3) books with the same class number but different authors with the same initial.

Next introduce a four-place class number and ask where to insert it.

Mention important exceptions to the general scheme of call numbers, *e.g.*, fiction, individual biography, etc.

Finally have the class suggest rules for finding a book, given the call number.

Problem. Distribute slips each containing one or two call numbers. Each student is to find on the shelf the books corresponding to the numbers on his slip, and fill in opposite the numbers the authors and titles. The slip, signed by the student, is handed back to the librarian for marking. In assigning the problem, call attention to the labels on shelves and cases.

An unmarked exercise tried in one school was as follows: Books left lying on the tables from previous periods were gathered into piles of four or five volumes each, each pile being confined to books in the same or adjacent classes. A number was placed on each pile. Each pupil was given a number and told to shelve the pile bearing the corresponding number, leaving the books placed on their fore-edges for verification. In one case in the same school, when a girls' class followed a class of boys, the girls were required to read certain of the shelves and turn down books found out of place.

The number of pupils in a class was about twenty-five, and the librarian had an assistant.

Classification for Freshmen. With freshmen, it is recommended that the subject of classification be touched on but lightly. Demonstration of its use as a practical aid in reference work should be deferred until the student's work in other studies makes it really valuable.

Introduce the subject by recalling that the top part of the call number stands for the subject of the book, and that books are grouped according to these numbers; hence if we know what number stands for a subject we shall know where to find the books on that subject. Then explain the Dewey system briefly; outline the ten principal classes on the board, and add afterwards in their places a few of the subheads most likely to be useful to the class. At the same time, note important exceptions to the general scheme such as the use of the letter B to distinguish individual biography.

To familiarize the class with the notion of classification, it may prove useful at some point to cite examples of its application in every-day life, *e.g.*, in the separation of different kinds of goods in a store.

Points to be emphasized are that books with the same class number deal with the same subject and that related subjects are, when possible, grouped near each other. Explain care-

fully unfamiliar terms such as philosophy, sociology, philology, biography, fiction, etc. Dictionary definitions do not always correspond to library usage and sometimes employ terms as difficult as those they define. Etymology will help with the meanings of some words, *e.g.*, biography, and enumeration of the subjects they include will answer for others. Illustrate when possible by examples of familiar books.

For an exercise, have the class suggest books which would go in specified classes, or describe an interesting book and ask where it should be put. Next have the class suggest headings and numbers under which they would look for given books. The latter exercise is of greater practical importance.

Classification Applied to Reference Work. The following more advanced exercises in classification have for their respective objects (a) finding subjects rather than specific books, and (b) using general works for finding specific topics. As part of the assignment, provide the class with condensed outlines of the local classification, and require them to memorize for the following lesson, important headings with their corresponding class numbers.

a. Drill on the headings assigned for memorizing: What subject does such-and-such a number stand for? What number stands for such-and-such a subject? (Emphasize the latter.) Under what more general heading will you look for the subject of, *e.g.*, Mathematics? Answer, "Science." Work the answers down to the narrowest general heading which the class can give, *e.g.*, Arithmetic belongs in Science but still more closely in Mathematics.

b. Reference use of the classification. Explain that in many cases a library will not have a whole book devoted to one subject, and that often one does not need a long account. Give examples. In such cases a knowledge of the classification will often help by suggesting a general subject of which a full account would include the smaller topic. For example, a book

on physical geography would probably include something on Geysers. Show how to use the notebook outline of classification for finding a subject not mentioned in it by the process of eliminating impossible subjects. Example: Glaciers would clearly not be treated under Religion or Philosophy. Take care to keep within the range of the pupils' general knowledge. Review by asking: In what kind of book would you look for (such-and-such a specific topic)? The class may use the outline in answering.

Comparison of the plan of classification of the school library with that of the public library should be limited to those differences which practically affect the student.

Reference Problem on Classification. Questions like those below are distributed on slips. The student, using his outline as a guide, is to find books answering the questions, insert on the slip the author, title, and call number, and add the page numbers if but part of a book deal with the subject. It is suggested that the book answering question three be left at the desk with the question paper for the librarian to verify.

I. Find a book on (some subject named in the outline of classification.

II. Find a book on (some easy topic not mentioned in the outline but on which a whole book exists).

III. Find a book containing an account of (some topic not mentioned in the outline nor having a whole book devoted to it, but to be found in some general work. Example, Battle of Hastings, to be looked for in English histories).

Written Test on Classification. Directions to the class:

I. Put down in a column in order, the ten principal headings of the Dewey Decimal Classification, and in front of each, the class number which belongs to it.

II. Under which of these headings would you look for any three of the following books? Answer by putting the proper class number before the name of the book. (Insert half a dozen familiar or obvious titles.)

III. Rewrite the following call numbers in their right order. (Insert half a dozen call numbers in mixed order.)

THE CARD CATALOGUE

Topics and References. Manual, chap. IV; Connolly, 13-22, 31-38; Fay and Eaton, chap. IX; Gilson, 18-22 (318-322); Hopkins, 68-93; Lowe, chap. I; Wiswell, 122-134.

General description and purpose of the card catalogue.
Catalogue cards:
  Author, subject, title. Miscellaneous.
  Information found on cards: Author's name, title, edition, date, etc. Headings. Call number.
  Cross references.
  Guide cards.
Arrangement:
  Cards.
  Drawers; labels.
Library of Congress cards.
How to use the catalogue:
  Finding the heading.
  Comparing entries.
  Cross references.
  Abbreviations.
  Finding subjects not mentioned in the catalogue.

Illustrative Material. The catalogue itself. Catalogue drawers.

Duplicate sets of catalogue cards mounted on cardboard mats, one set to a mat. Each set should include an author, title, subject, and analytic card together with such other typical cards as are felt to be of particular importance; but too many cards should be avoided. It is suggested that author, title, and subject card should relate to the same book, and that two or three subject cards should relate to the same subject from different angles. In general, the endeavor should be to illustrate as many points as possible, including abbreviations, with

as few cards as possible. Titles should be ones which interest the class.

As a substitute for cards, blackboard representations may be employed; large cardboard facsimiles have been used with success.

Diagram of the front of a catalogue case showing drawer labels and guide words.

Suggestions. 1. Ordinary use of the catalogue. Begin by testing and supplementing the pupils' knowledge of what a library catalogue is and is for. Make clear that it is not for the sole use of the librarian.

In discussing the information found on a typical card, bring out the connection between card and title-page; and review the significance of the several items of author's name, title, edition, date, etc. Possible methods for employment here are to compare a card with the title-page of the corresponding book, or to catalogue simply on the board before the class some familiar book.

In discussing arrangement, avoid minute or too many details.

From the blackboard diagram of the catalogue case, drill in selecting which drawer to choose in looking for a given heading. Employ names of authors, subjects, and titles including some titles beginning with articles.

Have the class suggest simple rules for using the catalogue. Prompt them by offering suggestive problems, as how to find a given title among several by the same author, the most recent book on a subject, a short reference, etc.

2. Using the catalogue to find subjects not mentioned in it is for students who are thoroughly familiar with its ordinary use. Practice in using the classification for the same purpose is presupposed. (See pages 34-35.)

Outline of talk. The treatment of a topic in a book is often

too brief to be mentioned in the catalogue. Rule: If a subject does not appear in the catalogue, think of a more general, but not too general, subject which might include it. Use the outline of classification if necessary. Examples: Rule for using "shall" and "will" is included in English grammar, *i.e.*, English language—grammar; Yukon River, in works on Alaska. Caution: In very general works the treatment may be too brief.

Problems. 1. The set of questions given covers the following points: Author card, title card, subject card and date, subject analytic, biography, bibliography, criticism, compound form of subject heading, and subject not mentioned in the catalogue. The first four or five are suggested as enough for freshmen.

FORM FOR CATALOGUE PROBLEM

1. Give the title and call number of a book by (name of a writer of non-fiction).
2. Give the author and call number of (title employing initial article).

   Give the author, title and call number of one book in answer to each of the following questions. If less than a whole book is devoted to a subject, give also the page numbers.
3. The latest book in the library on ——
4. The shortest account of ——
5. A life of ——
6. A list of books on ——
7. Qualities of (name of an author) as a writer.
8. A history of (name of a country).
9. An account of (name of a topic not mentioned in the catalogue).
10. Find on the shelves of the library any (two) of the books named above, including the one mentioned in answer to question nine.

In assigning the paper, name the points it is intended to illustrate and have the class suggest the procedure.

2. As an exercise preparatory to the subject of working bibliographies, students may prepare a simple card record or a finding list from the card catalogue. The form below, which is suggested for a card list, follows the order of items on a catalogue card and hence is easily copied from it. The exact form, however, is immaterial as long as the information is adequate and consistently arranged in all entries.

FORM OF ENTRY FOR CARD LIST

917.3	Kolb, E. E.	
H23	Through the Grand Canyon	1914

In a card list, the top card should bear words, "List on ——, compiled by ——," followed by the date of the search. The entries should be arranged alphabetically by author, and the whole pack fastened together by an elastic band for convenience in handling.

For a finding list, use a sheet of paper, repeating for each item the form suggested for the card list, but omitting initials and dates. Lists published by libraries often put the call number last.

3. In teaching younger classes, catalogue "games" may be useful. The following were employed during a summer vacation by the children's room of a public library.[1]

i. Thirteen titles are given, to find authors and call numbers, one title at least to begin with "the," "an," or "a."

ii. Thirteen authors and the thirteen titles are given on separate slips, to be matched.

iii. Ten subjects and authors are given, to find titles.

Interest and emulation were stimulated by posting on a roll of honor the names and schools of the successful contestants.

[1] G. F. White. Card catalogue games as played in the children's room of the New Haven Public Library. Wilson Bulletin, Dec., 1916.

REFERENCE BOOKS, I: THE DICTIONARY

Of reference books, the dictionary is for the high school student the most important as well as the commonest. Its use enriches the vocabulary, enlarges the power of using good English, and stimulates the habit of thinking. It has been estimated that the ordinary college freshman needs to look up probably twenty words a day.[1] Aside from its usefulness as a standard of English usage, the unabridged dictionary is valuable as a source of brief facts of all kinds. Its use should therefore be taught early without regard to its relations to the general subject of reference books, and should be given very thoroughly. It is true that the condensed form of its information and its many abbreviations and conventions of arrangement make the modern unabridged dictionary probably the most difficult of reference books, but because of this very fact, if it be once mastered, other reference books should present but little difficulty.

Topics and References. Manual, §§ 76-94, 216-223; Connolly, 183-202; Hopkins, 35-66; Kroeger, 39-42; Lomer and Ashmun, 121-7; Wiswell, 25-85. See also G. W. Lee. "Some well-known dictionaries compared", in Library Journal, 39:179-187, Mar., 1914. For historical matter, see encyclopedia articles, references to Johnson's dictionary in Boswell's Life of Johnson, and prefatory matter in various dictionaries. Publishers also issue useful advertising matter.

Dictionary defined. General kinds of information included. Usefulness.
General arrangement; principal divisions (preliminary, body, appendix).
Kinds of information given with ordinary words:
  Spelling: Division of syllables; hyphenation.
  Pronunciation: Accent marks; respelling; keys; diacritical marks.

[1] Kitson. How to use your mind. P. 114.

Part of speech: Abbreviations.
Etymology: Definition; signs and abbreviations.
Definitions: Arrangement; abbreviations showing usage or special field of application, *e.g., Obs., Surg.*
Quotations: Sources. Utility.
Phrases: Idioms; phrase terms, *e.g.,* absolute zero.
Synonyms: Definition; utility; compared.
Illustrations: Fractions showing scale of figures; diagrams; full page plates; colored plates.
Encyclopedic information, *i.e.,* more than mere definition. Weights and measures.
Minor arrangement: Order of information for individual words; separation of words spelled alike but actually different; fullest information on etymology given with root words.
Proper names: Kinds; kinds of information given with each.
Appendix. Supplements.
Using the dictionary: Thumb index; guide words; keys to signs and abbreviations; cross references. Table of contents as guide.
Important dictionaries.
Comparison of dictionaries.

Illustrative Material. The dictionary itself; specimen pages supplied gratis by publishers; specimen extracts in textbooks; blackboard diagram showing the arrangement of the dictionary. See next page.

BLACKBOARD OUTLINE OF THE DICTIONARY

BEFORE THE MAIN PART	MAIN PART	APPENDIX
Colored plates. Table of contents. List of authors quoted. History of the English language. Guide to pronunciation. Orthography. Abbreviations used in this work. Explanatory notes.	Words in common or present use. Proper names often met with in reading, *e.g.*, in mythology, literature, astronomy, legend, etc. Illustrations. --- Unusual and obsolete words. Proper names of less frequent occurrence. Christian names. Other names not found above the line nor in the appendix. Foreign phrases. Abbreviations.	Gazetteer. Biographical dictionary. Arbitrary signs used in writing and printing. Classified selection of pictorial illustrations.

The outline given above is for Webster's New International Dictionary; the horizontal line in the middle section represents the dividing line on the page itself.

Outline and Suggestions for Teaching One Dictionary. In the beginning, concentrate on one dictionary, that one with which the student will oftenest come in contact. Do not attempt to describe and compare other dictionaries until number one has been *thoroughly* mastered.

For introduction, test the class on its knowledge of the subject.

Lesson Details. In connection with this exercise are to be employed specimen pages from dictionaries furnished by publishers or extracts in textbooks.

a. INTRODUCTION. *How many boys ever use the dictionary? How many boys use the unabridged (big) dictionary? Who can describe it?* Answers relating to the appendix of the dictionary are to be put aside for future consideration. *How do you find a word in the dictionary?* For the answer, call on some boy who uses the unabridged. *Are the words in any particular order? What kind of order is it?* Alphabetical. *How do you locate a word?* Thumb index and headings at tops of pages. Illustrate.

b. THE BODY OF THE DICTIONARY.

For a general plan, it is suggested that the class be guided in detail through at least one representative entry or set of entries to familiarize them with the kinds of information found, peculiarities of arrangement, abbreviations, etc. Use questions judiciously.

In beginning, explain clearly and briefly that the selection is an exact reproduction from the dictionary.

Mention other than common words and definitions found in the body of the dictionary, *e.g.,* proper names (depending on the particular dictionary), encyclopedic facts, etc. Illustrate and have the class discover examples.

For a rapid review, a question exercise like the following is suggested.

Find the word "stare,"[1] *the first one. What is the first thing that the dictionary tells you about it?* Spelling. *What next do you see on the same line?* Respelling to show pronunciation. *What next do you find?* Abbreviation, "n." *What do you call it?* Abbreviation. *What does it stand for?* "Noun," *i.e.,* the part of speech which "stare" is. *What comes next?* Etymology. *What does "A. S." stand for?* Anglo-Saxon. *What does the phrase "See Starling" mean? What comes next?* Abbreviation, "Zoöl." *What does it mean?* That the term is used in Zoölogy. *What comes next?* Definition. *Next?* Abbreviation. "Obs." *What does it mean?* Obsolete. *What does "obsolete" mean?*

[1] From the International Dictionary. See Manual, appendix.

What comes next on the page? The second "stare." *Is this the same word as the first "stare"? What part of speech is the first "stare"? What the second? What is the etymology of the first "stare"? What the etymology of the second?* The figure 166 beneath the root mark refers to the list of Indo-Germanic roots in English in the introductory part of this dictionary. *How many definitions of the second "stare" do you find? Read the first. The second. The third. Which is most literal, or nearest in meaning to the etymology? Is 2 or 3 nearer the original meaning? In what order, then, do the definitions seem to be arranged?* Literal meaning first, derived and figurative last. *What do you find at the ends of definitions 1 and 3?* Quotations. *Of what use are quotations?* To show how words are used. *What does the abbreviation "Syn." stand for? Of what use are synonyms? What does "See Gaze" mean?*

What comes next on the page? A third "stare." *What part of speech is it? Where can I find the pronunciation?* See the first "stare." *Where the etymology?* Second "stare." When pronunciation or etymology is not given, follow up the words preceding until it is found. *What is the phrase "To stare in the face"?* A common figure of speech, *i.e.*, an idiom.

What part of speech is the next "stare"? Where do you find its pronunciation? Etymology?

How many times altogether does the word "stare" occur? Four times, twice as verb and twice as noun.

Look at the word "starfish." What has it that "stare" has not? Picture. *What is the phrase in italics, "Asterias vulgaris?"* Scientific name. *What does the fraction 1-3 mean?* One-third natural size, *i.e.*, diameter or length. *What other words are given in the extract? How are they arranged?* Alphabetically, letter by letter.

A device which worked out well with one class of freshmen was as follows: When the varieties of information to be found in connection with an ordinary word had been named, the class was asked to look at the specimen extract in the textbook used, and find, *e.g.*, the derivation of a particular word, and see who could find it first.

c. The Appendix. Explain the purpose of the appendix.

Then have the class turn to the specimen selection.[1] Take up each selection, beginning with the title of the list to make sure that students understand the meaning of long words such as "fictitious," "gazetteer," etc. Take a representative item in each list and go through it as for a word in the body of the dictionary, so as to bring out all the information connected with it.

Emphasize that the dictionary like any other book has a table of contents (though no index), which gives the names of all special lists and that this should always be consulted when a word is not found in the body of the dictionary.

d. REVIEW. *Name the principal parts of the dictionary. What kinds of information do you find in* (naming each part)? *In which part would you look for* (specific items)? Continue with the last question until the class has caught the idea of how to run down an item. Utilize the table of contents if necessary, or an outline like that on page 42. Finally have the class suggest simple rules for using the dictionary.

Care should be taken, especially with younger classes, to explain technical terms as they are introduced. Terms which may offer difficulty are: Abbreviation, addenda, antonym, appendix, arbitrary sign, atlas, biographical, definition, derivation, diacritical, etymology, fictitious, gazetteer, glossary, root (of a word), unabridged.

The student should be familiarized with the abbreviations for the several parts of speech if he be not already acquainted with them. It is suggested that the student construct or be supplied for his notebook and required to learn, a table of the abbreviations with their equivalents of the following terms: Adjective, adverb, article, conjunction, imperfect, interjection, intransitive, noun, participle, past participle, plural, preposition, present, preterit, pronoun, singular, subjunctive, transitive, verb; also these terms relating to usage: Colloquial, dialectic,

[1] In using the Manual, editions 1, 2 or 3, note that for the New International, the examples of the Gazetteer and the Biographical Dictionary from the old International can be used, with the explanation that the lists have been revised.

obsolete, obsolescent, provincial. It should be noted that the abbreviations for these terms vary somewhat in different dictionaries and in a few cases are replaced by signs.

Interest Exercises. For the sake of exciting interest in the subject, it may prove helpful to speak briefly of the history of the dictionary although this should not be made, as one enthusiastic teacher made it, a subject of study by the pupil. Outstanding points for such a talk are the first known dictionary in any language; the first English dictionary; Johnson's dictionary, its author's manner of work, and his personality in his dictionary, *e.g.,* his famous definitions of "oats" and "lexicographer"; Noah Webster and his dictionary; the staff work on the modern dictionary, cf. list of collaborators if given in the fore part of the work under consideration.

Another side of the subject is the usefulness of the dictionary to the individual, teacher, lawyer, minister, writer, stenographer, student. The class may have suggestions on the last point.

Still another angle of interest is found in the dictionary as a national standard of speech compared with a national standard of coinage or weights and measures. Illustrate by having the class suggest, if it can, the possible results of the absence of such a standard in spelling, in pronunciation, or in the meanings of words. For example, Show how the same word can be spelled and pronounced in different ways; possibilities in misplacing accent, etc.

Problem. In the paper exemplified on the following page, which is somewhat modified from one in actual use, the following points are covered: (1) Note of the dictionary used and its date; (2) repetition of like headings and abbreviation for part of speech; (3) etymology and abbreviation; (4) idiom or phrase term; (5) synonym; (6) encyclopedic fact; (7) mythological and literary characters; (8) geographical and biographical facts; (9) foreign phrase; (10) common abbreviation.

FORM OF PAPER FOR DICTIONARY PROBLEM

Name..... Class.....

In answering questions 2 to 10, include the numbers of the pages on which the answers are found.

1. Exact title, edition and copyright date of the dictionary used .....
.....

2. How many times is "age" used as a heading and what part of speech is it in each case?.....

3. Etymology of "horde." Write out in full any terms shown by signs or abbreviations .....
.....

4. Under what word is "conscience money" defined?.....

5. Give a synonym for "transparent."

6. How many soldiers in a Roman legion? .....

7. Where do you find a brief account of the following:
Apollo..... Rip Van Winkle.....

8. Where do you find brief facts in regard to the following:
Balaklava..... Saladin.....

9. "Comme il faut." From what language does it come?
.....

10. What does "MS." stand for? .....

Comparison of Dictionaries. This instruction should be given to classes which are already familiar with the use of one dictionary.

From specimen pages or selections lead the class to discover for themselves as far as possible the various important points of difference. For instance ask the class to notice how pronunciation is shown in the New International, and then in the Standard. In regard to the appendixes, point out the differences in arrangement, fullness of detail, and general scope. Call attention to the page division of the New International and to the fact that the lower part of the page contains much information found in the appendixes of other dictionaries. Illustrate by picking out, or having class discover and explain significant items. A parallel table of differences to be con-

structed on the blackboard is suggested as an aid in the recitation and for copying in notebooks.

REFERENCE BOOKS, II: THE ENCYCLOPEDIA

Following the dictionary in order of general usefulness comes the encyclopedia. Since general yearbooks and annuals, including newspaper almanacs, supplement the encyclopedia, it is suggested that typical, useful representatives of these be included in the encyclopedia lesson, for example, the New International Yearbook and the World Almanac.

Topics and References. Manual, §§ 65-75; Connolly, chap. VI; Hopkins, 67-75; Kroeger, 32-6; Lowe, 46-7; Wiswell, 85-90; encyclopedia articles on the encyclopedia. See also G. W. Lee. "Some well-known encyclopedias compared", in Library Journal, 37: 587-593, Nov., 1912.

Definition and general description. Guide words on backs of volumes.
Arrangement in detail: Proper names; division of long articles.
Scope and limitations.
Miscellaneous: Illustrations; maps; bibliographies.
Rules for use: Guide words and letters; cross references. Index of the Britannica.
Important encyclopedias.

Illustrative Material. Specimen volumes of the encyclopedia; specimen pages issued by publishers; blackboard diagram of an encyclopedia set as it appears on the shelf, showing backs of volumes with guide words or letters and volume numbers.

Blackboard lists in column form, of subheadings employed in two or three typical long articles, such as those on large countries or important subjects such as Education or Agriculture. Blackboard lists of headings showing the order of articles with identical or similar names or titles. Blackboard

copy of an entry from the index of the Britannica showing the use of letters (a, b, c, d) to indicate the position of a reference on the page.

Suggestions. Begin by testing the class on its knowledge of the subject, first ascertaining the number of pupils having an encyclopedia at home and the names of some of these works. Follow the topical outline, making use of illustrative material as necessary. Drill the class from the blackboard lists and diagrams previously described by asking in what volume a subject should be sought; under what subheading a detail of some subject should be looked for, etc. Have the class formulate simple rules for using the encyclopedia.

Problem. The question paper below is intended to bring out the following points: (1) ordinary, easy topic; (2) topic buried in a long article; (3) cross reference; (4) an article among several with similar headings; (5) illustration or map; (6) bibliographical reference. Question two can be made less obvious by specifying, for instance, statistics of a particular industry. If students are to use a particular encyclopedia only in answering the paper, make this very clear in assigning the problem.

FORM OF PAPER FOR ENCYCLOPEDIA PROBLEM

Name..... Class.....

Find in the encyclopedia only, the answers to the questions below. If a cross reference be met, give the volume and page numbers both for the cross reference and for the information itself, marking the former with an (x).

1. Paper manufacture Volume.... Page....
2. Industries of the United States " .... " ....
3. Sandwich Islands " .... " ....
4. John Brown, the Abolitionist " .... " ....
5. Map of New York City " .... " ....
6. Book about Charles Dickens " .... " ....

Name its author and title.....

.....

REFERENCE BOOKS, III: SPECIAL SUBJECTS

The teaching of useful, general yearbooks in connection with the encyclopedia has already been suggested.

Of reference works on special subjects, the atlas and general biographical dictionaries are perhaps of most general interest. Beyond these, the selection of such books depends on the subject needs of school and grade, and on library resources.[1]

It is suggested that the term "reference book" be here introduced for the first time, *i.e.,* after the class has used the dictionary and the encyclopedia.

Topics and References. Manual, chap. V; Kroeger, *passim;* Wiswell, 93-114. The Library Journal each year publishes a number containing an article on reference books of the year preceding.

Definitions and study: Manual, §§ 62-4, 95; Kroeger, x-xiii.
Selected titles:

General yearbooks: Manual, §§ 73, 97-98; Connolly, 235-40; Hopkins, 111-5; Kroeger, 34-5, 69-70.

Special subjects: Manual, §§ 96-133; Connolly, 210-34; Fay and Eaton, 51-80; Hopkins, 28-34, 76-81, 105-8; Kroeger, 55-167; Lowe, 51-63.

For titles and illustrations of business reference books, with suggestive exercises, see Cahill and Ruggieri, pp. 202-233.

Illustrative Material. Reference books. Blackboard outlines, see page following.

Lesson Outline. Define "reference book." Illustrate by recalling the dictionary and the encyclopedia. Show how reference books are time savers, convenient sources of brief information, aids in study, sources for topics not mentioned in the card catalogue, guides to further information, etc.

[1] For suggestive lists of titles see pages 89-99 and the references cited on this page.

FORM FOR BLACKBOARD EXERCISE OR NOTES ON REFERENCE BOOKS

BOOK	KIND OF INFORMATION	HOW USED
Official Congressional Directory.	Brief facts about congressmen, government officials and departments, U. S. and foreign ambassadors, consuls, etc.	Alphabetical table of contents. Index of individuals.
McLaughlin & Hart. Cyclopedia of American Government. 3 vols.	Articles on principles, history, organization, and functions of government in the U. S. Covers federal, state, and municipal government and includes biographical sketches. Bibliographies.	General alphabetical arrangement. Index.
Who's Who. (Annual.)	Brief facts about prominent living persons, chiefly English.	Alphabetically arranged.
Who's Who in America. (Every two years.)	Brief facts about prominent living Americans and persons connected with American affairs.	Alphabetically arranged. Geographic index.

This outline can be elaborated with columns for date, purpose, etc., should it seem desirable.

(1) After the first lesson, begin by inquiring for difficulties which puzzled the class in working its previous problem, and have the class suggest solutions.

(2) Take up new titles, comparing when possible with titles with which the class is already familiar.

(3) Review by asking, "In which book would you look for the answer to such-and-such a question?" until the class has the characters of the books well differentiated.

(4) Assign the problem, giving the class a chance to ask questions on directions not understood.

When conditions permit, a suggested alternative to the mere description of books by the librarian, is to assign books for investigation and report. Divide the class into groups and require each group to report on a specified book. Include in the assignment a list of points for the pupils to follow in making their reports, *e.g.*, author's name, full title, edition, copyright date, purpose as set forth in the preface, general subjects covered, typical specific topics, illustrations, special features, arrangement and manner of use, application in school work.

General Suggestions. Care should be taken, especially with younger classes, not to include too many titles in one lesson nor a great many titles all together, but to teach the few chosen very thoroughly.

The class should take notes. (1) Provide mimeographed lists bearing the authors' names and the brief titles of books to be discussed, with ample spaces for notes. Or, (2) accompany the description of books by constructing a blackboard diagram like that on page 51, to be copied into the pupils' notebooks.

In describing books, emphasize the field covered, manner of use if peculiar, and application to school work. Illustrate the last by examples of specific questions answered. Critical and bibliographical details should be avoided.

Caution against the misuse of reference books as when original sources or more detailed accounts are required.

Problem. The object of the problem is to train the pupil in locating information, not the information itself. A question should therefore usually call for a brief answer, when possible no more than a title or a sentence and a page number. Topics should be typical, and catch questions should be avoided.

The following form of question paper is suggested:

"Find in the following books (only), the topics named below." Here follow the call numbers, authors, and titles of the books to be consulted. "Answer by giving the name of the book and the number of the page where the answer was found." To this may be added, if a comparative exercise is desired: "Find each topic in as many of the books as you can and mark with a cross (x) the title of the book giving the fullest information." Then follow the topics with a space after each for the answer.

REFERENCE BOOKS, IV: MISCELLANEOUS MATERIAL

The topics listed below are not meant to be included in the scope of a single lesson, but to be introduced as occasion offers, usually in connection with other subjects.

Topics and References.

Public documents: Connolly, 119-28; Fay and Eaton, 81-94; Hopkins, 143-60; Kroeger, 168-73.
Local material: Hopkins, 152-60.
Substitutes for reference books:
Miscellaneous specific titles.
Textbooks: Manual, § 134.
Biography.
Bibliography: Manual, § 135.

Public Documents. There are a few government publications which the high school student is likely to find useful sooner or later. Of federal documents there are, for example, the Official Congressional Directory and the abstract of the

latest census. Among local documents, those containing general statistics of state or city, when they exist, suggest themselves as probably the most useful.

As concerns federal publications, the practical course is to include individual documents among other reference books without regard to their origin. Opportunity may be taken to mention their generally authoritative character, but to treat them as a separate class of material raises a distinction which, particularly for younger classes, seems both unnecessary and confusing. Documents like the Farmers' Bulletins, which are indexed in periodical indexes, can be discussed with other material so indexed if time be given to magazines. With upper classes doing serious debate work, the case is somewhat different and is discussed hereafter.

State and city documents, because of their usual geographical limitations, would seem best discussed in connection with other local material as suggested below.

Local Material. Under "local material" are included useful official reports and compilations of statistics both for state and city, directories, maps, etc. Some of this material will appropriately be taught in or in connection with the civics course if such exist. If possible, it is suggested that this material be grouped in a single lesson to include also any accepted works, not necessarily of a reference nature, on local history and geography.

Substitutes for Reference Books. Much important reference work is done from other than reference books. Among works which come in for frequent consultation are numerous useful treatises and compilations like Traill's Social England, certain titles on the manners and customs of Greece and Rome, school mythologies, source books, collections of prose and verse, supplementary readers, comprehensive textbooks, etc. For some subjects and classes such works may be more important than the regular reference books.

Definitely useful works of this character should be introduced as the needs of classes require. When practicable, utilize them for lesson illustrations, as in teaching the use of the ordinary book. In many cases, teachers may be expected to call such books to the attention of their classes.

In addition, however, to specific works which are non-reference in form, attention may be called to two important, easily recognized, general classes of material with reference possibilities, namely, textbooks and biographies.

Textbooks. A good textbook includes the best information from many sources, boils it down, and presents the facts in their proper order and proportions arranged for convenient study and consultation. A drawback to the use of textbooks is that in endeavoring to cover a wide field, they must often omit or touch but lightly on important and interesting details; but modern high school textbooks often have references or lists of readings to guide the student to other sources of information.

They are frequently recognizable from including in their titles such phrases as Elements of—, Principles of—, Introduction to—, etc., and then may be detected from the catalogue card.

Clues in the book itself are topical headings in the text, numbered paragraphs, questions at chapter ends, and lists of references or readings.

EXERCISE. From a list the class is to pick out titles which are probably textbooks, explaining reasons for choices.

PROBLEM. To find by any method a textbook on a given subject, other than one prescribed for school work.

Biography. Illustrate the following talk freely with examples and brief extracts. Relate if possible to current work in other courses.

OUTLINE FOR A TALK ON BIOGRAPHY. Definition; etymology. Uses: It often gives more interesting, detailed, or more au-

thoritative accounts than textbooks. In literature, lives of authors may describe the origins and give criticisms of books. In history, lives of statesmen, rulers, public men, soldiers, etc., throw light upon events. Standpoint: Emphasis may be on personal life, on outside relations and works of public interest, or be divided. Cf. Franklin's Autobiography, Grant's Memoirs, Whitlock's Grant. Form: Autobiography and biography by a second hand.

Autobiography. Includes deliberately written accounts, diaries, collected letters. Advantages: Freshness and authority of a first-hand account. Limitations: Reflects personal prejudices and limitations of the author; omits facts which the author is not free or is unwilling to publish; always incomplete.

Other Biography. Sources: Correspondence, diaries, and other writings both published and unpublished, of the subject and his acquaintances; personal recollections of the subject by his acquaintances or by the author; accounts of events with which he was connected, genealogical records; parish records; legal documents, *e.g.,* Shakespeare's will. Can be broader, more impartial, and more nearly complete than autobiography, yet may be biased and narrow, *e.g.,* "campaign" lives of presidential candidates.

How to Use Biography in Reference Work. Ascertain from a reference or other book the names of the principal persons connected with a subject. Consult the card catalogue or reference books for biographies of these persons.

Problem. Make a brief list of references on some subject, the references to be taken from biographies.

Suggested topics for investigation through biographies are the invention of the electric telegraph, the battle of Trenton, and the acquisition of the Panama Canal by the United States.

Bibliography. In discussing printed bibliography, the object is not to introduce the high school student to important bibliographies of special subjects, but to teach him to notice and make intelligent use of bibliographies and reading lists which he meets in his daily work. The subject should be introduced when study methods in other subjects require it.

EXERCISE. When the subject has been explained, have the class examine typical bibliographies in specimen books, (text-books, debaters' manuals, etc.), and note how they occur, kinds of information included, etc.

PROBLEM. To find by means of the card catalogue, a printed bibliography on a given subject, and one (or more) items referred to in it. Distribute to each student a slip with the name of the subject on it. The student is to bring to the desk both the book containing the bibliography, and a volume referred to in the latter. The slip, signed by the student, is inserted in the former at the page where the reference occurs. The student may ask the librarian for assistance, if needed, in locating magazines or pamphlets.

MAGAZINES

Magazines deserve some attention for several reasons. They are often part of the study material, as in courses on current events; some knowledge of their characteristics makes for better appreciation of and more intelligent selection from periodical indexes; they are so numerous and form so large a part of popular reading that it is to the pupil's advantage to know some of the best and most useful. The subject must of course not be overdone. For the beginner, a dozen representative magazines from various fields selected with reference to their interest as well as to their usefulness should give some notion of the value and variety of this kind of printed matter. If the investigations of older students require special attention to sources, supplementary instruction can be given covering typical examples of the more special and less popular magazines, and also of non-magazine material covered by periodical indexes. In all cases, the basis for selecting a list should be the magazines taken by the school library or by the public library, and among these, special attention should be paid to those indexed in general periodical indexes.

With students who come from homes where little or no reading of any kind is done, special attention may be given to the lighter and more pictorial periodicals.

It is suggested that the magazine lesson be correlated with the course on current events, and that it be introduced after the students have had a little experience in using periodicals. When the lesson accompanies that on magazine indexes, bring out the value of a knowledge of the characters of periodicals in selecting references.

Topics and References. Manual, §§ 136-61; Kroeger, 5; Tassin, *passim;* encyclopedia articles on periodicals.

Definition and general description.
Scope and limitations in general.
Kinds of magazines.
Representative magazines.
How to study magazines.
Other publications indexed in periodical indexes: Government publications; proceedings of societies.

Illustrative Material. Copies of periodicals exhibited by the instructor or brought to class by pupils.

Suggestions. Ascertain which students read magazines and what magazines are read. Ask for descriptions of the latter, what kinds of articles are included, the number and quality of illustrations, names of contributors, etc.

Assign for a lesson, eight or ten magazines for investigation and report. Two or three students may be assigned to each periodical so as to stimulate competition in the discovery of the various features and to supplement one another's reports. A definite outline of points should be given for the reports to follow; see page 60. Illustrate the method of investigation by analyzing some familiar magazine with the class.

If an assigned lesson be impracticable, begin as outlined in the first paragraph under "Suggestions," and continue by

describing, or, where possible, by having students describe some of the more useful and popular periodicals. Begin with the more generally known and lead up to the less familiar.

For comparative purposes the following blackboard exercise is suggested: Make a skeleton table with columns headed: Name of magazine. Weekly or monthly. Publisher. Place of publication. Price. Kinds of subjects. Special features. Remarks. Fill in the columns as each magazine is described. Under remarks may be put comments on quality, special field of usefulness, kinds of reader appealed to, etc.

Problem. This may take the form of a written report on one or more magazines as suggested in the paragraph above on assignment.

A plan which one librarian has tried is to have pupils prepare a list of magazines taken by the school library. This is supplemented by oral reports in class on the characteristics and merits of the different periodicals. This method would seem most practicable where the list of magazines is short and very carefully selected.

Form for Report on Magazine

Name..... Class.....
Name of magazine.....
How often published?..... Price per year.....
Publisher..... Where published.....
Name of editor.....
Date of number examined.....
What subjects does it cover? Answer by underlining subjects in the following list. Star (*) those which are given most space.

Questions of the day	Travel	Religion
	History	Science
Stories	Biography	Useful arts
Poems	Social reform	Fine arts
Essays	Education	Literary subjects
Humor	Household matters	Book reviews

Name any other subjects not covered above.....
.....
Name three or four important articles and their authors.....
.....
.....
.....
.....
Name any special departments or sections.....
....
....
....
Illustrations: Many? Few? None? Kind?.....
..... Quality?.....
What kind of reader would it appeal to?.....
Remarks: .....
.....
.....
Which article or feature most interested you?.....
.....
Give your reasons.....
.....
.....

MAGAZINE INDEXES

Topics and References. Manual, §§ 161-72, 176; Connolly, 39-48 (169-78); Fay and Eaton, 95-105; Gilson, 28-32 (328-32); Hopkins, 94-100; Kroeger, 5-16; Lowe, 33-42; Poole's Index, vol. I, preface; H. W. Wilson Co., pamphlet, Indexes to General Periodicals (free).

Description and utility.
General indexes: Poole and supplements; Annual Library Index. Readers' Guide and Supplement. Magazine Subject-Index.
Special indexes: Industrial Arts Index, etc.
How to use magazine indexes.
How to make a list of magazine articles.

Illustrative Material. Volumes or numbers of indexes; specimen pages of indexes supplied by publishers. Blackboard models of lists; see Manual, §§ 172, 176, for examples.

Suggestions. For beginners, the Readers' Guide is the most important of the general magazine indexes, and may be made the sole illustration of the lesson with possibly an allusion to Poole. With such students, stress the kind of information to be sought through and the method of using periodical indexes. With classes mature enough to appreciate and use the facts, more attention can be paid to the distinctions between the different indexes as regards field, dates covered, kinds of publication indexed, etc.

By means of specimen pages, extracts in textbooks, or entries copied on the board, bring out the various items of information found in an index entry. Cf. the method suggested for the dictionary, pages 43-44.

From a list of magazine entries, preferably a specimen page of a periodical index, exercise the class in picking out the most promising entries on a given subject, taking into consideration

the wording of the title, the name of the author if known, the character of the magazine, the length of the article, presence or absence of illustrations, and date. In conclusion, have the class suggest rules for using a periodical index.

Problem. 1. A card bibliography on a given subject. The entry on each card should include the name of the magazine, volume and page numbers, date, the title of the article and the name of the author. On the first card should appear the name of the subject of the bibliography, the date, and the name of the compiler.

2. A finding list. This is to be compiled on a sheet of paper from the card bibliography. Each entry should contain the name or abbreviation of the magazine, volume and page numbers, and date. Entries should be arranged alphabetically by the name of the magazine, and references to the same magazine by volume number and date.

Neatness and correct, consistent form should be insisted on.

REFERENCE WORK IN GENERAL

Topics and References. Manual, chap. VII; Connolly, chap. XV; Gilson, chap. VIII; Lowe, chap. VI. Review Manual, chap. II-VI; Connolly, *passim;* Hopkins, 161-87. See also Kilduff, E. J., The Private Secretary, 1916; pp. 208-19.

Investigating a subject:
General procedure.
Working bibliographies. Manual, §§ 174-7.
Note taking. Manual, § 178; Connolly, preface; Kitson, II; Sandwick, Pt. I, chap. IX; Wiswell, 20-2.

Library Resources. These should be reviewed before taking up the making of working bibliographies. Summarize the aids so far studied, constructing with the aid of the class, a table on the board like that on page 63, for insertion in notebooks.

FORM FOR SUMMARY OF LIBRARY RESOURCES

CONSULT	FOR
1. Dictionaries and encyclopedias.	*a.* Definitions and general accounts; relations to other subjects. *b.* References to other works.
2. Special reference books.	*a.* More detailed accounts. *b.* Topics not mentioned in general reference books. *c.* References to other works.
3. Card catalogue.	*a.* Books and parts of books, including titles referred to in reference works. *b.* References to bibliographies.
4. Books found through catalogue.	*a.* Information on the subject. *b.* Further references.
5. Magazine Indexes. 6. Librarian.	Information not found in books, including very recent material. *a.* Special files, *e.g.*, of clippings, pamphlets, pictures, etc. *b.* Lists compiled by the library. *c.* Suggestions for further research.

Working Bibliographies. These are essential in any serious reference work when many sources must be consulted. They are at once a record of investigation and a means of quick reference to sources for verifying statements.

Have the class suggest from the title-pages of books in hand, the important points to include in a bibliographical note and formulate simple rules to follow. Illustrate the details of arrangement and form from blackboard models, and show specimens of good and bad form, giving reasons.

Problem. Assign each student a subject, preferably in connection with class work in other courses, on which to prepare a

card bibliography of a dozen or fifteen items. All the general sources named in the table on page 63 should be consulted; at least one item should be taken from each source, the student adding as a note on each card the specific source from which it was taken. Cards should be arranged in order, magazine references being separated from books and each being alphabeted.

Note-taking. Instruction in note-taking should be confined to those general methods of value in the library. Class room and laboratory note-taking and note-taking in special subjects should be undertaken by the teacher rather than by the librarian.

A suggested plan for such a lesson is to begin by bringing out the reasons for taking notes, *e.g.,* to provide material for recitations, reports, themes, etc.; to fix information in mind; to provide a record of work done; etc. Have the class suggest essentials to be observed, building up from these a table like that on page 65 to be copied in students' notes.

Daily notes taken in the library should be periodically inspected for a while and graded for their form.

Points to Observe in Taking Notes from Books

WHAT	WHY	HOW
1. Exact reference to source.	Often necessary to refer to something previously read, *e.g.*, to verify statement, or know if it was consulted.	For books, note author, title, date, volume, and page. For magazine articles, note name of magazine, volume, page, date, title of article, and author.
2. Leading points of author.	Subject easier to grasp without unimportant details. Literal copying as a habit, kills thought.	Read over before writing. Look for topical sentences, and paragraphs and chapters which summarize. Consult table of contents and index. Quote *judiciously*.
3. Exactness in quotation.	Inexactness destroys force or sense, alters meaning, or otherwise misrepresents the author.	Compare copy with original. Use " ", . . ., and [ ] to indicate quotations, omissions from quotations, and remarks inserted by the note taker, respectively.
4. Clear arrangement.	Notes easier to study and refer to.	Differentiate between important and minor points, *e.g.*, by indenting the latter, underlining the most important facts, etc.
5. Abbreviate.	Saves space and time.	Adopt abbreviations or signs for common connecting words and phrases. Abbreviate names of periodicals, dates, words for which familiar abbreviations exist, and long but merely incidental words.

THE USE OF THE LIBRARY IN DEBATING

The object of a lesson on this subject is to explain to prospective debaters what to expect and what not expect from the library in preparing a debate, and to bring to their attention useful special material. It presupposes that the student is familiar with the general use of the library as outlined in the preceding lessons, including the preparation of card bibliographies. Instruction on the topics themselves covered in debaters' manuals, including the preparation of notes for debating, should be left to the coach or regular instructor. The approval and if possible the co-operation of the latter should be secured by the librarian before venturing even on the library end of the subject.

Topics and References. Manual, §§ 179-89.

Choice of subject with reference to available material.
Special reference material: Works on statistics, sociology, economics, government, etc.; public documents; special indexes; newspapers.
Debaters' manuals: Material on the practical management of debates.
Manuals of parliamentary law.

Illustrative Material. Books themselves.

Suggestions. The form suggested for the lesson is an informal talk on general library facilities for debaters, a review of books of special interest already studied, and the description and exhibition of new material. Some of the more useful debaters' manuals and other minor material are suggested as subjects for individual reports. See page 25.

Although extended discussion of government documents as such is not recommended, occasion may be taken in this lesson to review those already studied, to comment upon and illustrate their utility to the debater, and to present new titles of special

value. A word may be added on how to secure these publications from the government.

SOURCES OF INFORMATION ABOUT BOOKS

The objects of the lesson are to explain where to find definite information about books either for reading or purchase, and how to find it.

In both this and the succeeding lesson, care should be taken to preserve the standpoint of interest and actual usefulness to the student. Things to be avoided are the dictation of books "which every student should own," or attempting to imitate a normal or library school course in book selection.

Topics and References. Manual, §§ 189a-207; Gilson, VII; Hopkins, 133-41; Kroeger, 11, 188-9; Pearson, entire.

Commoner general sources:
Advertisements.
Newspaper notices.
Reviews in magazines: Uses; differences; analysis; locating.
Book Review Digest.
Reference books: Moulton's Library of Literary Criticism.
Annotated bibliographies of subjects in various works, *e.g.*, in encyclopedias.
General works: Histories of literature; biographies of authors.
Library publications: American Library Association Catalog and Supplement; the Booklist. Printed bulletins of the local library.
Book trade publications: United States Catalog and Cumulative Book Index.

Illustrative Material. Specimen advertisements; newspaper notices; magazines containing reviews; Moulton's Library of Literary Criticism; Book Review Digest; A. L. A. Catalog, Supplement, and the Booklist; Cumulative Book Index, etc.

Suggestions. It is suggested that book reviews be undertaken by or in co-operation with the teacher of English or

Current Events, and that in the latter case students be required to read book news as well as other news. Enough analysis of and comment upon specific reviews should be undertaken to show what sort of information to look for in them. It is furthermore suggested that the class, or certain members of it, be required to select from review notices the apparently most interesting or important book of the week. Reasons should be given and the class invited to criticize.

Problem. The problem should be simple. A suggestion is that it relate to some book in the library so that the date can be easily ascertained from the book itself or from the card catalogue, and that the search take the student no further than Moulton, the Book Review Digest, or the file of some easily handled periodical containing reviews. Problems, which should be individual, should be verified by the librarian before assigning.

BOOK BUYING

The object of the lesson is to set forth some of the more important and easily remembered technical points in book buying from the standpoint of the occasional, private purchaser, and to caution against common book impositions practised on the public.

Topics and References. Manual, §§ 189a, 209-15.

Reasons for owning books.
How to order books: Dealer or publisher. Information required by dealers.
Physical points of books:
  Materials: Paper; binding. Aldis, 87-9, 118-21; Bailey, IV.
  Typography: Aldis, 77-82.
  Size: Cockerill, 36-42; Orcutt, 94-6.
Publisher's name: Significance. Leading publishers.
Subscription books.
The library as an aid to the purchaser.

Illustrative Material. Specimen books or mounted pages from books illustrating heavily coated and other paper, good and poor typography, and book sizes. Specimens of good and poor commercial binding, leathers, common book cloths, etc.

Suggestions. Ascertain how many students own books or buy books occasionally, not including prescribed textbooks. Discuss with the class possible reasons for owning books, *e.g.*, on occupations, pastimes, hobbies, amateur work, etc. Give specific instances.

In dealing with the physical features of books, compare the specimens of binding, printing, etc., pointing out the differences and the reasons of preference among them.

Points for a talk on the library as an aid to the prospective purchaser are: The well equipped library offers new books, books on many subjects, and the chance to compare different books on the same subject. It can supply information about the contents of books through reviews, and facts about prices, editions, etc., through trade lists. It can give information about books which it does not own and often has advance information of new books. Finally, it offers the personal and professional experience of the librarian.

Problem. Require the class to find adequate information for ordering specific books, given brief titles and the authors' surnames. In assigning, review the United States Catalog, its Supplement, and the Cumulative Book Index. English themes on selected topics are also suggested.

OTHER LIBRARIES

To enlarge the student's reference resources, he should, when he is prepared to make use of them, be introduced to local libraries other than the high school library. Most important of these will customarily be the public library.

It is suggested that the visit to the public library be paid by freshmen when they have become fairly familiar with the

use of the school library and can make intelligent comparisons and contrasts. It is furthermore suggested that before making the visit, the class be assigned a definite outline of points to be observed and reported on. A written report can then be made, perhaps as an English exercise.

Some important points for the talk on the public library to cover are the plan of the library; special departments; location of important classes of books, and reference aids; important differences between school library and public library, *e.g.*, in purpose, arrangement, and classification; special features of the public library; and how to become a borrower. For other suggestions, see the Introductory Talk, pages 15-18.

It is furthermore suggested that the student be required whenever practicable to prosecute his researches in the public library when the resources of the high school library have been exhausted.

Besides the public library, there may be other libraries worth while for the student to know about. Seniors might visit the local college library, if there be one, and if feasible, required to do a certain amount of work there.

SELECTED BIBLIOGRAPHY

Below are listed the most important works referred to in Part II. Most of them are inexpensive and should be available in a well equipped public or high school library.

Aldis, H. G. The Printed Book. 1916. (Cambridge Manuals of Science and Literature.)
Brief, readable, illustrated account, chiefly historical but with suggestive chapters on the construction of a book, bookbinding, and the right and wrong handling of books.

American Handbook of Printing. Ed. 3. 1913.
Commercial printing and bookbinding, with considerable historical and non-technical descriptive material.

Bailey, A. L. Library Bookbinding. 1916.
Note chapters on materials and processes.

Boswell, James. Life of Samuel Johnson.
Note references on Johnson's Dictionary.

Cockerell, Douglas. Bookbinding and the Care of Books. 1901.
Craftsman binding. Note matter on the care of books.

Connolly, Louise. How to Use a Library. 1917. (Section of Modern Library Economy, by J. C. Dana.)
Lessons on how to use the card catalogue, classification, finding a book on the shelves, choosing the right book, magazine indexes, and reference books, with numerous questions and exercises. Intended for normal and high school classes, librarians, and untrained adult readers.

Dana, J. C. Library Primer. 1899.
Has a handy, brief chapter on classification.

Dewey, Melvil. Decimal Classification.
Note introduction and preliminary summaries of classes.

Fay, L. E., and Eaton, A. T. Instruction in the Use of Books and Libraries; a Textbook for Normal Schools and Colleges. 1915.
Part I on the use of books should be helpful in supplementing textbooks designed for high school use.

Gilson, M. L. Course of Study for Normal School Students on the Use of a Library. 1909. (Section of Modern Library Economy, by J. C. Dana.)
"The first four lessons are well adapted to high school pupils." — M. E. Hall. Out of print in separate form, but included because it is suggestive and will doubtless be found in many libraries.

Hopkins, F. M. Reference Guides That Should Be Known. 1916.

A graded series of lessons intended for use in high and normal schools, containing minutely detailed descriptions of reference books, many reproductions of typical pages and entries, and suggestive questions and problems. See also the preliminary matter in this author's Allusions, Words and Phrases That Should Be Known.

Kitson, H. D. How to Use Your Mind. 1916.
An interestingly written and practical work for the college student or high school senior, which should be of much value to high school librarians who are called on to supervise study in the library. Includes a chapter on note taking.

Kroeger, A. B. Guide to the Study and Use of Reference Books. Ed. 3, rev. by I. G. Mudge. 1917.
Standard work for libraries and library schools listing reference books by classes with notes and comments. Too comprehensive and detailed for use by high school students, but useful to the instructor for reference and verification.

Lowe, J. A. Books and Libraries; a Manual of Instruction in Their Use for Colleges. 1915.
Discusses briefly the card catalogue, classification, magazine indexes, reference books, and how to investigate a subject.

Orcutt, W. D. Author's Desk Book. 1914.
Brief, practical work for writers, but useful to the library instructor because of its information on the makeup of a modern book.

Pearson, E. L. Book-Reviews. 1917.
Papers based on lectures to librarians and library assistants given at the New York Public Library in 1916. Discusses some of the merits and defects of present day book-reviewing from the standpoint of the librarian.

Sandwick, R. L. How to Study and What to Study. 1915.
A book on study methods for younger students. Suggestive in the present connection for the section on How to Read Rapidly, as related to library note taking.

Smith, A. D. Printing and Writing Materials; Their Evolution. 1912.
Concise historical and descriptive account of materials and processes, with illustrations. Considers bookbinding.

Tassin, Algernon. The Magazine in America. 1916.
Entertaining account of the development of the American periodical, based on articles published in the Bookman, beginning April, 1915. Of value to the instructor, especially in the later chapters, in suggesting who's who and why among the magazines. For the commercial aspects of the subject from a publisher's standpoint, read Astir, by J. A. Thayer.

Ward, G. O. Practical Use of Books and Libraries; an Elementary Manual. Ed. 3, rev. 1916.
Text- and reference book intended for use with high school classes. Covers the structure and care of a book, the printed parts of a book, the arrangement of books in libraries, the card catalogue, reference books, magazines and magazine indexes, the making of working bibliographies, note taking, suggestions for debaters, sources of information about books, and hints on book buying for the ordinary reader.

Wiswell, L. O. How to Use Reference Books. 1916.
Includes a detailed discussion of the New International Dictionary and considers types rather than specific titles of special reference books. Intended as an aid to parents and teachers.

Among books by teachers containing useful or suggestive material should be noted The Study and Practice of Writing English, 1914, by G. R. Lomer and Margaret Ashmun. The chapter on The Use of Books discusses the library and its arrangement, the catalog, and the make-up of a book; a separate section deals with the use of the dictionary. Illustrations, references and problems are included.

The librarian in a commercial high school will find a well illustrated chapter on office reference books in Office Practice, 1917, by M. F. Cahill and A. C. Ruggieri, and a suggestive chapter on business reference work in E. J. Kilduff's The Private Secretary, 1916.

Part 2

TEACHING METHODS AND SUGGESTIONS

General Suggestions. In introducing a new subject, connect it with the pupil's experience and existing knowledge.

Have the class take part in the lesson.

Make the lesson interesting. Utilize familiar illustrations, apt anecdotes, striking demonstrations, humor, and practical applications.

Make the purpose of the lesson clear.

Present the subject in an orderly, connected way.

Emphasize the big points and bar out non-essentials.

Use simple, everyday English.

Make the appeal through as many channels as possible, ear, eye, voice, and hand. In planning the lesson, provide for questions, blackboard exercises, object lessons, demonstrations, and applications by the class.

Take time enough to present a subject adequately. A few definite points well-selected and thoroughly taught are worth twice as many hastily presented and poorly comprehended. Mere passing allusions to matters in which the pupil is not interested are futile and time-wasting.

Watch the physical details which affect attention and good order, namely, light, temperature, ventilation, and seating arrangement. Avoid suspending the recitation to pass or arrange material which could be laid out beforehand.

Methods of Teaching. Below are mentioned a few of the more important teaching methods or particular aspects of them which are likely to be of particular interest to the li-

brarian who must teach the use of the library to high school students. These and other methods described in educational textbooks are not mutually exclusive, but can be combined, varied, or repeated as conditions require.

Telling Method. This is a natural and valuable form of instruction. It must be done, however, with judgment, since an attractive manner of speaking often commands an attention which is more flattering than effective. The telling method is properly applied in supplying essential details which the student cannot supply for himself or be readily led to reason out. Avoid, on the one hand, the formal lecture, which has little place in the high school, and on the other, mere scattering, inconsequential comment. Avoid likewise mere dictation.

Investigation Method. The converse of teaching by telling is to let the pupil find out for himself. Here the plan is to interest the pupil, explain how to go to work, furnish instruments and materials, and let him go ahead. In history it is called the "source method," and in science, the "laboratory method." It has been characterized as slow but safe. In teaching the use of the library, it may be applied either to the direct study of library aids themselves, for example in analyzing and reporting on a reference book, or to a problem in which the various aids are the means instead of the objects of investigation. The latter form is ordinarily better suited to high school conditions.

Object Lesson. This readily lends itself to instruction in the use of the library. Exhibit freely books, catalogue drawers and cards, specimen pages of dictionaries, and other material. In the absence of these, employ blackboard representations, facsimiles on sheets of paper or bristol board, projectoscope exhibitions, etc.

Inductive-deductive Lesson. In this type of lesson, the student is led by study of typical cases to arrive at a general law or rule, and then to apply this law to specific problems. There

are typically five steps, namely, preparation, presentation, comparison, generalization, and application.

Preparation includes the statement of the aim of the lesson, review questions on topics of previous lessons connected with the lesson of the day and leading up to it, and suggestive general questions. New material or ideas are excluded. Preparation is accomplished when the necessary ideas have been drawn forth for the instructor to build upon.

Presentation is devoted to bringing forward new matter. It employs questions for developing the subject, explanations, verbal illustrations, demonstrations, summaries, illustrative objects, blackboard diagrams, etc.

Comparison aims to discover the relations of ideas to each other, to associate similar ideas and differentiate among them.

Generalization or classification is the inference of a general law or rule from facts previously discovered.

Application or deduction is the converse of generalization. It brings a general rule or definition to bear on a particular case.

Any step may be omitted from or repeated during a lesson.

Applying this method to a lesson on the card catalogue, for example, we might have: (1) Questions to find out what the student already knows about the card catalogue. (2) Exposition of the catalogue illustrated with specimen cards and drawers; analysis of cards and discussion of their significant items. (3) Comparison of different cards with each other and with the title-pages of books. (4) Suggestions by the class on how to use the catalogue in answering typical questions. (5) Applying the suggestions in a practical test.

Recitation. This, as its name implies, is usually an oral exercise. It aims to test the student's comprehension of what he has learned and to fix it in his mind; at the same time, it tests the effectiveness of the teaching done. In the course of the recitation, obscure points are cleared up, wrong ideas

corrected, supplementary details furnished, further illustrations of general principles given, and knowledge summarized.

The subject of a recitation may be the substance of a text- or reference book, the results of observation or experiment, information from outside sources, or the pupil's personal experience. It does not include drill exercises.

In form, the recitation may be a verbatim report on the matter read. This is bad. Somewhat better but not wholly satisfactory is the unorganized account of reading, observation, or experiment. Next there is the topical recitation for which the student prepares an outline of facts from which he recites. This form of recitation has two advantages: It makes the pupil sift out essential facts and present them in good order, and it trains him to recite clearly, independently, and forcefully.[1] Finally, there is the recitation by question and answer. In preparing this exercise, the principal divisions of the subject are first determined, and questions are framed which will oblige the class to cover these points in its answers. Practice in writing out lists of principal questions will develop skill in preparing them.

How to Ask Questions Effectively. "Well organized and carefully planned questions," says Colvin, "are a vital part of the class exercise, indeed the most vital part."

Questions are usefully employed at the beginning of a lesson to connect with previous lessons, to awaken the interest of the student, and to lay a basis for what is to follow. In the course of the lesson they stimulate thought and attention. At the close, they serve to test how well the pupil has comprehended the instruction and to fix the leading points in his mind.

Characteristics of good questions are: They are simple, clear, and unambiguous; they carry the thought forward; they call up associated facts; they are definite enough to shut out

[1] For examples, cf. suggestions for reports on books, pp. 25-28, and on magazines, p. 60.

guesswork; they are interrogative in form; they bring out the subject in its logical relations. As they are meant to excite the activity of the whole class, they should be addressed to the class; the individual should be called on for the answer.

Faults to be avoided are: Questions which lead nowhere or which betray the answer, elaborate questioning to bring out minor facts, repetition of the question unless it clearly has not been understood, and repetition of a student's answer. Unnecessary repetition loses time and leads to slovenly work. Questions answered by "Yes" or "No" are as a rule to be avoided. Questions so framed which call for reflection or discussion may, however, be made effective with high school students by coupling them with a "Why?" or "Give your reasons." The time of the class should not be wasted in assisting or pursuing individuals.

Care should also be taken not to allow a few, bright pupils to do all the answering; the silent members must likewise be called on; otherwise the teacher is likely to discover later that the seemingly successful lesson has been a failure.

The class should not be called on in fixed order, and questions should be distributed fairly. Sufficient time should be allowed for answering questions which require thinking out.

Exercise to Arouse Appreciation. This exercise has been characterized as applying to the cultivation of the feelings and of the appreciation of what is beautiful and fine. In teaching the use of books, its most valuable application, perhaps, is in creating a spirit of respect for books and the library.[1]

Reviews. In the review, the class summarizes what it has studied, bringing out the different parts of the subject in their proper relations to one another. The review is useful in bringing forward old knowledge as a basis for new ideas, and as a drill in the application of rules and principles. It may be

[1] Cf. the Introductory Talk on the Library, pp. 15-18, and the lesson on the Care of the Book, pp. 18-20.

a lesson by itself or form part of another lesson. It requires as much care in its preparation as any other lesson.

Assignment. The assignment prepares the student for the lesson or problem to follow. It endeavors to interest him in the new subject so that he will attack it with energy, and to show him how to approach it intelligently. It may employ any of the various types of teaching, and be given to the class, to an individual, or to both.

Steps in a typical assignment are: Questions and answers on former lessons which will aid in understanding the new lessons; simple, clear statement of the purpose of the new lesson; removal of difficulties which students cannot themselves surmount; directions to the class and suggestions to individuals. The assignment may also be or include a list of questions to which the answers are to be found, topical outlines on which the class is to recite, or a list of sources for investigation.

The time for the assignment is usually at the close of the lesson period, but when pupils have skill in using textbooks, it may be given just before the lesson begins. The time varies with the subject, class, and lesson.

Miscellaneous Methods. When the subject permits, have the class formulate simple rules for applying its recently acquired information.

It is recommended that students be required to keep notes of lessons on the library. For insertion among these notes should be provided useful outlines, tables and lists, such as a brief skeleton of the library classification, lists of reference books studied, etc.

Problems. Clinch each library lesson with a practical problem. Let this resemble the real problems which the pupil meets, and let it ordinarily call for brief answers, *e.g.*, simple page numbers, or the names of authors and titles of books.

Employ individual rather than class problems. These distribute the wear and tear on a reference book instead of

confining it to one place, permit several students to work simultaneously at the encyclopedia or card catalogue, and prevent copying.

If students be permitted or required to work out their problems elsewhere than in the school library, copies of the question papers should be sent to other libraries which the students may visit, and understanding be had with the librarians as to the kinds of assistance which students may receive in working problems.

Question Papers. Compile questions directly from the reference book, card catalogue, etc., and not by guesswork. Keep a card record of topics and their sources, and revise it from time to time. From these records combine sets of questions for question papers.

Mimeograph or multigraph question papers. If this be impracticable, mount a copy of each set on heavy cardboard, and let the class copy them.

Marks. Papers should be marked, and the marks should count in the pupil's general record. This is absolutely necessary to serious instruction.

The following form of marking key has been recommended: [1]

Marking Key

	I	II	III	IV	V		Total	%	Final
	10	15	5	10	5	5	50	100	
Anderson	8	14	5	9	4	5	45	90	B
Brown	9	10	5	10	5	4	43	86	C
Cutler	10	11	4	9	3	3	40	80	C
Danby	10	15	5	10	5	5	50	100	A

A column is assigned to each question, and the number and value of the question is written at the top of it. If a question

[1] Milner. The Teacher. 1912.

is in more than one part, the column is subdivided. Fairness is insured by marking first all questions numbered I, then those numbered II, and so on.

Individual Instruction. Supplement class instruction by supervising the student in his work in the library. Watch for and follow up such symptoms as persistent whispering, prolonged or too frequent visits to the shelves, fussing over books and other signs of uneasiness. They are often signs of difficulty with work. When the difficulty is uncovered, show the pupil how to attack it. A hint or a question may be enough. But do not do the student's work for him.

Preparing the Lesson. The plan of each lesson should be worked out in detail before it is assigned, bearing in mind its relations to other lessons in the course, and to the aim of the course as a whole. "At the beginning," says Bagley, "the teacher would do well to write out carefully the plan of each lesson, including the specific questions and explanations, and to rehearse the whole before an imaginary class." When the outline is completed, it should be made so familiar that it can be dispensed with, leaving the teacher free to observe and take advantage of the effects of the instruction on the class.

The lesson plan should show

1. The specific purposes to be accomplished. These should be few and definite.
2. The subject matter as a whole or in outline, including
   a. Essential points in their naturally related order.
   b. Illustrations and examples. These should be sought from all sources and chosen with regard to the age and appreciative powers of the pupils.
   c. Likenesses and analogies with matter previously studied.
3. Procedure in class:
   a. Interesting the class in the object of the lesson.
   b. Method of teaching the subject matter, *e.g.*, by question and answer, recitation, etc. Questions should be thought out here.

c. Provision for reviews, summaries, drills, assignments, etc.
d. Illustrative material and the mode of its employment.
e. Application of the matter of instruction.

Each lesson should be prepared by fresh study, and studied until its subject matter can be easily and clearly expressed in everyday language.

SELECTED BIBLIOGRAPHY

The books named below contain more or less matter which, it is believed, can be profitably adapted to the teaching problems of the high school librarian; they will at least be found suggestive and enlightening. No attempt has been made at an exhaustive list, but simply to give useful titles which were available.

Colgrove, C. P. The Teacher and the School. 1910.
Discusses the teacher's training, school organization, and the actual work of instruction.

Colvin, S. S. An Introduction to High School Teaching. 1917.
Textbook written to give practical help to college and university students who anticipate becoming high school teachers. Of particular interest to the librarian confronted with the teaching problem are, possibly, the chapters on eliminating waste in the classroom, the methods of the class period, and the question as a method of instruction.

Colvin, S. S. and Bagley, W. C. Human Behavior. 1913.
A readable first book in psychology, for teachers, emphasizing such important subjects as instinct, feeling and emotion, memory, and the economical methods of learning.

Earhart, L. B. Types of Teaching. 1915.
Discusses teaching procedure in detail; appendix of typical lesson plans.

James, William. Talks to Teachers on Psychology. 1899.
A thoroughly readable and inspiring discussion of psychological principles applicable in the school room.

Johnston, C. D., ed. The Modern High School; Its Administration and Extension. 1914.
Covers all phases of the high school, each chapter being by a specialist.

Milner, Florence. The Teacher. 1912.
A very helpful little book giving practical suggestions on everyday teaching problems, with many illustrative instances of actual situations and how they were met.

Parker, S. C. Methods of Teaching in High Schools. 1915.
Particularly suggestive to the high school librarian, perhaps, are the chapters on economy in classroom management, the use of books, conversational methods, the art of questioning, and measuring the results of teaching.

Part 3

LIST OF TOPICS FROM REFERENCE BOOKS

While pains have been taken to make these lists accurate, topics should be checked in the editions of the titles employed before including them on question papers.

Dictionaries. The topics in the following lists are found in any one of these unabridged dictionaries: Standard, New Standard, Webster's International, and Webster's New International. Topics in lists I-VI inclusive are found in the bodies of all the dictionaries mentioned; those in lists VII-XII, in the appendixes of the Standard and Webster's International; and those in VIII and IX, in the appendix of Webster's New International. For a suggested form of question paper, see page 47.

I. **Words spelled alike but with different meanings:** Age, all, arm, base, beam, beg, bend, burn, but, cap, comb, dare, drill, file, gaze, list, match, moor, ounce, plumb, press, quarter, reel, repair, rifle, scale, trump, wind, worst, yard.

II. **Etymologies:** Amateur, assassin, bell, brine, bug, corner, debate, gas, onion, pension, pistol, radish, science, scissors, secretary, soldier, spire, spine, trade, train, treat, parasol, unanimous, value, volcano, vote, volume, souvenir, tax, umbrella.

III. **Idiomatic Phrases.** Act of God, a base hit, a bee in one's bonnet, to go by the board, to pick a bone with, conscience money, a capital crime, dine with Duke Humphrey, draw the long bow, Dutch courage, European plan (in hotels), to fly in the face of, to feather one's nest, hair of the dog that bit you, let the cat out of the bag, local color, make a clean breast of, personal equation, from pillar to post, throw up the sponge, steal a march, under the rose, tooth and nail, take the

veil, on wings of the wind, by word of mouth, watch and ward, keep the wolf from the door, yeoman of the guard, keep a stiff upper lip.

IV. **Synonyms.** Apathy; banish; bear (v.); because (conj.); calm (adj.); clear (adj.); danger (n.); dumb (adj.); error (n.); finish (v.); general (adj.); house (n.); impair (v.); infinite (adj.); language (n.); manifest (adj.); new (adj.); occupation; pernicious; pity (n.); quarrel (n.); remainder; scoff (v.); smell (n.); spread (v.); transparent; understanding (n.); violent (adj.); wander (v.); wit (n.).

V. **Miscellaneous Facts Other Than Mere Definitions.** Picture of an albatross, duties of a churchwarden, list of the chemical elements, evil eye, where the giraffe is found, number of soldiers in a Roman legion, diagram of an eclipse, length of a kilometer in feet and inches, rule for finding when Easter will fall, value of a ducat, Ohm's law, cause of tides, native home of the potato, official name of the Shakers, picture of the Great Seal of the United States, date of the spring equinox, speed of light, list of major planets in the solar system, distance of the moon from the earth, color of the fruit of poison sumac, why the Baltimore oriole is so called, names of the signs of the zodiac, number of teeth in adult man, why the present Republican Party was founded, colors of the mocking bird, how does a rattlesnake "rattle," how a telephone works, international signal code flags, principal uses of tin, plan of lawn tennis court.

VI. **Mythological References.** Aphrodite, Apollo, Baal, Balder, Beelzebub, centaur, Cerberus, Charon, Diana, Elysium, Hebe, Hercules, Janus, Juno, Loki, Laokoön, Minerva, Moloch, Morpheus, Niobe, Odin, Osiris, Pan, Pegasus, Perseus, Styx, Tartarus, Thor, Vulcan, Zeus.

VII. **Names in Literature, etc.** Aladdin, Ancient Mariner, Ali Baba, Bluebeard, Blue Hen State, Caliban, Chinese Gordon, Dixie, Don Quixote, Emerald Isle, Excalibur, the Father of Waters, Friar Tuck, King Lear, Island of St. Brandan, Lohengrin, Mrs. Malaprop, Mr. Micawber, Mother Goose, Old Man of the Sea, Ophelia, Pyramus and Thisbe, Rip Van Winkle, Tam O'Shanter, Sancho Panza, Pied Piper of Hamelin, Roland, Tom Thumb, William Tell, Sam Weller.

VIII. **Geographical Names.** Location of Andaman

Islands, Balaklava, Blarney, Canary Islands, Cumberland Gap, Delagoa Bay, Guam, Ladrone Islands, Put-in-Bay, Saxe-Coburg-Gotha. Area of Africa, England, Florida, New York State, Nicaragua, Ohio. Length of the Colorado River, Danube, Hudson, Merrimac, Mississippi, Ohio. When was Pompeii destroyed? In what county of New York State is Rochester? General facts about Bohemia, Finland, Prussia. Nation owning the Fiji Islands. Depth of Atlantic Ocean, of Great Salt Lake.

IX. **Biographical Names.** Joseph Addison, Benedict Arnold, Francis Bacon, R. L. Stevenson, Henry Ward Beecher, Aaron Burr, George Rogers Clark, Columbus, Oliver Cromwell, Garibaldi, James A. Garfield, W. E. Gladstone, U. S. Grant, Washington Irving, William Kidd, Rudyard Kipling, David Livingstone, J. J. Rousseau, Saladin, Joan of Arc, Tecumseh, Louisa M. Alcott, Davy Crockett, Kit Carson, Daniel Boone, Francis Marion, Stephen A. Douglas, Patrick Henry, Israel Putnam, Mazzini.

X. **Foreign Phrases.** A bas, ab initio, a bon marché, ab urbe conditâ, ad astra per aspera, ad finem, ad infinitum, ad libitum, ad nauseam, ad valorem, affaire d'honneur, affaire du cœur, à la française, auto da fé, bona fide, c'est-à-dire, comme il faut, coup d'état, de profundis, e pluribus unum, sic semper tyrannis, nil sine numine, labor omnia vincit, ab origine, ad calendas Græcas, ære perennius, bon soir, bon ami, Dei gratiâ, enfant terrible, in hoc signo vinces, esto perpetua, lares et penates.

XI. **Abbreviations.** Note that in addition to the preliminary list of abbreviations used in or peculiar to it, each of the dictionaries has from one to three places in which to seek the meaning of an abbreviation, as follows:

International: List in the Appendix.

New International: Body of the dictionary below the line.

Standard: List in the Appendix, except for degrees conferred by colleges and universities; list under the word "degree" for the latter.

New Standard: List under the word "abbreviation" for common abbreviations, except for degrees conferred by colleges and universities; list under "degree" for the latter; general vocabulary for other abbreviations.

A.D., A.V., Bart., Brit., Cent., cm., cwt., D.D., Fahr., F.O.B., H.M.S., I.O.O.F., K.C.B., LL.D., M.D., M.P., N.T., O.T., pro tem., pt., Q.E.D., Rev. Ver., R.S.V.P., S.P.C.A., S.P.Q.R., Univ., U.S.N., vs., wk., Y.P.S.C.E.

XII. **New Words, Phrases, etc.** Found in supplements of later editions of the International and the Standard Dictionary. Automobile (adj.), auto-suggestion, Eros (astronomy), to face (golf), a fill (road engineering), briquet (form of fuel), chicle, coherer, commandeer, decoherer, Mexican dollar, torpedo-boat destroyer, fudge (candy), Bertillon system, boatswain's chair, Boxer (China), braille, bunyip, carborundum, center of population, Cleopatra's needle, dumdum bullet, fair copy, Filipino, format, hike (v. i.), Igorrote, kissing bug, knockabout (yachting), kosher (v.), San José scale.

New International Encyclopedia, Ed. 2. For a suggested form of question paper, see page 49.

I. **Easily Found Topics.** Alphabet, aqueduct, bamboo, baseball, Brazil, castle, Christmas, Crusades, eclipse, Eskimo, flag, Gibraltar, glucose, helium, hyena, Jerusalem, libraries, malaria, money, Norway, Palestine, perpetual motion, printing, rubber, shark, silk, sponges, telephone, tuberculosis, whale.

II. **Topics Buried in Long Articles.** Tribes of Africa, intelligence of ants, swarming of bees, history of Boston (Mass.), manufactures of Canada, religions of China, coal mining, cotton cultivation, African elephant, fish in Florida waters, climate of France, manufactures of Georgia (U.S.), plate glass manufacture, history of Hungary, printing ink, climate of Japan, history of Kentucky, government of London, history of Massachusetts, people of Mexico, minerals of New Mexico, manufacture of wood pulp paper, government of Philippine Islands, history of Porto Rico, religion of Russia, history of San Francisco, history of Spain, tobacco cultivation, agriculture in Utah, governors of Virginia.

III. **Headings Confusable with Similar Headings.** John Quincy Adams, Matthew Arnold, Roger Bacon, John Brown (the Abolitionist), Charles I of England, Colorado Springs, cork (bark of a tree), Edward VII, English literature, Eugene Field, Henry George, U. S. Grant, Henry VIII of England, Washington Irving, Samuel Johnson (of dictionary fame), Marquis de Lafayette, Mars (planet), Memphis (Tenn.),

Missouri Compromise, Napoleon III, Paris (city of France), Peter the Hermit, Portland (Ore.), Richard III of England, Richmond (Va.), Sir Walter Scott, Henry M. Stanley, Zachary Taylor, Troy (N.Y.), Roger Williams.

IV. **Cross References.** Mt. Aetna, asepsis, Artemis, beggar's lice, Boxers' Rebellion, cash register, cocoa, consumption, dungeon, evening primrose, fiddle, foundry, gardening, Haroun-al-Rashid, hydroplane, Indian Mutiny, Jove, linotype, Memorial Day, merino, needlework, optic nerve, paving, Puerto Rico, Satan, steel, stenography, tintype, typhoid fly, Virgil.

V. **Illustrations.** *a.* Map of Alaska, antelope, basilica, bird of Paradise, different kinds of bridge, map of Central America, clouds, crab, eagle, map of Europe, diagram of eyeball, map of Gettysburg battlefield, map of Greece, map of Hawaii, map of Iowa, kangaroo, lighthouse, specimen of magic square, map of Missouri, nautilus, owl, peacock, rattlesnake, rhinoceros, portrait of Shakespeare, map of Spain, tapir, diagram of torpedo, uniforms of armies, map of Waterloo battlefield.

b. Portraits of Marcus Aurelius, Robert Burns, Frederick the Great, Abraham Lincoln, George Washington.

VI. **Bibliographical References.** Aeronautics, work in English on Argentina, life of Edmund Burke, books by Andrew Carnegie, Cleveland (O.), books about Oliver Cromwell, life of Charles Dickens, work in English on Egypt, American flag, Fugitive Slave Law, book in English on the French Revolution, Nathan Hale, life of Hawthorne, Illinois, book in English on Korea, life of Longfellow, book about James Madison, Mobile (Ala.), Minnesota, work on the English novel, Panama Canal, life of Wendell Phillips, book by A. T. Quiller-Couch, book by Theodore Roosevelt, biography of William H. Seward, Shakers, life of R. L. Stevenson, works by Henry D. Thoreau, life of J. G. Whittier, Wisconsin.

Encyclopedia Britannica. For the Encyclopedia Britannica, edition 11, use the preceding lists for the New International Encyclopedia, edition 2, except IV (Cross References), and V*b* (Illustrations). This edition of the Britannica does not include

cross references among its headings, and omits portraits excepting Shakespeare's.

To exercise students on the use of the index volume, follow a question on any topic in list I with a direction to find another reference to the same subject in some other volume.

REFERENCE BOOKS ON SPECIAL SUBJECTS

For a suggested form of question paper to accompany lessons on special reference books, see page 53. It is suggested that titles marked with a star (*) be taken up first; others, as the specific needs of the class may require.

*Atlas. (*a*) Give the latitude and longitude of New York, London, Paris, Berlin, Washington, Buenos Ayres, Falkland Islands. (*b*) About how far in a straight line is San Francisco from Los Angeles, Chicago from St. Louis, Grand Rapids from Detroit, Moscow from Warsaw, Havana from Key West, Mexico City from Vera Cruz, Jerusalem from Damascus? Use scale of miles in answering this question. (*c*) Give the general direction or directions of the flow of the Yukon River, Tigris River. In what direction is Bagdad from Constantinople, Brussels from Antwerp, Verdun from Paris? (*d*) Number of degrees of latitude through which extends the empire of Japan, New Zealand, Russia in Europe, South America, the Mississippi River, the Nile. (*e*) Give in their order the political and natural boundaries of New York State, Ohio, Texas, Brazil, Oregon.

Include with each answer the reference figures (13: H-2, etc.), in the index of the atlas consulted. If an index be wanting and a dictionary or a gazetteer be consulted for a clue, name the latter.

Bailey. Cyclopedia of American Agriculture. Roquefort cheese making, Ayrshire cattle, loco-weed poisoning, silkworms, hoghouses, effect of lime on soils, commercial fertilizers, peanut culture, maple sugar, barley growing, reclaiming alkali soils, abandoned farms, balanced rations for stock, agricultural experiment stations, wheat, Berkshire hogs, oats, rice

culture, fences, cold storage buildings on the farm, fertilizer, correcting soil acidity, planting dates for buckwheat, sugar beet cultivation, cats on the farm, poultry houses, merino sheep, origin of the Grange, farm taxation, Kentucky Agricultural Experiment Station.

Bailey. Standard Cyclopedia of Horticulture or Cyclopedia of American Horticulture. Almond, apple, apricot, banana, cauliflower, cherry, clematis, dahlia, egg-plant, evaporating fruit, fig, gooseberry, grapes, greenhouses, hollyhock, horseradish, hot beds, hydrangea, landscape gardening, nectarine, olive, orange, peach, persimmon, pineapple, potting plants, pruning, salvia, tomato, violet, windbreak.

* **Bartlett. Familiar Quotations.** *a.* Find the authors and the correct forms of the following quotations: Small Latin and less Greek. To err is human. Fools rush in where angels fear to tread. The gayety of nations. What Mrs. Grundy says. A thing of beauty is a joy forever. A covenant with death and an agreement with hell. To make a mountain out of a molehill. All hope abandon, ye who enter here. The moon is made of green cheese. With tooth and nail. The proof of the pudding is in the eating. Peck of trouble. My cake is dough. More in sorrow than in anger. Uneasy lies the head that wears a crown. Tired nature's sweet restorer. Variety the spice of life.

b. Who said: Give me liberty or give me death. Let us have peace. Millions for defense but not one cent for tribute. Liberty and Union, now and forever, one and inseparable. A government of the people, by the people, for the people. Christmas comes but once a year. They also serve who only stand and wait. Westward the course of empire takes its way. Public office is a public trust. England expects every man to do his duty. Where law ends, tyranny begins.

c. Give a quotation from Alexander Pope, Lord Byron, James Russell Lowell, Henry W. Longfellow, William Wordsworth. Suggest the title of a talk or of an essay in which it would be appropriate.

Bliss. Encyclopedia of Social Reform. American Federation of Labor, Anti-Saloon League, Australian ballot, Bank of England, origin of boycotting, Brotherhood of Locomotive Engineers, Socialist idea of capital, statement of the position of

anarchism, argument against co-education, Consumers' League, corruption in corporations, death penalty, eight-hour day, evening schools, argument for free trade, immigration, juvenile courts, municipal ownership, national banks, pool-rooms, profit sharing, argument for protection, race-track gambling, definition of socialism, the tariff, Tammany Hall, cost of war, the Y. M. C. A., Hull House, arguments for woman's suffrage.

Brewer. Dictionary of Phrase and Fable. Find explanations of the following allusions or expressions: Abracadabra, Abraham's bosom, Annie Laurie, apple of discord, April fool, apple-pie order, Augean stables, fifteen decisive battles, beating about the bush, Beauty and the Beast, the Beefeaters, to bell the cat, a bird in the hand, birds of a feather, City of Seven Hills, to haul over the coals, to have one's ears burn, funny bone, legend of St. George, sour grapes, grass widow, story of Griselda, horns of a dilemma, myth about the ibis, Man with the Iron Mask, to mind one's P's and Q's, City of the Violet Crown, barber's pole, Seven Wonders of the World, hair of the dog that bit you, account of Sir Tristram.

Brewer. Readers' Handbook. Legend of the Flying Dutchman, Whittington and his cat, Robin Hood, King John and the Abbot of Canterbury, Cupid and Psyche, Solomon. Plot of Anne of Geierstein, Antony and Cleopatra, Dr. Jekyll and Mr. Hyde, Our Mutual Friend, Old Curiosity Shop, Merchant of Venice, Talisman. Who was Aladdin, Bob Acres, Ali Baba, Azazel, Brunhild, Crœsus, Captain Cuttle, Damocles, Enid, Lady Godiva, Mr. Gradgrind, Haroun-al-Raschid, Ivanhoe, Prester John, Merlin, Mr. Micawber, Don Quixote, Oliver Twist, Oberon, the Red Cross Knight? What was the Charge of the Light Brigade, the Holy Grail, the Mississippi Bubble?

*** Century Cyclopedia of Names.** Who or what, is or was: Aladdin, Allan-a-Dale, Massacre of St. Bartholomew, Bluebeard, Charlemagne, Don Quixote, the Doomsday Book, the Garden of Eden, the East India Co., the Erectheum, Faust, the Goths, Hades, Homer, Index Expurgatorius, London Bridge, the Middle Ages, the Monitor, the Mormons, Nineveh, the Odyssey, Old Hundred, Olympic games, Order of the Garter, the Pantheon, the Parthenon, Rip Van Winkle, Sheridan's Ride, Sindbad, the Tower of London?

Chambers's Cyclopaedia of English Literature. *a.* General

biographical and critical article with illustrative selections, on Francis Bacon, James Boswell, John Bunyan, Robert Burns, Thomas Carlyle, S. T. Coleridge, William Cowper, John Dryden, Oliver Goldsmith, Tom Hood (poet and humorist), Ben Jonson, Charles Kingsley, Christopher Marlowe, Thomas Moore, Alexander Pope, P. B. Shelley, Edmund Spenser, R. L. Stevenson, Samuel Pepys, Izaak Walton, Robert Herrick, Jonathan Swift, John Wesley, Samuel Johnson (of dictionary fame), Isaac Watts, John Keats, John Ruskin, Dante Gabriel Rossetti, Geoffrey Chaucer, Daniel Defoe.

b. Name some important work by ——.

c. When did —— write ——?

Dictionary of National Biography. Index and Epitome. Brief biographical outline of Sir Henry Bessemer, John Bright, Robert Bruce (liberator of Scotland), Oliver Cromwell, Benjamin Disraeli, David Garrick, Sir Richard Grenville, Henry V of England, Henry Hudson, Edmund Kean, Admiral Nelson (victor of Trafalgar), Florence Nightingale, Sir Arthur Sullivan, Queen Victoria, Sir William Wallace.

Also use the list for Chambers's Cyclopædia of English Literature.

Freeman and Chandler. World's Commercial Products. Allspice, beet sugar, buckwheat, castor oil, coffee, cotton, flour, grapes, Manila hemp, jute, linseed oil, malt, molasses, nutmegs, olive oil, palm oil, papyrus, rhubarb (as drug), rice, rubber, rum, sorghum, starch, sugar, tapioca, tea, tobacco, turpentine, vanilla, wheat.

Harper's Book of Facts. List of the kings of England, list of the presidents of the United States, outline of the history of Ohio, outline of the history of Cleveland, Ohio, when platinum was discovered, origin of Arbor Day, list of famous battles, story of Burr's conspiracy, outline of history of Chicago, the Colossus of Rhodes, famous comets, draft riots, Dred Scott case, battle of Gettysburg, origin of the "Star Spangled Banner," Grand Army of the Republic, Guelphs and Ghibellines, origin of "Honi soit qui mal y pense," East India Co., Jesuits, trial by jury, origin of metric system, mound-builders, first newspaper, Peninsular Campaign, office of poet laureate, Pompey's Pillar, St. Swithin's Day, origin of Salvation Army, Sherman's March to the Sea, Trent affair.

Harper's Dictionary of Classical Literature and Antiquities. Achilles, Acropolis, Atalanta, Bellerophon, Cadmus, Julius Cæsar, Circe, Demosthenes, Roman houses, Greek coins, Roman clocks, food of the ancients, head dress of the Romans, Greek games, the Palladium, Solon, stenography among the Romans, Roman ships, Socrates, Hades, Crœsus, Mars, Homer, Hector, Pompeii, Roman and Greek painting, Niobe, kissing among the Romans, Minerva, gladiators.

Harper's Encyclopedia of United States History. Alamo, discovery of America, Benedict Arnold, Aaron Burr, Continental Congress, text of the Constitution, text of the Declaration of Independence, Embargo acts, French and Indian War, battle of Gettysburg, Hartford Convention, Ku-Klux Klan, Indians, Captain Kidd, battle of Manila Bay, Monroe Doctrine, Mormons, Commodore Perry, Philippine Islands, Pilgrim Fathers, war with Spain, Stamp Act, Texas, Salem witchcraft, Webster's Reply to Hayne, history of the Declaration of Independence, colony of Virginia, James A. Garfield, story of the Constitution, table of United States history.

Haydn. Dictionary of Dates. *a.* Historical facts about arithmetic, balloons, list of famous battles, cycling, Denmark, earthquakes, electricity, rulers of France, guillotine, Ireland, John Company, Knights of Malta, Mormons, newspapers. When Pompeii was destroyed, quinine discovered, radium discovered. South Sea Bubble, trades unions, list of presidents of the United States. *b.* Who was the British commander at the battle of New Orleans, discoverer of Hawaii, of radium, inventor of Esperanto, author of the Marseillaise? *c.* (Employing index.) With what event or subject was the following person connected? Charlotte Corday, General Wolfe, John Cabot, General Custer, Toussaint l'Ouverture.

Hopkins. Scientific American Cyclopedia of Formulas. Or Hiscox. Henley's Twentieth Century Book of Recipes, Formulas and Processes. To bend glass, to remove nitric acid stains from the hands, to test milk for formaldehyde, sympathetic ink, to waterproof leather, insecticide for plant lice, mange cure, to preserve wood, to bleach straw hats, rat poison, insecticide for roaches, plumbers' cement, theatrical face or grease paint, to rid dogs of fleas, to make spruce chewing gum, to tell age of eggs, to clean matting, to paste labels on tin, to

bleach feathers, lacquer for brass, to silver mirrors, luminous paint, to hinder plaster of Paris from setting, furniture polish, aluminum solder, stove polish, sheep dip, formula for whitewash, cold cream formula, pyro photographic developer.

Hoyt. Cyclopedia of Practical Quotations. Use lists *a* and *b* for Bartlett, page 90. Find an appropriate quotation on the subject of books, Christmas, Easter, friendship, glory, kindness, motherhood, peace, sleep, toothache, Washington.

Larned. History for Ready Reference. The Black Death, Boston Massacre, constitution of France, invention in cotton manufacture, Boston Tea Party, constitution of Japan, Children's Crusade, oracle of Delphi, Federalist party, Field of the Cloth of Gold, Seminole wars, Thirty Years War, Franco-Prussian War, battle of Salamis, battle of Thermopylæ, battle of Marathon, the Huns, Sepoy Mutiny, Missouri Compromise, Mormonism, battle of Hastings, Braddock's defeat, Olympic games, Andersonville prison, Templars, Japanese-Russian war, Boer war, assassination of Lincoln, massacre of St. Bartholomew, Red Cross.

*** Lippincott's Biographical Dictionary.** Use the list of Biographical Names on page 86.

Lippincott's New Gazetteer. Use the list of Geographical Names on pages 85-86.

Low & Pulling. Dictionary of English History. Battle of Agincourt, Alfred the Great, benefit of clergy, Boadicea, Cavaliers, House of Commons, battle of Cressy, Church of England, Domesday, East India Company, George III, Gibraltar, Gunpowder Plot, battle of Hastings, Indian Mutiny, English jury system, Lollards, Long Parliament, Magna Carta, Mary, Queen of Scots, battle of the Nile, Normans, Picts, Puritans, Quakers, Wars of the Roses, Roundheads, ship money, battle of Trafalgar, Waterloo.

McLaughlin and Hart. Cyclopedia of American Government. Duties of the attorney-general of the United States, balance of trade, boundaries of the United States, history of Chinese immigration, convict labor, juvenile court, history of the Democratic party, doctrine of the divine right of kings, arbitration of labor disputes, Gothenburg system of liquor selling, elimination of grade crossings, government of Hawaii, map showing original boundaries of Illinois, immigration

problem, Interstate Commerce Commission, grand jury, lobby (in politics), "log rolling," paper money, political patronage, Platt amendment, direct primary, origin of the Progressive party, the Republican party, internal revenue, socialism, State Department, Tweed Ring, veto power, references on the Western Reserve.

Moulton. Library of Literary Criticism. Criticisms of Westward Ho, Silas Marner, Courtship of Miles Standish, Two Years Before the Mast, The Princess, Dr. Jekyll and Mr. Hyde, Uncle Tom's Cabin, David Copperfield, Ancient Mariner, Pride and Prejudice, She Stoops to Conquer, Poor Richard's Almanac, Ramona, Idylls of the King, Macbeth, Ivanhoe, Personal traits of W. C. Bryant, George Eliot, R. W. Emerson, Washington Irving, Daniel DeFoe, O. W. Holmes, Geoffrey Chaucer, John Milton, Joseph Addison, James Boswell, Samuel Pepys, Walt Whitman, Edgar Allan Poe, Nathaniel Hawthorne.

* **New International Year Book.** As with annuals in general, questions should be revised each year. Typical subjects from which topics are suggested for selection are given below. Examples are from the 1917 edition.

Advances in arts and sciences, *e.g.,* aeronautics, architecture, engineering, music, etc.

Recent political history and statistics of various countries.

Condition of national movements and affairs of public interest, *e.g.,* immigration, international peace, labor matters, railways, etc.

Recent activities and statistics of important public organizations, *e.g.,* Camp Fire Girls, Salvation Army, Y. M. C. A.

Late statistics and facts about important institutions of learning, *e.g.,* Columbia University.

Recent facts and figures of important products and industries, *e.g.,* leather, fertilizers, shipbuilding.

Biographies of eminent men deceased during the year.

Miscellaneous matters of recent interest, *e.g.,* the Halifax disaster, expositions.

If a file of the New International Year Book or similar annual be available, a suggestion is to plan a question which will send the student first to some work like Ploetz's Manual to find the date, and then to the Year Book of corresponding date to find a full account of the occurrence. Example, the great flood in the Ohio valley.

Ploetz. Manual of Universal History. Causes of the Peloponnesian War, names of wives of Henry VIII of England, number of people killed in the Lisbon earthquake, date of the first successful Atlantic cable, Salic law, principal events of the Wars of the Roses, discoveries of Columbus on his third voyage, particulars of the conquest of Mexico by Cortez, number killed in the massacre of St. Bartholomew, causes of the French Revolution, provisions of Congress of Vienna, leading events of Mexican War, conspiracy of Pontiac, date of Gunpowder Plot, Mexican boundary of the United States as fixed by the Gadsden purchase, price paid for Alaska, summary of the Fourteenth Amendment, reasons for the Austro-Prussian war, events at the beginning of the Reformation, in whose presidential administration the Louisiana purchase was made, probable date of building of Solomon's Temple, provisions of the Oregon treaty, date when Greenland was discovered, gist of Monroe Doctrine, date of battle of Antietam, causes of the Crusades, events resulting from the battle of Naseby, provisions of the peace of Paris (1856), members of the second Triumvirate, name of the Greek commander at Thermopylæ.

* **Statesman's Year Book.** National debt of United States, of Great Britain, of Germany. Size of standing army of United States, of Argentina, of Brazil. Naval strength of Chile, of Italy. Condition of education in Spain. Colonies held by Holland. Particulars about the Union of South Africa. Area of the Transvaal, of Venezuela. Summary of the constitution of Australia, of California, of Italy. Salary of the governor of Ohio, of the governor of Oklahoma, of the governor of New York; income of the king of England. Industries of Arizona, of Turkey, of Spain. Population of Cuba, products of Cuba. Who is president of Switzerland? What is the relation of Church and State in Mexico? Facts about the Republic of Panama. Who is diplomatic representative of Great Britain to the United States? What is his official title? Who is diplomatic representative of the United States to Great Britain?

Stedman & Hutchinson. Library of American Literature. Representative selections from John Adams, T. B. Aldrich, Bay Psalm Book, Henry Ward Beecher, John Burroughs, G. W. Curtis, J. R. Drake, Jonathan Edwards, Edward Everett,

Eugene Field, Philip Freneau, Fitz-Greene Halleck, Joel Chandler Harris, Bret Harte, Paul Hamilton Hayne, Thomas Jefferson, Sidney Lanier, Cotton Mather, "Joaquin" (C. H.) Miller, Thomas Paine, W. H. Prescott, H. R. Sill, William Gilmore Simms, Captain John Smith, Harriet Beecher Stowe, Bayard Taylor, Mark Twain, Artemus Ward, M. L. Weems (the biographer of Washington), Walt Whitman.

* **U. S. Official Congressional Directory.** Who is, and what is the record of the representative from the 21st Ohio district, from the 19th, from the 20th? Who are the senators from New York, Indiana, Minnesota? Who is Secretary of the Treasury, U. S. Attorney-General, governor of Texas, surgeon-general of the army? What is the address of the representative from the 11th Iowa district? Who is the U. S. Consul in Argentina, in Paris? Who is Italian consul in New York, the Russian consul in Chicago? What bureaus are included in the Department of Agriculture, of Commerce and Labor? What are the duties of the Secretary of War, of the Interior, of the Postmaster General, of the Interstate Commerce Commission, of the Secretary of the Navy? Who are the members of the Supreme Court, the Civil Service Commission, House Committee on Appropriations, House Committee on Foreign Affairs, Senate Committee on Appropriations, Senate Committee on Agriculture? Under what department is the Bureau of Education, the Forest Service?

U. S. Statistical Abstract. (1915.) According to the latest available figures find out: What state has the densest population; size of the annual cotton crop; number of pupils in public schools; amount of postal savings deposits; number of railroad employees in the United States; annual number of persons killed in railroad accidents; tonnage of the United States merchant marine; annual number of immigrants; year of the heaviest immigration; value of cows in the United States; amount of annual internal revenue; annual amount of sugar imported; value of farm property in Ohio; population of the United States; number of Indians in the United States; area of Hawaii; annual amount of customs receipts; amount of national debt; annual number of patents issued; number of church members in the United States; number of wage earners in manufacturing industries; statistics of the consumption of

liquor in the United States; prices of leather for the last few years; value of imports from Russia; number of persons employed in coal mines in the United States; distance from New York to San Francisco by way of Panama; number of vessels built in the United States during the last few years; area of our national forests; number of locomotives in the United States.

* **U. S. Thirteenth Census. 1910. Abstract.** Number of illiterates in the U. S., of foreign born, of Indians, of Chinese, of negroes, of wage earners over sixteen. Population of New York State, of Mississippi. Value of eggs produced in the U. S., of wheat crop, of corn, of cotton. Population of [selected cities and counties in home state]. Value of [various crops, of selected manufactures, etc., in home state].

Ward. Grocer's Encyclopedia. (Same as **Encyclopedia of Foods and Beverages.** Alligator pear, cuts of beef, bread, caviar, varieties of cheese, coffee, dates, eggs, food values, ginger, grape juice, hominy, honey, kosher meat, lemon extract, macaroni, mangoes, maple sugar, noodles, nutmeg, oatmeal, olive oil, peanuts, prunes, raisins, salmon, salt, starch, sugar, tea, vinegar.

Warner. Library of the World's Best Literature. Find biographical and critical accounts of the following named persons: Joseph Addison, George Eliot, Louisa M. Alcott, Artemus Ward, John Bunyan, Chaucer, Charles Dickens, Victor Hugo, E. A. Poe, George Sand, Voltaire, J. R. Lowell, O. W. Holmes.

Find selections from Addison's Sir Roger de Coverley, Æsop's Fables, Bacon's Essays, Artemus Ward, Bunyan's Pilgrim's Progress, Cervante's Don Quixote, Chaucer's Prologue, Hamilton's contributions to the Federalist, Boswell's Life of Johnson, Lamb's Essays, Lincoln's entire Gettysburg Speech.

Find the text of Annie Laurie, Burns's To a Mouse, Holmes's Chambered Nautilus.

Find a synopsis of Innocents Abroad, Ben Hur, Kenilworth, Sartor Resartus, Story of a Bad Boy.

* **Who's Who, Who's Who in America.** The value of topics chosen from either of these books lies in their timeliness, and lists which would require yearly revising are therefore omitted. It is suggested that magazines dealing with current events and the newspapers will save considerable page turning in the search

for suitable topics. The geographical index at the end of Who's Who in America will give local celebrities.

The following list of classes of persons of public note may be helpful in suggesting specific names: Government members (president or monarch, cabinet members, leading congressmen or members of Parliament), politicians, generals, admirals, labor leaders, social reformers, women leaders, college presidents, church dignitaries, ambassadors, scientists, artists, novelists, poets, business men of national reputation, millionaires, inventors, national champions in sport, local celebrities of national reputation.

* **World Almanac (1919).** While the following list covers topics for 1919, it may be found useful as a checklist for subsequent years. Text of the Constitution of the United States; rates of foreign postage; summary of the interstate commerce law; how to apply for a patent; general facts about the Panama Canal; qualifications for voting in Ohio; brief summary of inheritance laws; list of the leading events of the 65th Congress; brief statistics of railroad accidents; latest annual value of the hay crop in the United States; present intercollegiate rowing championship; late American professional motorcycle records; present holder of the intercollegiate basket ball record; places where eclipses of the sun will be visible in 1919; United States copyright law; president of the Boy Scouts; size of popular vote for Abraham Lincoln, 1860; infant death rate in Chicago; population of New York State; Chief Justice of United States Supreme Court; salary of the Secretary of State; amount of annual consumption of liquors in the United States; Declaration of Independence; workmen's compensation law in Ohio; immigration statistics; United States Marine Corps; Sons of the American Revolution.

BIBLIOGRAPHICAL REFERENCE

Hopkins, F. M. Allusions, Words and Phrases That Should Be Known . . . for High and Normal School Students. Ed. 2. 1915.

Over 1000 words and phrases drawn from Webster's New International Dictionary, the New Standard Dictionary, the New International Encyclopedia, the New Student's Reference Work, and Gayley's Classic Myths.

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