

EDMD 7120

Information Sources, Services, and Instruction

Course Syllabus and Assignments

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Text: Katz, W. A. *Introduction to Reference Work*. v. 1. McGraw-Hill. Latest ed.

American Association of School Librarians. (1998). *Information Power: Building Partnerships for Learning*. American Library Association.

Recommended Resources on Reserve in RBDLibrary:

Barron, A. E. and Ivers, K. S. (1998) *The Internet and Instruction: Activities and Ideas*. 2nd ed. Libraries Unlimited.

Berger, P. (1998) *Internet for Active Learners: Curriculum Based Strategies for K-12*. ALA.

Bopp, R. E. and Smith, L. C. (1995) *Reference and Information Services: An Introduction*. Libraries Unlimited.

Eisenberg, M. and Berkowitz, R.E. (1990) *Information Problem solving: The Big Six Skills Approach to Library & Information Skills Instruction*. Ablex

Jweid, R. and Rizzo, M. (1998) *The Library-Classroom Partnership: teaching Library Media Skills in Middle and Junior High School*. Scarecrow.

Kelly, M. S. (1998) *Uncle Sam's Net of Knowledge for Schools*. Neal Schuman.

Miller, E. B. (1998/99) *The Internet Resource Directory for K-12 Teachers and Librarians*. Libraries Unlimited.

Peterson, C. S. and Fenton, A. D. (1992) *Reference Books for Children*. 4th ed., Scarecrow. (or latest ed. available)

Safford, B. R. (1998) *Guide to Reference Materials for School Media Centers*. Libraries Unlimited. (or latest ed. available)

Sader, M. and Lewis, A. (Eds.). (1995) *Encyclopedias, Atlases, and Dictionaries*, Bowker. (or latest ed. available)

Booklist's "Reference Books Bulletin" column. RBDL receives semimonthly. Look on unbound serials shelves, 2nd floor

School Library Journal's Feb., May, Aug., and Nov. issues have reference reviews. RBDL and LRC receive. Look on unbound serials shelves, 2nd floor

Course Description:

Provides learners with an overview of information needs, services, and resources as well as ways to teach information literacy skills. Electronic and other emerging information sources will be emphasized.

Course Objectives:

Upon completion of this course, students will be able to:

1. define reference service;
2. conduct a reference interview and identify different types of information needs, **Rule 2(b)#3;**
3. evaluate various reference materials and tools, including computerized reference services and Internet reference sources, **Rule 2(a)#10;**
4. instruct students in how to meet their own information search/research/communication needs, **Rule 2(a)#19; Rule 2(b)#7;**
5. list and describe criteria for: (1) evaluating a good reference tool; (2) a basic reference collection in a library media center; (3) weeding the reference collection, **Rule 2(a)#14;**
6. utilize reference materials to search and locate answers to specific reference questions **Rule 2(b)#3; Rule 2(b)#8;**
7. prepare a list of basic reference sources for an identified library media center, **Rule 2(b)#8; Rule 2(b)#9**

[**”Rule”** refers to State of Alabama School Library Media Certification requirements]

Course Requirements:

- A. Attend all class sessions and participate in all class discussions and exercises
- B. Observe and report on communication in your library/media center
- C. Complete weekly reference exercises outside of class
- D. Keep a search log of each reference search
- E. Identify a curriculum related research topic of relevance to K-12 students
- F. Weekly, apply newly learned reference sources to topic identified in D.
- G. Create a complete lesson plan for the topic identified in D.
- H. Compile a core collection of reference sources for a library/media center of your choosing.

Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Weekly reference exercises	20%
Search logs	5%
Report on communication in your school library/media center	5%
Identifying K-12 research topic for the quarter	5%
Lesson plan for a K-12 curriculum-integrated information literacy lesson	25%
Core Collection	40%

The following grading scale will be used:

90 - 100%=A

80 - 89.9%=B

70 - 79.9%=C

60 - 69.9%=D

Below 60%=F

Class Policy Statements:

Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the course instructor before missed class meeting.

Students are responsible for initiating arrangements for missed work due to excused absences.

DESCRIPTION OF ASSIGNMENTS

Assignments to help develop your skills as

Information Provider:

ANSWER TEACHER GENERATED QUESTIONS EACH WEEK. The list of reference works in each section are the sources to use for finding the answers. Hand in written answers. Answers should be more than a yes/no answer, but no more than a sentence long. **The process is much more important in this class than the product. These exercises are a mixture of questions requiring you to find specific information or to examine, compare and contrast different information sources.** (15%)

Search Log : Each week select one problem to follow more closely by keeping a search log (may be hand written but plan on handing in) of the actual attempts to locate the information. Choose one of the more complex questions that required several sources before locating specific answers. (5%)

Include the following:

1. **Resource(s) examined**
2. **Years of coverage examined or copyright date if encyclopedia, handbook, etc.**
3. For electronic searches print out your search statements and results and **your analysis as to whether they gave you good results (relevant and precise) and how they needed to be modified.**

Collection Developer:

Create a CORE REFERENCE COLLECTION FOR A SCHOOL LIBRARY/MEDIA CENTER

Develop a 20 item annotated bibliography of reference/information sources in both print and electronic formats for a core collection of REFERENCE works for your school.

USE Evaluation forms to keep work systematic, and hand in along with your Annotated Bibliography. On your evaluation forms you may use single words, phrases and abbreviations, whatever is most convenient and will help you to write your final bibliography. (See description of Annotated Bibliography below).

The Core Reference Collection should contain a table of contents with each subcategory within the area and each type of tool identified.

Contents:

- (a) Write a ½ page double spaced description of the Media Center for which you are building the reference collection. Include size of overall collection, budget if easily obtainable, size and grade levels of school, location of school (urban, rural, etc.). (2 points)

- (b) Write in one double spaced page a SELECTION POLICY for the reference collection, relating it to such issues as opportunities for electronic networking, proximity to other collections, and the school's instructional philosophy and environment as described in (a). (3 points)
- (c) Describe in one double spaced page the present state of the core reference collection at your media center - what types of resources are there, what types are missing, what needs updating, what areas need expanding. (5 points)
- (d) Annotated bibliography of minimum 20 reference works divided by broad curricular areas and subdivided by type of reference source (encyclopedias, handbooks, biographical sources, etc.. Base your annotations on your personal examination of each item. Approximately 1/3rd should be electronic. (Total: 30 pts)

Bibliographic descriptions including ISBN# and price (5 points)

2 sentence content description (10 points)

2 sentence evaluation showing why outstanding (10 points)

1 sentence justification as to why this reference work is appropriate for your school (6 points)

Information Literacy Teacher

Identify one curricular unit for which you will develop a lesson plan that incorporates Information Literacy Standards.

First analyze curricular unit for information literacy teaching potentials for the unit. Follow Alabama State Department of Education model, identifying curricular objectives, information literacy objectives and general activities for three lessons (See "Collaborative Activities to Teach Information Literacy Skills Through Classroom Content.")

Then create a fully developed lesson plan for one lesson. Besides curricular and information literacy objectives it should describe specific activities and identify each information related activity in terms of the Big Six or Kuhlthau's model's different stages of information gathering and utilization, depending on the appropriateness of the model to the lesson. You should also include a list of information sources that you would have students use for the lesson plan. Include print and Internet resources. End by showing what criteria you will use to evaluate the success of the lesson, including the effectiveness of the information sources you had used. (10 points)

Books:

American Association of School Librarians and Association for Educational Communication Technology. *Information Literacy Standards for Student Learning*. (1998) ALA. (This is the first part of *Information Power*, published as a separate item.) Z711.2/I49/1998

Barron, Ann E., Ivers, Karen S. (1998) *The Internet and Instruction: Activities and Ideas*. 2nd ed. Englewood, CO: Libraries Unlimited. LB1044.87/B37/1998.

Berger, P. (1998) *Internet for Active Learner: Curriculum-Based Strategies for K-12*. ALA.
This is an excellent resource you might want to order for yourself. Includes information on Internet for new users, how to use Internet tools, evaluate WEB sites, and build your library home page. ZA 4201/B47/1998

Bopp, Richard E. and Smith, Linda C. (1995) *Reference and Information Services: An Introduction*. Libraries Unlimited Personal copy

Eisenberg, Michael, Berkowitz, Robert E. (1990) *Information Problem Solving: The Big Six Skills Approach to Library & Information Skills Instruction*. Z711.2/E45/1990.

Jweid, Rosann, Rizzo, Margaret. (1998) *The Library-Classroom Partnership: Teaching Library Media Skills in Middle and Junior High Schools*. Lanham, MD: Scarecrow Press. Z675/S3/J95/1998.

Kelly, Melody S. (1998) *Uncle Sam's Net of Knowledge for Schools*. New York: Neal-Schuman. LB1044.87/K47/1998

Joseph, Linda C. (1999) *Net Curriculum: An Educator's Guide to Using the Internet*. Medford, NJ: Information Today. LB1044

Peterson, Carolyn S. and Fenton, Ann D. (1992) *Reference Books for Children*. 4th ed., Scarecrow. (or latest ed. available) Z1037.1/P4/1992

Safford, Barbara R. (1998) *Guide to Reference Materials for School Media Centers*. Libraries Unlimited. (or latest ed. available) Personal copy and library copy

Smith, Jane Bandy. (1995) *Achieving a Curriculum-Based Library Media Center Program: the Middle School Model for Change*. Chicago: ALA. Z675/S3/S653/1995

Vogliano, Dolores (1996) *Reference Books for Children's Collections*, 3d ed. New York: NYPL. Personal copy

e-reserves

Berger, Pam (1998) Ch.4 "How to Evaluate Web Sites" in *Internet for Active Learners: Curriculum-Based Strategies for K-12*. Chicago: ALA. pp. 51-70.

Bopp, Richard E. and Smith, Linda C. (1995) Ch. 2 "The Reference Interview" in *Reference and Information Services: An Introduction*. 2nd ed. Englewood, Col.: Libraries Unlimited. pp. 36-54.

"Collaborative Activities to Teach Information Literacy Skills Through Classroom Content" (2000)
Designed by Library Media Specialists from Mobile County Schools. Will be available from Alabama State Department of Education website at www.alsde.edu/

Craver, Kathleen W. Ch.3 "Formulating Electronic Search Strategies." in *Teaching Electronic Literacy: a Concepts-Based Approach for School Library Media Specialists*. Westport, Conn: Greenwood Press. pp. 21-28

Craver, Kathleen W. Ch.7 "Internet Search Tools and Techniques." in *Teaching Electronic Literacy: a Concepts-Based Approach for School Library Media Specialists*. Westport, Conn: Greenwood Press. pp. 109-126.

Gross, M. (W 2000) "The Imposed Query and Information Services for Children." *JOYS*, 13(2): 10-17.

Jacobs, Heidi H. (Nov./Dec. 2000) "Upgrading the K-12 Journey Through Curriculum Mapping: A Technology Tool for Classroom Teachers, Media Specialists, and Administrators." *Knowledge Quest* 29 (2): 25-29.

Kluegel, Kathleen (1998) Chapter 5 "Reflections on Reference" *Toward a New Vision of Reference: Kaleidoscopic Collections and Real Librarians*. Chicago: ALA. pp 22-27.

Kuhlthau, Carol C. (F 1989) "Information Search Process: A Summary of Research and Implications for School Library Media Programs." *School Library Media Quarterly* 18(1): 19-25.

Kuhlthau, Carol C. (1996) "The Process of Learning From Information. The Information Age School Library" Ch 8 in *The Virtual School Library: Gateway to the Information Superhighway*. Englewood, Col.: Libraries Unlimited. pp. 95-104.

Mancall, Jacqueline C., Stafford, Brian, Zanger, Coleen. (Sept/Oct 1999) "ICONnect: A Snapshot of the First Three Years" *Knowledge Quest* 28(1) pp. 24-37.

Peterson, C. S. (1981) "Evaluating Types of Reference Sources" in *Reference books for Children*, C.S. Peterson and A.D. Fenton, eds. Scarecrow. pp. 7-16.

Peterson, C. S. (1981) "Reference Services for Children." in *Reference books for Children*, C.S. Peterson and A.D. Fenton, eds. Scarecrow. pp. 1-5

Rettig, J. (Su 1987) "Every Reference Librarian a Reviewer" *RQ* 26(4): 267-274.

RUSA (W 1996) "Guidelines for Behavioral Performance of Reference and Information Services Professionals." *RQ* 36(2): 200-203.

"UW-Madison Campus Libraries' Web Page Standards and Guidelines" Electronic Library Access Committee User Documentation Working Group. (1997) In *The Cybrarian's Manual*. Pat Ensor. Chicago: ALA pp. 209-213.

Woody, Donna (W 2000) "African American Biographies" *JOYS*. 13(2): 5-9.

COURSE CONTENT AND WEEKLY SCHEDULE OF ASSIGNMENTS

WEEK I. Introduction to Reference Work

- Jan. 11
- A. Define reference work
 - B. Overview of history and trends in information organization, retrieval, and dissemination

Assignment:

Read Katz ch. 1 and 2

Complete "Introductory Exercises"

WEEK II. Information Access

- Jan. 18
- A. Selection and evaluation of reference sources
 - B. Description of characteristics and types of electronic reference access tools
 - C. Using an Online Public Access Catalog - AUBIECat
 - D. Guides to Reference Works

Assignment:

Read a) *Information Power* 1998 ch. 1, "Vision;" ch. 4 "Learning and Teaching" principles 1, 2, 5, 7, 10; ch. 5 "Information Access" principles 1, 3, 5; ch. 6 "Program Administration" principle 8.

b) *Literacy Partners* .

c) Katz ch. 3

d) Peterson "Evaluating Types of Reference Sources" on e-reserve

Complete "Guides to Reference Works Exercise" and "Information Literacy Exercise"

WEEK III. Teaching Information Literacy: Guest Lecture - Dr. Susan Bannon WE WILL MEET IN HALEY CENTER LRC

- Jan. 25 Information literacy stages and standards

Assignment:

Read: a) Bopp and Smith ch. 2 on e-reserve;

b) "RUSA Guidelines for Behavioral Performance of Reference and Information Services Professionals" article on e-reserve;

c) Gross, "The Imposed Query..." on e-reserve.

Complete "Communications and Online Catalog Exercises"

WEEK IV. Control of and Access to Published Resources: Communication in Reference Service:

- Feb. 1
- A. Current print and non-print review sources
 - B. U. S. national and trade bibliographies - types, uses, selection
 - C. Observing communication patterns in the school library/ media center
 - D. Children's information seeking behavior

Assignment:

Read a) Eisenberg and Berkowitz "Introduction" from *Information Problem Solving: The Big Six*.

b) Katz ch. 4

Complete "Evaluation and Selection for Collection Development Exercises"

WEEK V. Electronic Overview Sources of Information -- Encyclopedias. Guest Lecturer Dr. Sara Wolf

- Feb. 8
- A. General encyclopedias - uses, evaluation, selection
 - B. Subject encyclopedias - uses, evaluation, selection
 - C. Teaching students to identify information needs, to formulate questions based on these needs, and to identify types of resources that would help answer their questions
 - D. Teaching children to be effective and critical users of encyclopedias to meet their information needs

Assignment:

Read Katz ch. 7 (Encyclopedias)

Complete "Encyclopedia Exercises"

WEEK VI. Access Tools to Periodical and Document Sources of Information to Meet Information Needs

- Feb. 15
- A. Identifying full-text, indexing, and abstracting databases for current and retrospective searching needs and for purchase
 - B. Using Boolean and other searching methods for effective searching of databases
 - C. Evaluating databases for recall, relevance, precision, and bias

Assignment:

Read Katz ch. 6

Craver ch. 2 and 7 on e-reserve

ERIC booklet - given out in class

Complete "Indexes and Abstracts Exercises" **DUE Mar. 1**

WEEK VII Searching Electronic Information Sources : Strategies for Effective Searches Guest Lecturer Ms. Dorothy Marcinko

- Feb 22
- A. Boolean Searching
 - B. Limiting Searches
 - C. Identifying effective indexing sources for specific research needs

WEEK VIII. Ready Reference Sources – Almanacs, Yearbooks, Handbooks, Directories

- March 1
- A. Almanacs and Yearbooks - uses, evaluation, selection
 - B. Handbooks to the various disciplines and curriculum related subjects - uses, evaluation, selection
 - C. Directories - uses, evaluation, selection
 - D. Teaching children to be effective and critical users of Ready Reference Works

Assignment:

Read Katz ch. 8 “Ready Reference Sources”
Complete “Almanacs and Yearbooks; Handbooks and Directories Exercises”

WEEK IX. Information about People – Biographical Sources

March 8

- A. Indexes to biographies - uses, evaluation, selection
- B. Biographical directories - uses, evaluation, selection
- C. Biographical dictionaries - uses, evaluation, selection
- D. Teaching children to be effective and critical users of biographical sources

Assignment:

Read Katz ch. 9 Biographical Sources
Complete “Biography Exercises”

WEEK X. Geographical Sources – Atlases, Electronic Maps, Gazetteers

March 15

- A. Atlases - uses, evaluation, selection
- B. Gazetteers - uses, evaluation, selection
- C. Electronic maps - uses, evaluation, selection
- D. Teaching children to be effective and critical users of geographical sources

Assignment:

Read Katz ch. 11
Complete “Atlases and Gazetteers Exercises”

WEEK XI. Dictionaries.

March 22

- A. Beginning and school dictionaries - uses, evaluation, selection
- B. Unabridged dictionaries - uses, evaluation, selection
- C. Desk dictionaries - uses, evaluation, selection
- D. Thesauri, Usage, Slang, and other specialized dictionaries - uses, evaluation, selection
- E. Teaching children to be effective users of dictionaries

Assignment:

Read Katz ch. 10 Dictionaries
Complete “Dictionaries Exercises”

WEEK XII. The World Wide Web as Information Source - Identifying, Selecting, and Organizing Information - - Guest Lecturer - Ms. Ellen Donaldson, Auburn High School Media Specialist

WE WILL MEET AT AUBURN HIGH SCHOOL AT 5pm

April 5

- A. Identifying useful sources of information on the World Wide Web
- B. Selecting sites for the school library
- C. Providing guided access to information on the World Wide Web

Read “UW Madison Campus Libraries’ Web Page Standards and Guidelines” on e-reserve

WEEK XIII. Government and Other Free or Inexpensive Sources of Information

- April 12
- A. U. S. and State Government Documents - overview of history and function of government publication
 - B. Access to government publications
 - C. Selecting and utilizing government publications
 - D. Identifying non-governmental organizations, associations, etc. as sources of information

Assignment:

Read a) Katz ch. 12 Government Documents

Scan b) Kelly *Uncle Sam's Net of Knowledge for Schools* for useful suggestions for your curricular unit and your core collection.

Complete "Government Documents Exercises"

Read c) Kuhlthau (1989) "Information Search Process: A Summary of Research and Implications for School Library Media Programs." e-reserve and be ready to discuss its implications when discussing how media specialists can help provide scaffolding to teachers as they prepare students for information based curricular activities.

WEEK XIV. Integrating Information Skills Into the Curriculum

WE WILL MEET IN HC 1454

- April 19
- Dr. Bannon and Dr. Wolf will return to discuss your lesson plans and scaffolding you have discovered to be necessary to enable teachers and media specialists to integrate curricular units with information literacy skills.
- A. Discussion with
 - B. Students' Curriculum Unit analyses and Integrated Information Literacy Skills Lesson Plan Presentations

WEEK XV Student reports: Core Collections - MEET IN RBD LIBRARY SO THAT YOU MAY BRING SPECIFIC EXAMPLES OF RESOURCES THAT YOU WILL INCLUDE IN YOUR CORE COLLECTION

April 26

INTRODUCTORY EXERCISES

- 1) Obtain a curricular unit (i.e. teacher's plans for a specific curricular unit) from a teacher in a K-12 school. Plan to use this unit to integrate information sources and information literacy skills - DUE Jan 25
- 2) Examine "Glossary" and select 5 terms that are new to you. Please find definitions in Katz or other source, such as an Internet dictionary for librarians ODLIS: Online Dictionary of Library and Information Science www.wcsu.ctstateu.edu/library/odlis.html (record definitions and sources where obtained) See Glossary on next page
- 3) If you are an Alabama resident, obtain an AVL (Alabama Virtual Library) card from the Alabama Public Library you normally use and then use your AVL ID number to access the AVL home page. Examine the databases available to Alabama citizens and print out the database description page. Then select three to examine more closely and **describe** in writing its **contents**, the **types of information they cover** and the **types of documents index**, and **ease of first time use**. To do this, read AVL's write-up of each database, then read more about specific databases at the database's own home page and try to do a search.

If you are a Georgia resident, do the same for Galileo.

GLOSSARY

Be able to define the following glossary terms:

Abstract

Access point

Bibliography

- Bibliographic Utility (OCLC)

- National bibliography

- Retrospective bibliography

- Subject bibliography

- Trade bibliography

Database searching vocabulary:

- menu

- search field

- full text search

- browse search

- Boolean search

- Keyword search

- Subject search

- Thesaurus

Database vendor

Dictionary type arrangement

Government document (publication)

Index

Journal, Periodical, and Serial

Primary, Secondary, and Tertiary Sources

Ready reference type question

Ready reference sources:

- Almanac

- Atlas

- Biographical dictionary

- Directory

- Encyclopedia

- Gazetteer

- Handbook

- Manual

- Yearbook

Union list/union catalog

Virtual Library

Yearbook

SOURCES FOR DEFINITIONS: Bopp, Robert and Smith, Linda. Reference and Information Services. Libraries Unlimited, 1995. chp 1-3; Katz, William. Introduction to Reference Service. McGraw-Hill, 1997, ch 1-4; www.wcsu.ctstateu.edu/library/odlis.html

COMMUNICATIONS AND ONLINE CATALOGS EXERCISES

- 1) After reading Bopp and Smith ch. 2; “RUSA Guidelines for Behavioral Performance of Reference and Information Services Professionals”; and Gross, “Imposed Query” article (on e-reserve), observe how an information provider - librarian follows or fails to follow the RUSA guidelines and the principles suggested in Bopp and Smith ch. 2. After observation, write a couple of paragraphs stating which behaviors seem most readily followed and which seem to be lacking. Did you observe Gross’ thesis to be relevant in the school media center? Please include this in your write-up.
- 2) Record 5 queries put to the school library media specialist or public librarian and identify each as to type of query (directional, ready reference, specific search, extended search - Review Katz ch. 1), as well as whether the query was answered satisfactorily as far as you could tell.
- 3) In a paragraph, discuss how children formulated their questions (describe 2 different children).
- 4) Search for 10 “Known items” in AUBIECat - i.e. Identify the location of any 10 items in the “Collection Management” list from pp. 4, 7, 11 - 18. Be sure to look only for items that are listed as located in RBDLibrary. Please correct mistakes regarding edition - i.e. if you find a more recent edition, locate new information. Also correct changes in location - i. e. if item has been removed from **Reference**, or added to **Reference**, please note.

GUIDES TO REFERENCE WORKS EXERCISE

After reading Peterson, "Evaluating Types of Reference Sources" and Katz, chp. 3 "Introduction to Bibliography,"

1. Examine the following: Stafford, *Guide to Reference Materials for School Media Centers* 5th ed. and discuss its **PURPOSE, AUTHORITY, SCOPE [content and years covered], ACCURACY, ARRANGEMENT, NUMBER OF ENTRIES, INDEXES, TIMELINESS.** These are the basic criteria you would apply to all reference works. Adapt the evaluation form for basic reference works (given in class) to evaluate this and any other bibliography that you plan to use. (See Katz. ch. 3 pp.68-69 for specific criteria to apply to bibliographies)

INFORMATION LITERACY

- 1) Using *Information Power* ch. 1, "Vision;" ch. 4 "Learning and Teaching" principles 1, 2, 5, 7, 10; ch. 5 "Information Access" principles 1, 3, 5; ch. 6 "Program Administration" principle 8. and *Literacy Partners*, write a one page description of the role of school library media specialist as information provider and instructional partner. Refer back to specific sections of each document and refer to your experience in obtaining a curricular unit from a colleague, to further describe the role and its challenges.

EVALUATION AND SELECTION FOR COLLECTION DEVELOPMENT

The evaluation information sources and the systematic identification of resources in support of the curriculum are essential for school library media specialists as Collection Developers as well as Teachers of Information Literacy.

The following exercises will help you develop evaluative criteria for information sources and will introduce you to guides to reference sources and selection aids for specific purposes (reader's advising *IP98* "Teaching and Learning Principle 7) and collection development.

1. Identify a curricular area in your school library media center* or classroom library that needs building or updating. Look at *Children's Catalog*, *Elementary School Library Collection*, *Books in Print* (online through AU/Find Articles/ *Books in Print with Reviews* and **5 other bibliographies and reviewing sources of print and non-print materials** from the "Current Selection Aids" and "Retrospective Bibliographies," and create an evaluative matrix as to the utility of the source for your topic. **Record the title and date of each selection source and the following categories: 1) Authority; 2) What are the criteria for inclusion?; 3) Number of items for your topic found; 4) dates of coverage; were items in-print/available at time of publishing?; 5) what types of media did you find in the source for your topic; 6) are reviews included?; 7) was there a description or only a listing of your item(s); Add at least 2 more categories that you would want the selection/reviewing sources to give you.** Some of this information will be found in *Guide to Reference Materials in School Libraries*. For other information, look in prefaces and intros to actual selection aids.

Please attach list of items you found and its source. You might prefer to photocopy item but be sure to write source at top of photocopied page.

- * This should be the same as the curricular area for which you will be creating an information literacy lesson plan, this could be part of the resources that you would use to help build a collection which would make research by children possible.

SEARCH STRATEGIES INDEXES, ABSTRACTS, AND FULL-TEXT DATABASES

1. Read Craver Ch.3 “Formulating Electronic Search Strategies” and Ch. 7 “Internet Search Tools and Techniques.” (**LRC and e-reserve**) and review the “ERIC Database Search Tips” (**handout**)

Read Kuhlthau’s “The Process of Learning from Information.” Information searching, whether for children or adults, is a recursive process in which as inquirers begin their searches they often do not have a clear idea of what to expect, of the extent and facets of their topics, or even the full meaning of what they are finding as a result of their search. It takes an attitude of exploration combined with note taking to be able to learn from the results and modify one’s search. Putting together the search strategies you learned from the readings in Craver and ERIC, as well as the ideas in Kuhlthau’s article,

Identify a specific, researchable, topic related to your curricular unit. (It could be topic the students would research, or it could be a professional topic, e.g. methods of teaching an aspect of the curricular unit). Research the topic in an appropriate database (See AU’s databases by subject under FIND ARTICLES and AVL databases. The database should index periodical articles, not encyclopedias or handbooks. Some especially likely databases include EBSCOHosts (several of their databases could be useful, including Professional Sources and ERIC for professional articles, Searchasaurus and Middle Search for children; Proquest (includes Kidquest and Proquest II for adults); SIRS (Discoverer, Renaissance, Knowledge Quest); Medline; Art Abstracts; Electric Library, Historical Abstracts; Infoquest; Library Literature, and Newsbank.

Be sure to record your search statements and what you learned about the topic as you conducted your search, as well as the best way to modify the search so that your search is more precise or retrieves more relevant articles. Be sure to record the “false drops,” and other misdirections your search took you to.

EXAMPLE If I’m interested in a lesson plan introducing American artists I would use ERIC in EBSCOHost (ERIC OVID in AU Library/ Find Articles is actually better because it has a Thesaurus), and I might start with a simple search, i. e. **“American” AND artists AND lesson?**

To make sure I didn’t miss some types of artists, I would then expand the search by adding related terms (i. e. U. S., sculptors, painters)

e. g. **(American OR United States OR U. S.) AND (artist OR sculptor OR painter OR photographer) AND lesson**

If I got too much, I would limit by language, date range, use phrase “lesson plan” (in quotation marks), and drop one of the artist categories if not really relevant.

2. Evaluate 3 electronic bibliographic databases through AVL. The databases of special interest for K-12 are Electric Library (middle school and up); EBSCO Host (Animals, Primary Search, Middle Search, Academic Elite, and ERIC for the teachers and other professionals); SIRS; and Proquest (see several different levels for different ages). These databases provide some full-text articles. First Search is also very useful but it has to be used like a traditional periodical index or abstract, i.e.

no full-text articles. **Use the evaluation form for “Periodical Indexes and Abstracts--Electronic Databases.” Look at the interfaces too:**

- 1) Are they user-friendly, helpful,
- 1) what positives/negatives do they have for helping children find articles in the databases?
- 2) Is the classified arrangement helpful?
- 3) Are keyword searching instructions geared to younger users? What age minimum?
- 4) Be sure to look at some of the full-text articles and evaluate the grade-levels for which the database is most likely appropriate for.

Which indexes/abstracts did you consult? Star the most useful indexes for the purpose of your search and explain what made these especially useful for your search.

Which gave you scholarly references? Popular ones?

3. Examine *Children’s Magazine Guide*. Is there a magazine article for CHILDREN related to your curricular topic?. Record all the magazines that had relevant articles and the sources where you found them. (I will bring my copies or you can use LRC’s sample issues). How is this index different from the electronic databases? Grades designed for ? Would this be easier or harder for children to use? How do the magazines indexed here differ from those in the electronic databases?

For the following questions use indexes to collections that are listed in your **Collection Management, Professional Sources, Access Tools** list and/or the WEB. **Hint**, if you have print indexes to poetry, plays, speeches, etc it is usually more efficient to check those first than searching the WEB. Locate the item and record: (1) the full bibliographic information where the full text of the item may be found; (2) the title and page no. of the reference work where you found the citation. **Each student in class should answer only one question and should bring the resource to class next week to demonstrate to the rest:**

4. Can you find a review of the film The Grinch? Where was it reviewed and when? What unexpected information might children learn from doing a search for a review of the film? Try one or more of the electronic databases from AVL or in AU databases.
5. (a) Who wrote the poem that ends with “Jest ‘fore Christmas be as good as you can be.”
(b) Find a location for the poem “Drum” by Nikki Giovanni.
6. A teacher asks you to locate a children's poem on ecology. How can you find one?
7. Locate an ecology play for elementary school children. What useful information does this index provide about each play besides title?
8. Locate a picture of the Vietnam War Memorial. Try ordinary periodical databases as well as the WEB. One place you may have luck is through the National Archive home page or the Library of Congress American Memory Project. www.loc.gov
9. You’re school is doing a 60s revival and are trying to find out who wrote the song “Puff the Magic Dragon,” and maybe even find lyrics for it.

- 10 Examine *Facts on File*. What is this service? How is it indexed? How prompt is it? Where does it get its information? Does *Facts on File* indicate references or what newspapers had reported a certain event?

ENCYCLOPEDIA EXERCISES

1. Read Katz ch. 7 and *Booklist* issue (Sept. 15) that reviews general encyclopedias.

a) Print encyclopedias

Complete the ENCYCLOPEDIA EVALUATION FORM for one **adult general encyclopedia**, **children's encyclopedia** and one **subject encyclopedia**. [Print versions - bring this to class next time]

In order to test for such questions as currency, accuracy, bias, ease of access, and authority as well as to be able to make cross-comparisons between encyclopedias, select 2 topics related to your curricular unit and which will test these questions well for you. Make the topic fairly narrow. Controversial issues and people, and science and political topics are good to test for currency and bias.

Record the topic(s) you compared and in what significant ways the treatments differed.

Topic:

Multivolume encyclopedia, Adult:

Multivolume encyclopedia, Children's:

Subject Encyclopedia:

b) Electronic Encyclopedias

Examine one encyclopedia on the WEB through Alabama Virtual Library. Evaluate one of the Grolier encyclopedias or *Encyclopedia Britannica*. Compare with print versions for **ease of use (this includes navigation and being able to get to a specific topic within a larger article, illustrations, up-to-dateness, and ease of discovering authority)**. How helpful is the Home page of the encyclopedia for leading you to the right resource? Are there special features in this encyclopedia that are lacking in the print or CD-ROM versions? Are "extras" such as Current events database and links useful? Well selected? Do links keep you at the site selected or can you just roam the Internet from the linked site?

2. Try out one of the AskA sources on the WEB. Use the AskA Locator <http://www.vrd.org/locator/subject.html> to find a site of interest to you or your students. AskA's are experts in different subject fields who answer users', including school children's, questions. KidsConnect <http://www.ala.org/ICONN/AskKC.html>, part of ICONNect is one example. AskEric [Http://ericir.syr.edu/Qa](http://ericir.syr.edu/Qa) is another. Examine the source for their policies on the types of questions they will answer and compare with the typical questions one might put to an encyclopedia. In what way are the queries different? When would you prefer to ask an AskA source as compared to an encyclopedia? For what kinds of questions would you prefer to use an encyclopedia and for what kinds would you prefer to use the WEB (not an AskA expert)? Why?

ALMANACS AND YEARBOOKS EXERCISES

When you evaluate a handbook, besides using the FORM FOR EVALUATING REFERENCE WORKS, pay special attention to the following as you consider authority, recency, and arrangement:

- ? What is the source of information for data? Is it clearly indicated?
- ? Is it easy to consult (tables organized in categories? index? If no, does it have dictionary arrangement. If on the WEB is there a search engine? Was it hard or easy to use?
- ? When was work published? When were data collected? If on the WEB, can you tell which version of an almanac they are providing?

QUESTIONS

As an information provider, this is one of the areas where your expertise will be called upon frequently. While teaching students how to become knowledgeable information searchers and users is important, school media specialists will continue to be the providers of ready reference type questions which might range from answering questions about trends, statistics on drug use, addresses of health or counseling providers, to specific information on holidays, a usable quote, etc. It is therefore, not unreasonable for me to ask you to find specific answers to queries posed by me, your "client."

For each of the following, record enough of the q for me (and yourself) to be able to tell what you're answering, the source of the information that the reference book is using, and the reference work, year and pp. where you found the answer.

1. Examine any recent *World Almanac* thoroughly. 1) List 3 different kinds of information that you could use this reference tool for to answer questions that are likely to come up in the classroom or school. 2) Can you tell:
What was the life expectancy of a person at birth in the U. S. in 1950 and 1995?
On the whole, is drug use up or down among young people relative to 1970s?
The Nobel Prize winner for peace for the previous year?
What is the most recent information included among the current events for the year?
When, if ever, has an Alabama team won the Little League Championship?
2. Compare the World Almanac 2000 REFAY67/N5/W7 (second floor reference desk) and Infoplease.com for sports statistics. Do they cover the same sports? Do they give the same kinds of statistics? Can you tell which teams won the World Cup in Women's Soccer since its start?
3. Compare Statesman's Yearbook to World Almanac 2000 REF/AY67/N5/W7 (second floor reference desk) or 2000, Britannica Online Yearbook, Background Notes at http://www.state.gov/www/background_notes/index.html and CIA World Factbook www.odci.gov for the kind of information they give on a specific country. Which ones will give you current information on heads of state, exchange rate for their currency, basic information on economic resources, political conditions, a map.

HANDBOOKS AND DIRECTORIES EXERCISES

Each student should take one of the questions and report on it during next class, bringing the reference work with them.

1. Can you find when and where paper was first invented from Famous First Facts? **REF/AG5/K315**, in World of Invention **REF/T15/W67?** (b) When and where was the first radio broadcast took place?
2. Examine Statistical Abstract of the United States, **REF/HA202/A3** This address may need updating from time to time: <http://www.census.gov/prod/www/statistical-abstract-us.html>
Who publishes it? Where do the statistics come from? What kinds of data can you find here and how could you use these in the social studies curriculum?
3. Where does Groundhog Day originate and how is it celebrated today? Check handbooks on holidays and festivals such as American Book of Days **REF/GT4803/D6/1978** or Folklore of World Holidays **REF/GT3930/F65/1992**.
4. Look at The Merck Manual of Therapy and Diagnosis **REF/RC55/M4** Reference Desk. What is the "scope" of this work? How might a school use it? www.merck.com
5. (a) What is AECT (use an acronyms dictionary like DeSola's **REF/PE1693/D4/1995** (b) Find an address for it now that you know the meaning of the acronym- you could try the WEB. Actually, try if you can find the acronym on the WEB.)
6. Advil should not be taken if you have had a side-effect to what other drugs or have what medical conditions? How is Aleve related to Advil? Check for this in The Complete Drug Reference **REFRM302.5/U55/1997**. Is this a source to trust? Why? Would "Health Sources Plus" in EBSCOHost have given you the information you needed?
7. What can you find out about Alabama from Alabama Facts, More than an Almanac **REF/F321/A159/1991** as compared with Facts About the States by J. N. Kane **REF/E/180/K/1993?**
8. Identify a handbook or almanac that could be a useful resource for your lesson plan. what kinds of information could students find in this resource? Are there other good sources for this type of information?

BIOGRAPHIES EXERCISES

When you evaluate a biographical dictionary, use the FORM FOR EVALUATING REFERENCE WORKS, and pay special attention to the following:

- * what are the requirements for inclusion
- * who writes the biographical sketch
- * length of entry
- * type of entry (descriptive vs. evaluative)
- * does it list living only, dead only, both?
- * how often is it updated?
- * are biographees' portraits included

The most important factors to look for when assessing biographical dictionaries are **length of entry** (brief paragraph as in Who's Who series vs. lengthy essays as in Dictionary of American Biography), **authority of entry** (supplied by biographee vs. written by subject experts), and **descriptive vs. evaluative entry**.

1. Read Woody's "African American Biographies" on e-reserve

After reading this article, think about what kinds of sources she used and what other sources she might have used to expand her list. Think creatively, not just in terms of building the trade book collection, but other types of resources where biographical information might have been obtained. Examine *Guide to Reference Materials to School Library Centers*, as well as the Subject References (my list) for reference sources that could be helpful, then, after examining them, compile a list of five such sources for her, explaining what she can hope to get out of these for her students. For this assignment don't include the basic general biographical reference works such as *Current Biography*, *Biography Today*, and *Encyclopedia of World Biography*, but those too would have been excellent resources.

2. Find an obituary of Frank Sinatra. Hint - he died in 1998.
3. Explore ***Biography and Genealogy Master Index*** in GaleNet through AVL to see what resources you could use to find biographies of people related to your lesson plan. How does **BGMI** help you with hard to find people? What are its limitations?

Examine **Merriam-Webster's Biographical Dictionary*, REF CT103/M47/1995; **Encyclopedia of World Biography*, 2nd ed. REF/CT103/E56/1998; and *Current Biography* REF CT100/C8 (monthly and annual cumulations).

3. Examine the *Encyclopedia of World Biography* 2nd ed. REF 103/E56/1998 How are the entries selected for inclusion in this source? What is the authority of this reference tool? Select two people whose biographies would be of interest in your curricular unit. Would this resource be helpful in finding biographies of those people? If no, why not? Would *Current Biography* be more helpful? Please explain. See if you can identify them in another resource below or in a different reference source. Remember Almanacs can often get you started. **Infoplease.com** on the WEB is also extremely helpful, and if your topic is a science topic, **ACCESS SCIENCE in AVL** can be very helpful.

4. Examine *Merriam-Webster's Biographical Dictionary* REF CT103/M47/1995. This is an absolute basic, must-have-reference-work for every library, because it's handy, wide-ranging, and relatively inexpensive. Would this have been a good place to look up President G. W. Bush? What about Michael Jordan and Jesse James? (The preface should give you a clue).
5. What are the criteria for inclusion in *Who's Who in America*? REF/folio/E663/W56 What information is given in the entries? How is the information obtained? Is the information given evaluative or is it purely descriptive? What unique information does this give that you're not likely to get in an encyclopedia?
7. After reading the introductions, look for a famous American woman of your choice in *Dictionary of American Biography* REF/E176/D563/ REF/E176/D563 Index 3. Make sure you base your choice on their selection policy. Whom did you choose and was she in there? What about Eleanor Roosevelt, Maya Angelou, Marian Andersen? [Your library may not be able to afford this high quality biographical dictionary, but there is a *Concise Dictionary of American Biography* which should be in all secondary school libraries.]
8. Find a single source which will provide both a biographical description and criticism of the work of Langston Hughes. Hint: the Gale biographical resources made available through AVL could be really helpful on this. Is Katherine Paterson also accessible through these resources? [Temporarily, a glitch in Gale's Author Series in AVL prevents you from searching on both first and last name, so enter last name only.]
9. For younger readers, *Biography Today: Authors* is a great resource (LRC has - ask Harriette Huggins as it may be in her office). What kind of entries does it include (length, readability, focus of bio., pictures? Who writes entries? Do entries include both popular writers like R.L. Stein and classic ones like Katherine Paterson?

DICTIONARIES EXERCISES

When you evaluate a dictionary use the FORM FOR EVALUATING REFERENCE WORKS and pay special attention to the following:

- *number of entries
- *number of meanings per entry
- *order of meanings (oldest meaning vs. most commonly used meaning first)
- *format - clear distinction between meanings; parts of speech
- *examples of usage given
- *etymology
- *synonyms
- *readability
- *understandable pronunciation guide
- *syllabication
- *illustrations
- *inclusion of technical terms

Select two words: a) a concrete object; b) an abstract concept that might be challenging words in your curriculum unit. Use these words to test how each of the dictionaries, mentioned in the first four problems, treated them. Also try if a recent word like “Internet” or “e-mail” is in any of these dictionaries.

1. Look up your abstract and concrete words in *Webster's Third New International Dictionary* REF/folio/PE1625/W36/1981 - Southwing Dictionary Stand and *Random House Dictionary of the English Language* REF/folio/PE1625/R3/1987. Compare them for the following: order of meanings; number of meanings; clarity of meanings; example of how word is used; etymology. See if the recent word is in *Random House*; it certainly won't be in a 1981 edition of *Webster's* (unless it's not as recent as you thought).
2. Look up your abstract and concrete words in *Merriam-Webster's Collegiate Dictionary 10th ed.* REF/PE1628/M36/1993 and compare type of information included to that in *Merriam-Webster Online*: <http://www.m-w.com/> and in the *American Heritage Dictionary* REF/PE1628/A623/1992. Compare them for the following: order of meanings; number of meanings; clarity of meanings.. See if the recent word is in there.
3. Look in *The American Heritage Children's Dictionary* Juv/REF/PE1628.5/A44/1997; *Scholastic Children's Dictionary* Juv/PE1628.5/S3/1996 and a third school dictionary for middle grade children (there are several in LRC and RBDL on Juvenile Reference) for your words a) Did all three have the words? b) were definitions clear? c) how many definitions were given d) were parts of speech clearly labeled and distinctly separated? e) Were word origins traced? Which of these would be appropriate in K-3? 3-6? Did any of them have “Internet” or “e-mail?”
4. Look up one of your words in *Webster's Collegiate Thesaurus* REF/PE1591/W38 1988, or in *Roget's International Thesaurus*(*HarperCollins*) REF/PE1591/R73/1992 a) Which is easier to use? b) Which is most useful to you for exploring related words? Look at a children's

thesaurus (see Subject and Specialized Reference Sources list or your textbook under Dictionaries--Synonyms and Antonyms)

5. The expression “ivory tower” has a fairly established meaning. According to *Merriam-Webster’s Collegiate Dictionary 10th ed.*, it’s “a secluded place that affords the means of treating practical issues with an impractical often escapist attitude, esp. a place of learning.” But it doesn’t tell us where the expression comes from. *The Oxford English Dictionary (on the low tables in RBDL second floor reference section)* gives the most scholarly accounts of the origins of words and their first uses in print) What does the OED say about this expression? How much historical information does Merriam-Webster Online www.m-w.com , give?
6. What’s “funky” ? Check at least two different dictionaries. Hint, this word is considered slang. Record meanings and sources where found. Besides regular dictionaries there are slang dictionaries such as *Dictionary of Slang and Unconventional English* (British) REF/PE3721/P3/1984; *New Dictionary of American Slang* REF? PE2846/C46/1986; and *NTC’s Dictionary of American Slang and Colloquial Expressions* REF?/PE3729/U5/S76/1987
7. Is it O.K. to say “between you and I?” Is it O. K. to write it? Try one of the usage dictionaries: *Webster’s Dictionary of English Usage* REF/PE1460/W425 or *the New Fowler’s Modern English Usage*. 3d ed. REF? PE1628/F65/1996.
8. It’s really hard to explain idiomatic expressions to ESL students. Read someone the Riot Act or Pull the Wool Over Someone’s Eyes would be two examples. “Dress the chicken” was one that stumped Amelia Bedelia. Try finding these in an ordinary collegiate dictionary. Now try one of the dictionaries of idioms: *American Heritage Dictionary of Idioms* PE2839/A47/1997; *Dictionary of American Idioms* PE1460/D46/1987; *Scholastic Dictionary of Idioms* Juv/PE1689/T45/1996.

ATLASES AND GAZETTEERS EXERCISES

When you evaluate an atlas, use the FORM FOR EVALUATING REFERENCE WORKS and pay special attention to the following:

- *copyright date and revision policy of atlas (as stated and shown by copyright dates)
- *currency, as based on your tests of recent name and border changes
- *focus or distribution of maps
- *order of presentation (arrangement) of maps
- *scale (what is the predominate scale and does it vary arbitrarily)
- *colors helpful in making distinctions (borders, height and depth, physical features)
- *country, state, province, city etc. place names legible and easy to identify as to what it refers
- *grid system size not too large
- *binding strong and allows atlas to lie flat
- **marginal information informative - includes at least: scale, symbols, meaning of colors, type of projection
- *index - thorough, all places shown on map should also be in index; index should indicate exact page and grid location; cross references from alternative spellings

Scale of 1:63,000 = 1 inch to the mile i. e. very large scale - typical state road map. 1:16 million = 1 inch to 250 miles i. e. small scale - map showing the whole United States. 1:4 million = 1 inch to 64 miles, is a large scale map.

Select a country, a city, and another geographical feature that you could use in your curricular unit. Be creative - even if your unit is math, you could calculate deepest and highest points, and differences between them, relative scales between map distance and world distance, etc. In language arts you can follow name changes in historical atlases as different countries were taken over by different people or remnants of old names after the people are gone (think of all the Native American names of states and other geographical features in the U. S.)

1. Compare *The Times Atlas of the World* REF/FG1021/J67/1992, Atlas stand 12, shelf 3 and *Atlas of the World* (Oxford U. Pr.) folio/G1021/A7545/1998. for the ease of difficulty of a) Identifying the boundaries of your country and the countries that surround it - which atlas was more helpful, and why?; b) Currency: look for recent political changes. Can you tell whether the capital is near mountains or not?
2. Compare the *Hammond Atlas of the World* REF/folio/G1021/H2665/1992 and the *Hammond Ambassador World Atlas* . What is the scope of each? How much of each atlas is devoted to the United States? Can you locate one of the frequently mentioned provincial cities from your chosen country? Do both maps list it in their index?
3. Both *Goode's World Atlas* REF/G1019/G67/1990 and *World Book Atlas* REF/folio/G1021/W6735/1990 Atlas stand 12 shelf 4 are examples of school atlases. Besides their handier sizes, what features make these especially useful as school atlases? Which do you find more useful? How is Goode's coverage of the U.S. different from that of the *Atlas of the World* (Oxford) folio/G1021/A7545/1998?
4. A critical thinking exercise one could do with students is to have them evaluate different countries' "rights" to territories they claim as historically theirs. An example would be Serbia with respect to Kosovo, Hungary with respect to Transylvania (luckily they're no longer making

such claims) or “the Polish Corridor” including what is now Gdansk (Graz in German) by Germany, over which Germany started WWII. (Look at a map of 14th Century Europe and compare with two 20th Century maps (before WWI and after, for instance). **Examine *Times Atlas of World History* REF/folioG1030/T54/1993.** Would this source be helpful in examining such claims? Would this resource be equally helpful in determining the claims of East Timor for independence from Indonesia, or for China that Taiwan is part of their territory?

5. Examine one of the children’s atlases and explain to the class why you would or would not select it for your school. Explain how you would use it in the curriculum. (for suggestions see Subject Sepcialized Reference Sources (my list for this course) and your *Reference Materials for School Library Centers*.
6. How do *Chambers World Gazetteer* **REF/G103.5/C44/1990**, *Merriam-Webster's Geographical Dictionary* **REF/G103.5/W42/1997** and United States Gazetteer: www.census.gov/cgi-bin/gazetteer differ from each other? Is there an entry in each for your home town, for the nearest larger city to your home town? Is information accurate, up-to-date?

GOVERNMENT DOCUMENTS

1. After reading Katz ch. 12 and skimming Melody Kelly's *Uncle Sam's Net of Knowledge for Schools*, identify three government sites that would be valuable for your students to explore for their curricular unit.
Describe the **purpose** of the sites and its **content**. Is using the site easy for children? What kinds of help will they need with making the most of the site
2. Explore **Auburn University's Government publications directory site**. This is an outstanding resource which, as AU is a government depository library, is available to the general public. To begin your exploration, start at AU Libraries Home Page. Select "Search the Internet," then "Online Reference," then "Government." Once in the "Government" page, select "U. S. Government" Once at this page BOOKMARK THIS FOR FUTURE USE and explore several different paths, but be sure to look at "Reference Collection" and "Government Documents by Agency." The latter should be especially useful for students, as it leads them to educational publications such as Thomas, from Congress, voting records from "Vote Smart," biographies of Congressmen, addresses by presidents, and the Oyez project developed by Northwestern University, which introduces the Supreme Court to the lay public and has a searchable database by subject for identifying specific cases. Happy exploring
3. Look at *U. S. Government Organization Manual* at the "Government Documents by Agency" site, under "Search Engines, Federal Agencies, Publications, etc" Who is the Secretary of Education and how can you get in touch with him by phone or e-mail?
4. Look up *Occupational Outlook Handbook* www.bls.gov and explore it for career outlook projections for teachers, librarians, or any other profession that interests you. For people who are heavily involved in career guidance *Dictionary of Occupational Titles* located in Government Documents Division at AU Library L37.2:OC 1/4, gives more detailed descriptions of what different jobs require educationally, physically, etc.