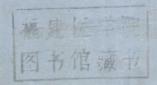
REFERENCE SOURCES

A Self-Study Manua!

Third Edition

MARGARET T. TAYLOR and RONALD R. POWELL



BASIC REFERENCE SOURCES

A Self-Study Manual

Third Edition

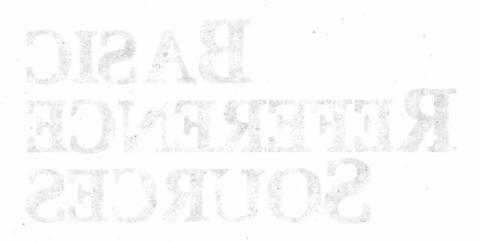
MARGARET T. TAYLOR and RONALD R. POWELL

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A Self-Study Manual

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LIST OF SOURCES

Note: The sources listed below include all of the titles mentioned in this manual. Titles are listed in the section in which they first appear. The starred titles are covered in detail in the manual. The other titles are noted more briefly, in a supplementary or comparative manner, usually with only a single question or a single reference in an answer.

Brief titles only are given. Following each title is a reference to its listing in Sheehy's Guide to Reference Books (Chicago, American Library Association, 9th ed., 1976; Supplements, 1980 and 1982), where more complete citations may be found. (A "1" before the Sheehy number refers to the first, 1980 supplement, and a "2" refers to the second, 1982 supplement.) If a title is not included in Sheehy, the full citation is given in this list. Also indicated, for the starred titles only, are the dates of the editions or issues used in preparing the manual and to which the answers are keyed. The symbol • is placed after the citations for those sources which are available in online, computer-accessed versions, as far as could be determined as of May 1984.

The student should have access to the starred titles, preferably in the editions noted. It is helpful but not necessary that he/she should have access to the supplementary titles. See Introduction for comments on adaptation of this list to specific course requirements.

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*Publishers' Trade List Annual (AA472) 1982 | Parail roduca' golding meind lanoital assegned to grandid

*Books in Print (AA473) 1982-83

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*Sabin: Dictionary of Books Relating to America (AA451) 1868-1936 or reprints Molnar: Author-Title Index to Sabin's Dictionary (1AA96)

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*Checklist of American Imprints (AA454/455, 2AA60) 1964+

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*Ulrich's International Periodicals Directory (AE10) 21st ed., 1982

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*Poore: Descriptive Catalogue of the Government Publications (AG20) 1885 or reprints

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*Ames: Comprehensive Index to the Publications (AG21) 1995 or reprints a plant and deliberations

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*Index to U.S. Government Periodicals (1AE48) 1982 issues BALL abidu paidus of occupanti for the west-

*Congressional Information Service, Index to Publications (CIS Index) (CJ83/84, 1CJ56, 2CJ48) 1982 annual volumes

Social Sciences and Peansmiller Index Uniterest tal Dade

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Leidy: A Popular Guide to Government Publications (AG11, 1AG4)

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*Monthly Checklist of State Publications (AG47) 1983 issues

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*Dissertation Abstracts International (AH14/15, 1AH5) 1983 issues - state and application of the second and application and ap

*American Doctoral Dissertations (AH13) 1980-81 volume

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Lum: Asians in America; A Bibliography.... (CC139, 1CC150)

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*British Books in Print (AA673) 1983

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*Whitaker's Cumulative Book List (AA668/669) 1982 * (Slotten the the Architecture Book List (AA668/669) 1982 * (Slotten the The Architecture Book List (AA668/

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*British Library, General Catalogue of Printed Books (AA100/101, 1AA23, 2AA12/13) 1959+ xebral tooldara

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*Les Livres de l'Année-Biblio (AA616/617) 1979 The Livres de l'Année

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Quérard: La France Littéraire.... XVIIIe et XIXe siècles (AA606)

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*Bibliothèque Nationale, Catalogue Général ... Auteurs (AA105/106, AA596, 1AA24) 1900+

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American Heritage Dictionary, standard or new college ed. (2nd) (AD12) Doubleday Dictionary (1AD2) Funk and Wagnalls Standard College Dictionary (AD13) The transfer of the property of the control Random House College Dictionary (AD14, 1AD3) (BJA) (BJ Scribner-Bantam English Dictionary (1AD4) Thorndike-Barnhart Comprehensive Desk Dictionary (AD15) Webster's [9th] New Collegiate Dictionary (AD16) (950) 11/2 be environ parents in another afragmental Webster's New World Dictionary, 2nd college ed. (AD17) New Century Dictionary (AD6) *Lot abaia, Savetcheda En attlopedite, dec ed. (AUT? DACES, 32CD. 579-Shorter Oxford English Dictionary (AD28) Cassell's English Dictionary (AD29) Concise Oxford Dictionary (AD30, 1AD6) Kister: Dictionary Buying Guide (1AD1)

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*Fowler: Dictionary of Modern English Usage (AD58) 2nd ed., 1965; reprint ed., 1983 *Evans: Dictionary of Contemporary American Usage (AD56) 1957 Nicholson: Dictionary of American English Usage (AD62) Horwill: Dictionary of Modern American Usage (AD61) *Follett: Modern American Usage (AD57) 1966 Morris and Morris: Harper Dictionary of Contemporary Usage (1AD14) *Roget's International Thesaurus (AD100) 4th ed., 1977 or (AD99) 1965 *Roget's II: The New Thesaurus (New York, Houghton Mifflin, 1980)
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*Encyclopedia Americana (AC1) © 1983

*New Encyclopaedia Britannica, 15th ed. (AC3) © 1983

*Collier's Encyclopedia (AC5) © 1983

*Academic American Encyclopedia (2AC1) © 1980

*New Columbia Encyclopedia (AC6, 1AC2) 4th ed., 1975

*Lincoln Library (AC7) © 1982

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*Compton's Pictured Encyclopedia (AC17) © 1983

*World Book Encyclopedia (AC20) © 1983

*Chambers's Encyclopedia (AC4) © 1968

Everyman's Encyclopedia (London, Dent, 1978)

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*Encyclopaedia Universalis, 1968- (AC34, 1AC8)

*La Grande Encyclopédie, 1971- (AC38, 1AC7)

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*Brockhaus Enzyklopaedie, 17th ed., 1966- (AC43, 1AC9)

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*Great Soviet Encyclopedia (AC73, 1AC13, 2AC10) 1973-

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*Americana Annual (AC11) 1983 *Britannica Book of the Year (AC12) 1983 *Collier's Year Book (AC14) any recent edition *World Book Year Book (see AC20) 1983 Chambers's Encyclopaedia Yearbook (AC13a) *Annual Register of World Events (DA50) 1982 Appleton's Annual Cyclopaedia (AC10) *Facts on File (DA51, 1DA16) 1982 and 1983 issues News Dictionary (Facts on File, annually) *Keesing's Contemporary Archives (DA52) 1982 issues *World Almanac (CG75) 1983 *Information Please Almanac (CG66) 1983 Reader's Digest Almanac (CG67) People's Almanac (1CG15, 2CG17)
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*Statesman's Year-Book (CG45) 1982-83 Europa Year Book (CJ62) Municipal Year Book (CJ118a, 1CJ76) Book of the States (CJ118) Britannica Yearbook of Science and the Future (EA43) Science Year; the World Book Science Annual (EA44) Yearbook of Agriculture (EL50)

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*Statistical Abstract of the United States (CG69) 1982/83
*Historical Statistics of the United States (CG71, 1CG18) 1975
*County and City Data Book (CG70, 1CG17) 10th ed., 1983
State and Metropolitan Area Databook (2CG19)
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Section 17: Handbooks and manuals

*Kane: Famous First Facts (New York, Wilson, 4th ed., 1981) [1843] gloggodd a brista to granous ill *Guinness Book of World Records (New York, Sterling, 21st ed., 1983) in manifest to with additional and the sterling of the st *Benét: The Reader's Encyclopedia (BD32) 2nd ed., 1965 wagargold moreona Midosophy 2 inotale A
*Brewer's Dictionary of Phrase and Fable (BD67) 1981

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Section 18: Directories a colod below sand to the self strings goes with the self to engine as a self self to engine as a self *Foundation Directory (CA56/57, CB197, 1CA29, 2CA28) 8th ed., 1981 *Research Centers Directory (CA68/69, EA180/181) 8th ed., 1983 and a property of the content of *Yearbook of International Organizations (CK214) 1983/84 (LLD) Trapergood to cruck that the resource of the contract of the co *Guide to American Directories (CH140, 1CH64, 2CH57) 11th ed., 1982 Webster's New Geographies' Dirlicatory (Chel of 1981) United States Egerd on Geographical Manes, and the Crists/118 Directory of Directories (2CH56)

Section 19: Biographical sources: universal

*Webster's Biographical Dictionary (AJ31) © 1980

*Chambers's Biographical Dictionary (AJ19) © 1968 or © 1969 D 2008 AVENUE OF STATES AND ADDRESS AND ADD Lippincott's Biographical Dictionary (AJ29) DEC CARREL WILLIAM WILLIAM STORY OF THE CONTRACT O *New Century Cyclopedia of Names (AJ24) 1954 Webster's Dictionary of Proper Names (BD93) *International Who's Who (AJ35) 1983-84 Who's Who in the World (AJ38) *Current Biography (AJ34) 1982 issues New York Times Biographical Service (AJ37, 1AJ9) New York Times Obituaries Index (AJ25, 2AJ12) Annual Obituary (New York, St. Martin's Press, 1982) Pseudonyms and Nicknames Dictionary (2AA18)

Section 20: Biographical sources: national and subject

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*Statistics Sources (CGS2, LCUS, LCIS) repeat 1982 - Cuide to U.S. Civernment Statistics (CGS)
 *Who's Who in America (AJ57) 1982-83
 *Marquis Who's Who Publications: Index to All Books (1AJ4) and solided to gold and to mass and
     Who's Who Among Black Americans (1AJ27) and object to sea large the state of the st
 *Who Was Who in America (AJ51/52, 1AJ23) 1942+08 of oblino a greater and soften a lease to vacces and
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 *Who's Who (AJ178) 1983
 *Who Was Who (AJ176) 1929+
      Who's Who in France (AJ152)
 *Dictionary of National Biography (AJ165, AJ167) 1908+
*Concise Dictionary of National Biography (AJ166) 1953-61
 *Dictionary of American Biography (AJ41, 1AJ16) 1928+ or reprints ALLY wash, grad to a sport to the sport of 
      Concise Dictionary of American Biography (AJ42, 1AJ17) at the County abroom a broom a strong as along a specific Dictionary of American Biography (AJ42, 1AJ17) at the County of American Biography 
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      Van Doren and McHenry: Webster's American Biographies (1AJ21) work appears to took which independent and the control of the co
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 *Biography and Genealogy Master Index (Detroit, Gale Research, 2nd ed., 1980)
      Performing Arts Biography Master Index (Detroit, Gale Research, 2nd ed., 1981)
    Biography Almanac (Detroit, Gale Research, 1981) 
Bio-Base (Detroit, Gale Research, 2nd ed., 1981)
```

Section 21: Geographical sources: gazetteers and guidebooks

Note: the first half of this section deals with the approach to geography as a <u>subject</u> area, and the use of Sheehy, Wright and Platt, and Brewer, plus other basic bibliographic sources from Part I of this manual, to locate bibliographies, dictionaries, encyclopedias, yearbooks, handbooks, directories, etc., in that subject area. Many geographical titles other than those listed below are mentioned in the answers as examples of these types of reference sources; the annotations in Sheehy, or in Wright and Platt or Brewer, are sufficient for use of this manual.

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*Wright and Platt: Aids to Geographical Research (CL5) 2nd ed., 1947 (AC) graduational decreases
*Brewer: The Literature of Geography (CL1, 2CL1) 1973 (2000) another age of account to decompany
*Columbia Lippincott Gazetteer of the World (CL56) 1962
*Webster's New Geographical Dictionary (CL61) © 1980
  United States Board on Geographical Names, publications (CL118/119)
  Permanent Committee on Geographical Names for British Official Use, publications (CL115/116/117)
  Stewart: American Place Names (CL126)
  Sealock, Sealock and Powell: Bibliography of Place-Name Literature (see CL120)
  Neal: Reference Guide for Travellers (CL267)
  Nueckel: Selected Guide to Travel Books (1CL68) ... all and the selection is discontinuous absolute of the selection of the s
  Heise, Jon O. and Dennis O'Reilly: The Travel Book: Guide to the Travel Guides (New York, Bowker,
1981)
*California (American Guide Series) (see CL268) 1967

*California (American Guide Series) (see CL268) 1967
  Post, Joyce A. and Jeremiah B.: Travel in the United States: A Guide to Information Sources (Detroit,
              Gale Research, 1981)
*Hotel and Motel Red Book (CL270) 1983-84
 Official Guide of the Railways (CL272)
```

Section 22: Atlases

*Rand McNally Cosmopolitan World Atlas (CL219, 2CL39) 1971, 1978, or 1981 Rand McNally New International Atlas (2CL37)

National Geographic Atlas of the World (CL211, 1CL54)

*Hammond Medallion World Atlas (CL207, 2CL35) 1971, 1979, or 1982

*Goode's World Atlas (CL204) 15th ed., 1978

*Rand McNally Commercial Atlas and Marketing Guide (CL218a) 1983

*Times Atlas of the World, Comprehensive Edition (CL201, 1CL53, 2CL40) 1983

*Times Index-Gazetteer of the World (CL57) 1965 or 1966

Lock: Modern Maps and Atlases (CL166, see 1CL2)

Alexander: Guide to Atlases (CL165, 1CL45)

International Maps and Atlases in Print (1CL47)

Kister: Atlas Buying Guide (Phoenix, Arizona, Oryx Press, 1984)

Section 23: Review of Part II

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PREFACE

The origin and development of this self-study manual has been recounted by Ira Harris in the Preface of the 1973 (first) edition. As stated there, it began in 1967 at the Graduate School of Library Studies, University of Hawaii, with the idea that expertise with bibliographic and information sources might be taught on a self-study, self-paced basis by leading students to the sources themselves instead of by the then more common approach of presentation and discussion of the sources in class.

Some preliminary units of a self-study approach were written and tested; the results were promising enough that, under a grant from the Grolier Foundation, units for an entire first semester basic reference course were subsequently written and tested. The testing, as discussed in the Harris Preface (1973), showed that the students who used the self-study approach did at least as well as those who were more conventionally taught, and student response was consistently enthusiastic. The entire sequence, as written by Margaret Taylor, was published by Scarecrow Press in a "preliminary" edition in 1971, and the manual has since been used in a variety of ways in library education programs. A revised edition, incorporating suggestions from users and up-dating the material, was pubtished in 1973, as the "first" edition. A second edition came out in 1981, with Ronald Powell as

As with the second edition, our main concern with this revision for the third edition has been to bring the material up to date, rather than to make structural or conceptual changes in the manual itself or in the types and titles of sources included. Information about the sources and the answers to the search questions have been up-dated to the editions (or issues in the case of on-going publications) available as of December 1983. A few titles published since 1980 seemed to be useful additions. In the main, however, we were guided by the principle that the manual should consist of a limited, selective list of titles which could be examined in some detail and which could be expanded as a result of the student's increasing ability to compare titles and to use resources such as Sheehy's Guide to Reference Books. The number of starred titles, those which are considered in the manual in detail, is the same as in the second, 1981 edition (166). Again, we increased our inclusion of supplementary titles in this edition (361 as compared with 332 in 1981).

A problem which we faced with this revision was how to handle the online, computeraccessed versions of reference/information sources. The nature of this manual has been that of a "hands-on" approach to reference sources rather than a descriptive text. While this approach is feasible for printed sources, the machineaccessed, constantly-changing nature of the online versions precludes their treatment in the same way. We concluded that the best that we could do at this stage to acknowledge the increasing availability and importance of these online versions was to note, in the List of Sources, those titles which, so far as we could determine in May 1984, were available online, and to comment upon them in the Introduction.

It would have been impossible for us to have accomplished the task of this revision without the help of other people and the resources of libraries. Our primary resources were the libraries of The University of Michigan in Ann Arbor; we also used the Ann Arbor Public Library, some of the school libraries of the Ann Arbor Public Schools, and the Center of Educational Resources of Eastern Michigan University in Ypsilanti.

Specifically, we would like to thank our research assistants, who carried much of the tedious but necessary burden of library checking, locating materials, etc.: Kathy Tezla, Barbara J. Wilson, Margaret M. Benson, Anne Baker Jones, and Patricia E. Sumner. We would also like to acknowledge the continuing suggestions and support from our students at the School of Library Science of The University of Michigan.

We believe that the self-study approach provided by this manual offers substantial benefits in the teaching of reference/information sources, whether used in library science education programs, or in continuing education and staff development. The manual leads students to direct contact with the sources themselves, and provides reinforcement and feedback at the point of contact. It allows students to proceed at their own pace. It can free class time for discussion of other aspects of reference services and communications skills. We hope that it will continue to be a useful resource for our colleagues.

Margaret T. Taylor Ronald R. Powell

June 1984

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With this self-study manual, you will be guided through a careful examination of a list of specific reference sources. The manual consists of a long series of questions relating to the examination, use, and comparison of these sources. The question pages allow you enough room to jot down your answers as you proceed. The answers to these questions are given on separate pages following the questions, so that you may check your own answers to determine whether you are finding the correct information and using the sources correctly. The questions are designed so that the correct answer to a question often depends upon an understanding of the answers to preceding questions; therefore, you should check your answers frequently.

Since you have been given the answers, you may be tempted to go immediately from the question to the answer without trying to work out the answer for yourself. You could learn something from doing only this. The point of this type of exercise, however, is not to give you another textbook to read, or another annotated list of reference sources, but to provide a method by which you can seek out the information yourself. The questions and answers are set up to give you information about the sources (bibliographic details, arrangement, scope, etc.). More importantly, the questions are also set up to help you learn a technique of examination and evaluation of reference sources which you can use for some actual experience in search strategy, in using these sources in the most efficient way. Both of these skills are necessary for effective library research/reference work, and you can gain experience in these skills through working out the answers to the questions in this manual.

As part of this learning process, it will be necessary for you to refer to and use the actual reference sources in order to work out the answers to the questions; therefore you must plan to work with the self-study manual in a, library where you have access to these sources. Preceding this introduction is a "List of Sources," giving all of the titles considered in the manual. You should have access to the starred titles. It is helpful but not essential to have access to the other titles. The answers in the manual are keyed to the editions noted in the source list. If possible, and particularly if you are inexperienced, you

should work with those editions. If it is necessary to work with other editions, you must expect some variations from the answers in the manual.

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Also used extensively throughout this manual as resource guides are Guide to Reference Books, edited by Eugene Sheehy (Chicago, American Library Association, 1976, and Supplements, 1980 and 1982) and ALA Glossary of Library and Information Science (Chicago, American Library Association, 1983). You should have access to these titles as you do the questions.

The manual is set up to be worked in sequence; each section is dependent upon information established in preceding sections. You should start at the beginning and work through each section in order. If you omit sections or parts of sections, you must keep in mind that there may be references in following sections, particularly in the review questions and review sections, to the material you have omitted.

It is not necessary to work through the entire sequence at one time, of course. The questions have been divided into several sections, with an average estimated time of two to five hours each. You should try to work through as much of each section at one time as is possible.

One of the purposes of the self-study approach is to allow you to cover this material at your own pace. Previous experiences in libraries or with the material, plus differences in reading speed and ability to integrate details, all contribute to the time variation among students. This manual has been set up to accommodate, so far as possible, a variety of learning and background differences, and it therefore includes much elementary material as well as some repetition of material. If some of the sequence seems unnecessarily simplified or repetitive to you, you may want to make some adjustments in your use of the material to fit your own specific needs and background. You may find that you can skip over some of the questions quickly because the answers will seem obvious to you; you may find that you can work out some of the questions in your head rather than referring back to the sources; you may find that you do not need much help in determining bibliographic details, scope, arrangement, etc., and that the search and review type questions will be most helpful to you. A few suggestions have been made in the manual itself about skipping and reviewing; otherwise

it is up to you to judge to what extent you can modify it for your own purposes. Keep in mind the basic importance of actual use and handling of the sources.

You will probably find that your progress will seem slower at the beginning, until you become familiar with the method and the material. Also keep in mind the possibility that the slower you are in working your way through the manual, the more you may be in need of—and therefore the more you may benefit from—this detailed, repetitive, reinforced type of guidance.

If you are working through this manual on your own, rather than as a course assignment under the direction of an instructor, you may find it helpful to do some preliminary reading on library reference services and information sources, such as are found in Introduction to Reference Work (vols. 1-2) by William A. Katz (New York, McGraw Hill, 4th ed., 1982) and/ or Fundamental Reference Sources by Frances N. Cheney and Wiley J. Williams (Chicago, American Library Association, 2nd ed., 1980). Both Katz and Cheney include references to further reading, and both list other bibliographies of reference materials, similar to Sheehy, which you will find useful to explore to extend your knowledge of available sources beyond the scope of this manual.

An ever-increasing number of these printed sources are becoming available in online, computer-accessed versions. Use of the online versions of these sources is discussed in the various texts and readings on reference sources/services as noted above. Those sources in this manual which were determined to be available in online versions as of May 1984 have been designated with a in the main list of sources preceding this Introduction.

Information for instructors

This self-study manual is designed to be selfexplanatory and self-contained when used in conjunction with the sources to be examined and with such aids as Sheehy's Guide to Reference Books and the ALA Glossary. Therefore it is possible for the manual to be used without any additional textbook assignments or classroom sessions, and is itself sufficient for purposes of teaching students (library school or otherwise) about the availability, examination, and use of basic reference materials. It is expected, however, that its use in a library school reference course would be as a teaching resource or tool to cover certain aspects of the course and to be used with other resources such as readings, lectures, discussions, projects, written assignments, case studies, etc. The manual does not attempt to cover such areas as reference services, the reference interview/encounter, selection and acquisition of reference sources, compiling bibliographies, etc. It is hoped that the use of the manual, through the self-study approach, can free more class time to cover these areas, as well as present the instructor and students with more options in handling the presentation and scheduling of course material.

The specific titles covered in this manual are not meant to suggest a definitive list. Some of the titles were obvious choices; others were included because they lent themselves well to this type of treatment, because they were useful in pointing out an arrangement common to several other sources, because they appeared to be generally available, etc. Such a specific list of titles will always be at some variance with course requirements. The nature of the programmed self-study approach requires that the student follow the program with a minimum of deviations, but some flexibility is possible and some suggestions are given here for adapting the manual to course requirements.

Preceding this Introduction is a List of Sources which includes all of the titles touched upon in the manual. The starred titles are covered in detail; the remainder are noted more briefly, in a supplementary or comparative manner, usually with only a single question or a single reference in the answer. It is not necessary for the student to examine these unstarred titles for purposes of the sequence of the manual; and any or all of them could be omitted.

On the other hand, additional supplementary titles can also be presented, either in a class session, or by encouraging the students to examine such titles on their own, using the technique developed in the self-study manual.

Some entire sections could be omitted if necessary. Sections 8 (government publications), 9 (dissertations), 10 (foreign bibliographic sources), 14b (foreign encyclopedias), and possibly 4 (national library catalog and union list) could be dropped with the least disruption of the sequence itself. In lieu of completely omitting a section, the students could be told to read the manual instead of working it for a particular section. Since the manual is set up on a self-study basis, the student could return later, after the course or while on the job, to work through any omitted sections.

If sections or titles are omitted, the student and instructor should keep in mind that there may be references to the omitted material in following sections, particularly in the review questions and review sections.

The answers in the manual are keyed to editions of sources as noted in the List of Sources. Preferably, students should have those editions to work with. If it is necessary for them to work with other editions, they should be warned of possible variations from the answers given in the manual. It is especially important that students have access to the correct editions in the early sections of

the manual; as they progress, they should gain enough knowledge to make judgments on variations in the editions.

As discussed in the Preface, there are no exercises in this manual in the use of online, computer-accessed versions of these sources. Those which have been determined to be available online, as of May 1984, have been noted with a • in the List of Sources. Students should be made aware of the increasing availability and importance of such online versions through other aspects of the course in which this manual is used.

Since this manual was written so that it could be used by a completely inexperienced library school student, or by a student working alone, it must necessarily include a lot of material which may seem elementary or redundant to some library school students (such as: definition of terms, determination of titles and editions, etc.). It may be necessary for the instructor to emphasize this point in class and to encourage the more experienced students to use the material selectively. It may also be necessary to suggest that students ask for help if they feel they are working too slowly or if they need clarification on any aspects of the manual.

A few suggestions are given in the manual on compiling charts for review purposes. Otherwise, note-taking on the sources may be encouraged or discouraged by the individual instructor as desired. The manual does include some repetition/reinforcement/review material but not enough to provide instant recall on all details for most students.

This edition of the manual has been prepared with pages perforated so they may be easily removed, and with pre-punched holes so the pages may be put into a notebook, to provide students with some flexibility in their use of the manual.

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