

JEAN
KEY
GATES

GUIDE
TO THE USE OF
BOOKS
AND
LIBRARIES

FOURTH EDITION

GUIDE TO THE USE OF BOOKS AND LIBRARIES

FOURTH EDITION

JEAN KEY GATES

University of South Florida

McGraw-Hill Book Company

*New York/St. Louis/San Francisco/Auckland/Bogotá/Düsseldorf/Johannesburg
London/Madrid/Mexico/Montreal/New Delhi/Panama/Paris/São Paulo
Singapore/Sydney/Tokyo/Toronto*

GUIDE TO THE USE OF BOOKS AND LIBRARIES

Copyright © 1979, 1974, 1969, 1962, by McGraw-Hill, Inc.
All rights reserved. Printed in the United States of America.
No part of this publication may be reproduced, stored in a
retrieval system, or transmitted, in any form or by any means,
electronic, mechanical, photocopying, recording, or other-
wise, without the prior written permission of the publisher.

1 2 3 4 5 6 7 8 9 0 D O D O 7 8 3 2 1 0 9

This book was set in Binny Old Style by Black Dot, Inc.
(ECU). The editors were Richard R. Wright and Susan Gamer;
the designer was Anne Canevari Green; the production super-
visor was Donna Piligra. The cover was designed by Scott
Chelius.

R. R. Donnelley & Sons Company was printer and binder.

Library of Congress Cataloging in Publication Data

Gates, Jean Key.

Guide to the use of books and libraries.

Includes index.

1. Reference books. 2. Libraries—Handbooks, manuals, etc. I. Title.
Z710.G27 1979 028.7 78-11076
ISBN 0-07-022986-4
ISBN 0-07-022985-6 pbk.

PREFACE

The purpose of this book—as was the purpose of the three previous editions—is to provide a brief but comprehensive treatment of libraries, with emphasis upon the many kinds of library materials, their organization and arrangement, and their usefulness for specific purposes. Particular attention is paid to academic libraries and to ways of using them most effectively.

I have given attention to the historical development of the book and the library and have emphasized the usefulness of each type of library material for particular purposes.

The chapters are arranged in logical sequence, and the reader who follows straight through the text should gain a full-length picture of the academic library and a reasonably clear picture of any library. There is some repetition of ideas and information. This repetition is by design: each chapter, while it is a necessary part of the whole, has been planned to stand alone so that the instructor who has only a limited time in which to teach the use of the library can select the chapter or parts of chapters best suited to the requirements and purposes of a given situation.

In this book emphasis is placed upon *how to use information sources* rather than upon *the number of titles* included. The selection of titles to illustrate the several kinds of library materials was based on a critical study

of the basic reference materials reviewed in a number of selective and evaluative bibliographies, including:

"The Book Review," *Library Journal*. New York: R. R. Bowker Company, 1876- . (Semimonthly September through June; monthly in July and August.)

The Booklist. Chicago: American Library Association, 1905- . (Semimonthly; monthly in August.)

Bunge, Charles A. "Current Reference Books," *Wilson Library Bulletin*. New York: The H. W. Wilson Company, 1972- . (Monthly, except July and August.)

Choice. Chicago: American Library Association, 1964- . (Monthly except August.)

RQ. Chicago: American Library Association, 1961- . (Quarterly.)

"Reference Books of . . .," annual feature of *Library Journal* (April 15 issue).

Sheehy, Eugene P. "Selected Reference Books of . . .," *College and Research Libraries*. Chicago: American Library Association. (January and July of each year.)

———. *Guide to Reference Books*. 9th ed. Chicago: American Library Association, 1976.

Also included are materials which I have used and evaluated in my own college teaching and reference work. The titles listed are thus only a selected sample of those now available, and each person will undoubtedly wish to add titles and to replace, with new editions and new titles, some of those which have been included. Listings of titles have been brought up to date by substituting new editions, adding titles omitted in the third edition, or adding titles published since 1974.

This book is not a manual for the study of a particular library. It is designed to serve as a textbook for college freshmen and other students who require instruction in the use of libraries and library materials. It will provide supplementary material for introductory courses in library science and can be used to advantage not only by reference librarians but by any person who is interested in learning what a library is and how to use it.

I am indebted to many authors, publishers, and holders of copyrights for permission to use their material. I should like to express my appreciation to my family and to my friends for their support; to my professional colleagues who answered questions or volunteered suggestions regarding this revision; to numerous users of the first, second, and third editions, both teachers and students, who have made helpful comments; and to cooperative librarians in many libraries who helped locate needed materials.

Jean Key Gates

INTRODUCTION

The college library contributes to the program of the college by providing the materials which are required in the various phases of that program. The more diversified the college program, the greater the quantity and variety of library materials.

Students entering college find a library which was planned and developed for work and study. They soon learn that the library is to become a part of their way of life. How much a part of their college experience it will become and how effectively it will contribute to their college years and to the years after college will depend upon their competence in using it.

Competence in the use of the library is a combination of attitudes, knowledge, and skills. It is dependent upon an awareness of the importance of books and libraries in our cultural heritage and in our daily life, a desire to use them, a knowledge of the kinds of materials which the library provides, and the development of skill in locating, selecting, using, describing, and evaluating these materials.

With the ever-increasing number, variety, and complexity of library materials and the emphasis upon teaching methods which place greater responsibility for learning upon the student, it becomes imperative that the college student begin in the freshman year to achieve a measure of competence in the use of the library. This competence should increase year by year while the student is in college.

Some of the basic attitudes, knowledge, and skills which it is desirable for the student to achieve are:

- 1 Acquaintance with the history and development of books and libraries,

appreciation of their importance in our history and in our daily life, and the desire to use them

- 2 Understanding of the purpose of the college library, the kinds of materials it includes, and their physical arrangement and organization
- 3 General idea of classification systems as an aid in the use of libraries
- 4 Knowledge of the purpose of the card catalog, the meaning for the student of each item of information on the catalog card, and the ways in which this information can be used
- 5 Ability to search for material beyond the catalog
- 6 Familiarity with the major reference sources, both general and specialized: what they are and how to use them
- 7 Experience in the use of printed bibliographies
- 8 Experience in taking notes, compiling bibliographies, and making footnotes for term papers and research papers
- 9 Ability to decide what kinds of books and materials are needed to answer a given question or to develop a given subject
- 10 Understanding of the importance of using a variety of sources

In general, each chapter includes (1) a definition of terms, (2) a brief statement of historical development, (3) discussion, and (4) appropriate examples.

Information sources are discussed as general or subject (specialized), according to kinds: dictionaries, indexes, handbooks, microforms, and others. Emphasis is placed on what they are, the purposes they serve, and the kinds of questions they are designed to answer, rather than on a mere listing of titles.

Since students learn by doing, rather than by being told, all phases of their instruction should be accompanied by learning experiences, with each experience built upon the preceding ones but introducing new materials.

Technical library terminology is used only when it seems to be essential. The language is, with few exceptions, that of the student and nonspecialist.

CONTENTS

<i>Preface</i>	ix
<i>Introduction</i>	xi

PART ONE THE LIBRARY

1 A Brief History of Books and Libraries	3
2 The Parts of the Book	22
3 Academic Libraries	26

PART TWO THE ORGANIZATION AND ARRANGEMENT OF LIBRARY MATERIALS

4 Classification	35
5 The Card Catalog	51

PART THREE GENERAL INFORMATION SOURCES

6 Reference Sources	65
7 Dictionaries	71
8 Encyclopedias	80

9	Indexes	87
10	Biographical Dictionaries	101
11	Atlases and Gazetteers	111
12	Yearbooks and Handbooks	116
13	Bibliographies	122
14	Nonbook Information Sources and Government Publications	129

PART FOUR
INFORMATION SOURCES IN THE SUBJECT FIELDS

15	Subject Reference Sources	151
16	Philosophy and Psychology	156
17	Religion and Mythology	163
18	The Social Sciences and Education	171
19	Language (Philology)	187
20	Science and Technology	195
21	The Fine Arts	211
22	Literature	228
23	History and Geography	246

PART FIVE
USING THE LIBRARY FOR A RESEARCH PAPER

24	The Undergraduate Research Paper	261
----	----------------------------------	-----

<i>Index</i>	275
--------------	-----

PART ONE

THE LIBRARY

CHAPTER ONE

A BRIEF HISTORY OF BOOKS AND LIBRARIES

The earliest and greatest system for storing information and transmitting it from one person to another was language. By the use of words, history, rituals, stories, prayers, and medical and other knowledge were passed on from one generation to another. When people realized that spoken words could be represented by visual symbols, they invented their second means for the preservation and transmission of knowledge: writing—the chief medium used for this purpose for more than 5,000 years.

The first writings were crude pictures carved on rocks, stone, bark, metal, clay, or whatever materials were at hand. They were of three kinds: (1) pictographic, representing an object; (2) ideographic, representing the idea suggested by the object; and (3) phonographic, representing the sound of the object or idea. Some of these ancient inscriptions can be interpreted. Crude picture writing was done on other materials which were at hand: vegetable fiber, cloth, wood, bark, animal skin, clay, and metal. However, only the writings on clay, metal, and stone have survived.

Most historians agree that all our systems of writing came from these crude carvings and picture writings.

The story of books and libraries from earliest times to the present is closely interwoven with the story of writing and other methods of preserving and transmitting information and knowledge, with the materials and the physical forms which have been used for these purposes, and with the methods of preserving them and of making them accessible for use. For with

the first “book” came the necessity for a place to keep it, to make it accessible for use, and to pass it on to succeeding generations.

WRITING, BOOKS, AND LIBRARIES

ANTIQUITY

The Sumerians, Babylonians, and Assyrians

From about 3600 to 2357 B.C. the Sumerian civilization flourished in the Tigris-Euphrates Valley, and as early as 3100 B.C. Sumerian historians began to record their current history and to reconstruct the story of their past.

The system of writing of the Sumerians—perhaps their greatest contribution to human culture—is the oldest system known. The word “cuneiform,” which describes their style of writing, is from *cuneus*, the Latin word for “wedge.” The materials used were soft clay and a wedge-shaped stylus of metal, ivory, or wood. When the scribe had finished writing, the clay was baked until it was hard as stone. These pieces of baked clay, small enough to be held in the hand of the scribe, are called “tablets” and were the first books.

To the Sumerians, writing was first of all a tool of trade and commerce. In addition, it was an instrument for recording religious works: prayers, ritual procedure, sacred legends, and magic formulas. On these clay tablets are also preserved the records of the first schools, the first social reforms, the first tax levies, and the first political, social, and philosophical thinking. It was several hundred years before the Sumerians produced literature, but among the tons of tablets and cylinders removed from the ruins of Sumer’s ancient cities are some containing literary works almost 1,000 years older than the *Iliad*. They constitute the oldest known literature.

By 2700 B.C., the Sumerians had established private and religious, as well as government, libraries. Among these libraries was one at Telloh which had a collection of over 30,000 tablets.

Sumer’s culture passed to Babylonia in Lower Mesopotamia, a civilization which lasted until 689 B.C. and which produced Hammurabi and his notable code of laws. Both Sumerian and Babylonian characters represented syllables rather than letters.

The Babylonians used writing in business transactions and in recording noteworthy events; thus their books were devoted to government, law, history, and religion. It is believed that there were many libraries in the temples and palaces of Babylonia. While none of these survives, the tablets of one of the most important ones, the library of Borsippa, were copied in their entirety by the scribes of Assurbanipal, King of Assyria (d. ca. 626 B.C.), who preserved them in his library at Nineveh. These duplicates of the

tablets from Borsippa are the chief sources of our knowledge of Babylonian life.

The Kingdom of Assyria, which also inherited its language and method of writing from Sumeria but modified the written characters until they resembled those of the Babylonians, existed at the same time as Babylonia. The most important library in Assyria was established at Nineveh by Assurbanipal. Tens of thousands of clay tablets were brought to this great royal library by the king's scribes, who traveled throughout Babylonia and Assyria to copy and translate the writings they found. The catalog of the Nineveh Library was a listing of the contents of each cubicle or alcove, painted or carved on the entrance, where the clay tablets were arranged according to subject or type. Each tablet had an identification tag.

Among the most famous surviving specimens of cuneiform writing are the Code of Hammurabi,¹ now in the Louvre Museum in Paris, and the Gilgamesh Epic, part of which is the Babylonian story of the Flood. The key to this system of writing is the Behistun Inscription, which is located on the side of a mountain in Iran (Persia). Written in three languages (Persian, Babylonian, and Elamite), it was deciphered by Sir Henry Rawlinson when he was consul at Baghdad in 1844.

The Egyptians

The civilization of ancient Egypt flourished simultaneously with the Sumerian, Babylonian, and Assyrian civilizations. The earliest known writings of the Egyptians date from ca. 3000 B.C. The writing material was the papyrus sheet,² and the instrument for writing was a brushlike pen made by fraying the edges of a reed.

Papyrus was far from satisfactory as a writing material, for there was constant danger of punching through it in the process of writing. Also, it was susceptible to damage from water and dampness, and when it was dry, it was very fragile and brittle. In spite of these limitations, however, papyrus was the accepted writing material throughout the ancient Mediterranean world and is known to have been used as late as A.D. 1022.

The form of the book in ancient Egypt was the roll, usually a little more than 12 inches high and about 20 feet long, made from papyrus sheets pasted end to end. The style of writing was hieroglyphic, a word derived from the Greek *hieros*, meaning "sacred," and *glyphein*, meaning "to carve." Hiero-

¹The Code of Hammurabi was not written on clay but was carved on a diorite cylinder. Diorite is a granular, crystalline, igneous rock.

²To make a papyrus sheet, the marrow of papyrus stalks was cut into thin strips and laid flat, side by side, one layer crossways over the other. The two layers were treated with a gum solution, pressed, pounded, and smoothed until the surface was suitable for writing, and then sized to resist the ink.

glyphic writing, as old as the earliest Egyptian dynasty, was used as late as A.D. 394.

The Egyptians developed an alphabet of twenty-four consonants, but they did not adopt a completely alphabetic style of writing. They mixed pictographs, ideographs, and syllabic signs with their letters and developed a sketchy kind of writing for manuscripts, but the sacred carvings on their monuments were hieroglyphic.

Egyptian scribes were trained in the temple schools to learn to draw at least 700 different characters (hieroglyphs).

Writing was done in columns without spaces between words, without punctuation marks, and usually without titles; the text began at the extreme right and continued right to left, and Egyptian rolls included religious, moral, and political subjects. The *Prisse Papyrus* in the *Bibliothèque Nationale* in Paris—the oldest Egyptian book known—is believed to have been written before the end of the third millennium (2880) B.C.; it contains the proverbial sayings of Ptahhotep. The longest Egyptian manuscript in existence, more than 130 feet long, is the *Harris Papyrus*, a chronicle of the reign of Rameses II.

The key to hieroglyphic writing is the Rosetta Stone, which was discovered near the mouth of the Nile in 1799 by a young officer of Napoleon's expeditionary force in Egypt. In 1821 this flat slab of slate, bearing an inscription in three styles of writing—hieroglyphic, demotic (popular), and Greek—gave to Jean François Champollion, the French Egyptologist, the clue needed to decipher the Egyptian hieroglyphics. It is now preserved in the British Museum in London.

Little is known about Egyptian libraries. There may have been private and temple libraries as well as government archives. Records indicate that a library existed at Gizeh in the 2500s B.C., and it is known that Rameses II founded one at Thebes about 1250 B.C. Rolls were kept in clay jars or in metal cylinders with an identifying key word on the outside or on the end, or they were stacked on shelves.

Other Semitic Peoples

In addition to the Babylonians and the Assyrians, other Semitic peoples inhabited that part of the Near East known as the "Fertile Crescent."³ Among them were the Phoenicians. Phoenicia was the name given in ancient times to a narrow strip of land about 100 miles long and 10 miles wide between Syria and the sea.

The Phoenicians were traders, and an important item in their wares was papyrus, which they imported from Egypt and exported to all of the

³The region bounded by the Taurus and the mountains of Armenia and Iran, the Persian Gulf, the Indian Ocean and the Red Sea, Egypt and the Mediterranean (*Cambridge Ancient History*, I, 182).

countries along the Mediterranean. It is believed that, wherever the Phoenicians took papyrus, they also took the Egyptian alphabet. History gives them major credit for spreading the knowledge and use of the alphabetic characters which had been developed in Egypt, Crete, and Syria and which form the basis of Greek and of all European writing. The Phoenicians were not a literary people; writing and books were to them merely means of keeping their numerous commercial accounts, and in time they developed a cursive, flowing style of writing and replaced the cumbersome clay tablets with papyrus sheets.

The Chinese

The art of writing was known in China as early as the third millennium B.C. Materials on which the Chinese wrote included bone, tortoiseshell, bamboo stalks, wooden tablets, silk, and linen, and their writing instruments were the stylus, the quill, and the brush pen, depending upon the particular writing material used. The style of writing involved the use of characters, mainly ideographic, and book forms were the tablet and the roll. Little is known about their libraries.

The Greeks

In the early part of the second millennium B.C., Crete became the center of a highly developed civilization which spread to the mainland of Greece and, before the end of the fifteenth century B.C., throughout the entire Aegean area. The Cretans developed the art of writing from a pictographic system to a cursive form, now called "Linear A," and by the fifteenth century B.C. to a system now called "Linear B." Many scholars believe that the language of Linear B tablets is an early form of Greek which was spoken by the Mycenaeans who occupied Knossos about 1460 B.C. and eventually overthrew the Minoan kingdom. After 1200 B.C. the Mycenaean world ceased to exist and the script disappeared. A period of illiteracy is believed to have existed from this time until the Greeks adopted the consonantal twenty-two-letter alphabet of the Phoenicians in the eighth century B.C.

Of the seventh and sixth centuries B.C., only fragments of literature remain, but these fragments show the beginnings of new forms of poetry, notably the elegy and the choral lyric, and the birth of philosophy and scientific research. The fables of Aesop date from this period.

The fifth century was the golden age of Greek civilization, a period characterized by the highest form of literary creativity: the tragedies of Sophocles, Aeschylus, and Euripides; the lyric poetry of Pindar; the histories of Thucydides and Herodotus; the comedies of Aristophanes; and the philosophy of Socrates. This period, also referred to as the "Classical Age," extended through the fourth and into the third centuries B.C., finding expression in the works of Plato and Aristotle, as well as in drama, poetry, oration, and music.

The Hellenistic period, dating from the death of Alexander in 323 B.C. to the Roman conquest, saw a continuation of the literary activities of the preceding century and a new emphasis on scientific knowledge (in the works of Euclid and Archimedes), on art, and on rhetoric.

In ancient Greece the materials used to receive writing were leaves or bark of trees, stone or bronze for inscriptions, and wax-coated wooden tablets for messages or notes. From the sixth century B.C., papyrus, which the Phoenicians brought from Egypt, was the usual writing material. In Hellenistic Greece, parchment and vellum came into use.⁴

The use of parchment and vellum made necessary the development of a new kind of writing instrument, the broad-pointed pen made from a reed or a quill. Parchment proved to be a better medium for writing than papyrus because it was smooth on both sides and was less likely to tear. Papyrus competed with it for three centuries, however, and only in the fourth century after Christ did parchment become dominant.

The forms of Greek books were the roll, the wax tablet, and the codex, in which the papyrus or parchment leaves of the manuscript were fastened together as in a modern book. The subject matter of Greek books included literature, history, science, mathematics, philosophy, religion, politics, and all of the other facets of their civilization and culture.

Early Greek writing resembled that of the Phoenicians, who had brought them the alphabet, but gradually the Greeks changed the form of the letters, added vowels, changed some consonants to vowels, developed lowercase letters, and began writing from left to right. The first books did not have spaces between words or punctuation marks of any kind. Change from one topic to another was indicated by a horizontal dividing stroke called the *paragraphos*, and if the roll had a title, it was located at the end. Before the conquest of Greece by the Romans, Greek grammarians had introduced some forms of punctuation.

There are evidences of private libraries in the fifth century B.C. The important library of Euripides was followed by other private libraries, notably that of Aristotle. In Hellenistic Greece there were private, governmental, and royal libraries.

The greatest libraries were in Alexandria in Egypt. The Museion, founded by Ptolemy I (323–285 B.C.), as an essential part of the academy of scholars under his patronage, is reported to have reached a total of 200,000 rolls within five years. It is said that foreigners were required, upon entering the Alexandria harbor, to surrender any books in their possession, later receiving copies in exchange for the originals. By the time of the Roman conquest, it contained 700,000 rolls, including manuscripts from all parts of

⁴Parchment was the skin of animals, principally that of the sheep or the calf, prepared for writing. Vellum, which is made from the skin of calves, is heavier than parchment and more expensive. It is probably the most beautiful and the most lasting material ever used for books.