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SJSU LIBR 210
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Reference and Information Services
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Practice Questions #2
#1-11 and #13 due Monday, 5/2
#12 Primary annotations due Monday, 4/11
#12 Secondary annotations due Monday, 4/18
Submit in D2L via the dropbox
12.5% of final grade

Purpose: As reference librarians, we field a wide-range of questions on a daily basis. It is important for you to be familiar with a range of sources so that you can find accurate information efficiently and effectively.

Instructions: Please answer **ten of the eleven** of the following questions. **In addition to the 10 of the 11, you must do #12 and #13.** Please write the word "skip" next to the number that you have chosen to skip. You are welcome to answer all 11 questions, but you will not get extra credit if you do.

While you can use any resources you have available for any of the questions, **you should be able to answer these questions with the sources included on the class' GoogleDoc.** No resource is off limits; therefore, please be honest and list all that you consult. However, please keep in mind that one of the goals for this course is to expose you to sources and strategies that you did not know before you took this class. Thus, **your sources and search strategies should illustrate an effort to answer the questions in ways that are more sophisticated than those of an average user trying to search the Internet for answers. If you are using the same tools that you would have used before you registered for this course, you probably are not making an appropriate effort to push yourself. If, however, after you have pursued other avenues you find an answer to one of the questions through a simple Google search (or another free search engine), please first explain all the other avenues you tried, and then explain why the source you selected would be appropriately authoritative and reliable to recommend to a patron.** Remember that when you are working as a reference librarian, you might lose your internet connection or you might lose electricity. Therefore, you will need the ability to find answers through multiple avenues.

Hint: Don't forget that SJSU has subscriptions to many electronic resources, such as Oxford Reference, Credo Reference (see the password in the Questions forum in D2L), Blackwell Reference, Sage eReference, the Oxford English Dictionary Online, etc. all of which can and should be used for your questions.

Please compose a response that includes the following components:

- a) The answer to the question. Please note that several of the questions do not have one specific answer but instead are a request for help researching on a particular topic. Therefore, **please provide a source that adequately and appropriately fulfills the patron's request, but also include an explanation for how the person should use the resource** (for example, if you show the patron an entry in an encyclopedia, you might point out that there are cross-references that are in bold letters, that the list of references at the end of the entry will lead them to additional information, that the entry is organized with subheadings which will help them skim the article and find the sections that help them, etc.). (1 point)

- b) An explanation of your search strategy, the sources consulted, whether they were helpful or not, as well as the source in which you located the answer or the source that you selected as the best one to recommend to the patron. Your search strategy and the sources you choose to consult are just as important as finding the right answer. Be sure you explain how you selected the source to recommend, what sources you consulted and why you decided against them, how you gained entry into a source (Index? Table of contents? Some other method?). (You need not include full citations, but at least include title, author, and year published for print sources, and at least include title and URL or database and search terms for an online source). **Note: listing sources with no explanation will not receive full credit. You must explain your process.** (2 points)
- c) One question with the answer that could be answered in any of the works you consulted for this particular question. Please create your own question, and do not borrow any from the questions in this practice set. Your question can either be for a particular fact or it can be to help a person research on a particular topic (the two types of questions included in this practice set). Our goal with these assignments is not just to answer the set of questions but rather to explore the myriad of sources available to us. Therefore, as you are browsing through sources, think about what kinds of questions might be answered by each source. (2 points)
- d) Approximate amount of time spent on the question (not for grading purposes, but rather for my information to gauge the length of the assignment) You can record either how long it took just to find the answer or you can include the time it took to write up your answers; you might just specify which option you chose.

Practice questions

1. My friend read a book that was written in the nineteenth century that refers to the main character as "a gay bachelor." She thinks that this means that he is a homosexual, but I told her that gay didn't mean homosexual then. Can you tell me if I am right? When did the word gay first come into use to mean homosexual in the English language? (Your answer needs to include a specific year for part A.)
 - a. The *Oxford English Dictionary Online* indicates that the word gay was not used in reference to a homosexual person until the twentieth century. The first implied instance in which the word gay was used to refer to someone who is a homosexual or related to homosexuality was in Gertrude Stein's *Miss Furr & Miss Skeene*, published in 1922. However, this is just implied from the passage. In 1941, G. Legman published an essay, "Homosexuality," in G.W. Henry's *Sex Variants*, in which gay is actually defined as "an adjective used almost exclusively by homosexuals to denote homosexuality, sexual attractiveness, promiscuity or lack of restraint, in a person, place, or party. Often given the French spelling, *gai* or *gaie* by (or in burlesque of) cultured homosexuals of both sexes."
 - b. When I was in college, I minored in English, and I was introduced to the OED Online as a sophomore in my Early British literature class. I knew right away that this was the perfect source to find the historical and present definitions of the word "gay." At first, I wasn't quite sure how I should go about searching, so I tried a very basic search; I entered the word gay in the Quick search box. I got two results in seven entries. I chose the first entry, gay, adj., adv., and n. versus gay, v. because I knew I was not looking for the verb form of gay. After I clicked on the first result, I scrolled through the various definitions until I came across the use of the word gay in reference to homosexuality. I was a little unsure exactly what year to use in my answer,

so I gave the first instance used in literature as well as the first instance in which gay was defined specifically as someone who is homosexual or relating to homosexuality.

- c. Question: Hi, I'm wondering when the word "cool" became used to mean something of an admirable quality, you know, like how we say, "That's a cool shirt." Can you help me?

Answer: Sure, the library actually has an online dictionary that focuses on the English language specifically. It's called the *Oxford English Dictionary Online*. Let's look it up right now. I'm trying the word cool into the Quick search box, and I get five results in five entries. Let's scroll through the choices. I think we should skip 1 and 2 because it shows the word cool used as a noun. Result 3 shows the word cool as an adjective, so I think we should go there since adjectives are words that describe. Let's see what happens when we click on this result. Okay, we'll have to scroll through all these meanings until we find one that fits with what you're asking. Aha, definition 8 seems to fit. The word cool is a colloquialism originating in the U.S. that means "Attractively shrewd or clever; sophisticated, stylish, classy; fashionable, up to date; sexually attractive." The dictionary says that "The evidence indicates that this sense originated around the second decade of the 20th cent." The example of the word from 1884 might mean cool in this way, but, during that time, cool wasn't always used in a positive light. The dictionary shows a passage from 1918 in which cool is used as a positive expression: "A case, [a] lad, [a] cool kid, all words for expressing admiration for another's cleverness or cunning." Does this answer your question?

- d. Time to find answer: 5 minutes.

2. I was visiting my grandparents in Ohio recently, and my grandma was serving ice cream after dinner. When she gave my grandpa his bowl, he asked her if she could go get the dope. My brother and I almost spit out our ice cream as we tried not to laugh. Is my grandpa a drug addict? What was he talking about? (Your answer needs to include a specific meaning of this term for part A.)

- a. The *Dictionary of American Regional English* has definitions of words that might be used differently in various parts of the United States. I think when your grandpa was asking for dope, he was asking for ice cream toppings! Volume 2 (D-H) of the dictionary has a listing for the many uses of the word dope starting on page 140 (the 1991 version). The second definition of the word dope says this, "A dessert topping, usu [sic] for pudding or ice cream; rarely an ice cream sundae." Next to that it says "chiefly OH" in bold. This means that people from Ohio call ice cream toppings like caramel or chocolate sauce "dope."
- b. Because of the question's inclusion of a region in Ohio, I thought it might be a question that the *Dictionary of American Regional English* might be able to answer. I also made sure to look at the spine to find the correct volume that would include "dope." I was very impressed by how quickly I found the answer to the question! I had no problems whatsoever.

- c. Question: My family in Arkansas calls soda "pop." I wonder if that's just an Arkansas thing or if there are other parts in the United States where soda is referred to as pop. Where can I look?

Answer: The *Dictionary of American Regional English* has definitions of words that might be used differently in various parts of the United States. First try looking under the "Ps" for pop. I will help you look. Pop should be in volume 4 since it includes words that start with P all the way to Sk. The first definition of pop as a noun is on page 279 (1985 edition—very out of date!). It is defined as "[a] carbonated soft drink" (p. 279). The dictionary indicates that the use of this word in this context is widespread but less frequently used in the North Atlantic region, eastern Pennsylvania, the South, eastern Missouri, and southern Illinois—"widespread, but less freq N Atl, ePA, Sth, eMO, sIL" (p. 279). Because this is such an old edition, you might want to find something more up-to-date. Would you like more help?

- d. Time to find answer: 2 minutes.

3. I am planning to start a coffee shop near campus because I am sick of paying \$4.00 for a "tall" latte with soy milk at Starbucks. I am wondering if the CEO of Starbucks is really short and maybe is trying to convince people that small really is tall. Anyway, I want to put my English and art degrees to use while I design this coffee shop, and so I want to find a source that lists lots and lots of slang words for coffee or coffee-related things. Then I'm going to stencil them all over the walls. Wouldn't that be cool?! I am convinced I can put Starbucks out of business, not just in our little town but all over the world! I'll give you a free latte when my store opens if you can give me three slang words for coffee or coffee-related slang words (other than "joe" and "java") and a source that will help me find others. (Give me three words/phrases and a source).

- a. At the library, we have a resource called *Roget's Superthesaurus*. Let's see what other words are used to mean or refer to coffee. Slang and informal words have asterisks (those little stars) next to them. Three slang words that refer to coffee are mud, battery acid, and blackstrap (p. 100).
- b. In scanning over the items in the class wiki, I knew that the best reference to use was *Roget's International Thesaurus*. However, when I went to the reference area at my local library, this thesaurus wasn't on the shelf. I browsed the books with similar call numbers and came across *Roget's Superthesaurus* (1995). I thought this might be a good match, so I looked for the word "coffee" in the C's. Sure enough, I found several words that mean or are in reference to "coffee." I noticed, however, that the thesaurus has words with asterisks and without asterisks within entries. On the front inside panel of the dust jacket, I read that the words with asterisks are those considered slang or informal words. Since this patron wanted slang words, I knew I should only be looking at words with asterisks.
- c. Question: I know that there are words for girl like chick and babe, but what are some words that refer to boys?

Answer: I have a book for you! The *Roget's Superthesaurus* lists words like in a dictionary, but rather than give definitions, the entries tell you what others words are used that mean or refer to that word (it tells you synonyms). Let's

look up boy. The entry for boy lists lad, youth, youngster, sprig, junior, little shaver, and nipper. This thesaurus also gives short quotes that can be used as synonyms. This entry has two quotations: "One who has a wolf in his stomach," which is a German proverb, and "Of all the wild beasts, the most unmanageable," which is from Plato (p. 70). We can also look up the synonyms for man and male if you like. Male includes "man, gentleman, guy, fellow, buck, *dude, boy, brother, father" (p. 309). Man includes "male, fellow, guy, gentleman, boy, chap" (p. 309).

- d.** Time to find answer: 7 minutes.

4. I can never figure out the difference between "affect" and "effect" and now I am in a sociology class and I need to use those two words all the time in my papers. My annoying professor took a ton of points off on my last paper because I guessed each time I had to use those two words (and evidently got them wrong each time). I looked in my Webster's dictionary, and I don't understand the distinction between the two definitions. I'm looking for a source that explains the two words in relation to each other. Can you show me a clear explanation for how these two words are used? (You don't need to include an explanation of the grammar here—unless you want to! Just explain the source and how to use it for part a.)
 - a.** *New Fowler's Modern English Usage* is a good source to use for this question. Usually, with words that are easily confused are listed with commas in between them, with the one that comes first in the alphabet listed first. Let's see what it says under affect and go from there. Aha, affect and effect are found together. When using the words as verbs, this resource says that the words mean two totally different things and should never be used interchangeably. "Affect...means 'have an influence on, produce an effect on, concern, effect a change in.' Effect means 'bring about, cause, produce, result in, have as result, accomplish.'" As nouns, affect means "'emotion, a feeling, or a desire," but effect can mean a "result, consequence; impression produced on a spectator or hearer, etc." (p. 31). This book also has examples.

 - b.** When I was browsing through the stacks for another alternative to the Roget's International *Thesaurus* (which wasn't on the shelf when I went to retrieve it from the reference collection at my local library) for an earlier question, I came across the *Dictionary of Easily Confused Words*. I pulled it off even before I went looking for the *New Fowler's Modern English Usage* specifically because I knew this could answer this particular question. I wanted to try out the *New Fowler's Modern English Usage*, so I used the answer I found from there for part a. However, the *Dictionary of Easily Confused Words* (2000) does a good job of explaining the difference between affect and effect, although it might not be as helpful to those with a lower reading level or those who are English learners: "To affect something is to have an effect on it: 'Smoking can affect your health.' To effect something is to make it happen: 'The doctor's treatment effected an immediate improvement in the patient's health'" (p. 8). As a patron, I don't think I would be satisfied with this explanation on its own, but used with the *New Fowler's* resource, it serves to solidify the differences between the words.

- c. Question: I'm trying to help a 7th grader I tutor understand the difference between aid and aide, but I don't have a good dictionary at my disposal. Can you help me?

Answer: Sure! We can try *New Fowler's Modern English Usage* to help you explain the difference to your tutee. Let's first look up aid. Aid is a noun that "was first recorded in the sense 'material (esp. economic) help given by one country to another' in 1940 (Christian aid, foreign aid, Marshall aid, etc.) but became even more widely prevalent in 1984 and later years as the second element in the names of events, etc., organized to raise money for charitable causes (Band Aid, Fashion Aid, Live Aid, etc.). Such formations were triggered by Band Aid, the name of a rock music group formed by Bob Geldof in 1984 to raise money for the relief of famine in Ethiopia" (p. 36-37). Aide is "[a] person who helps...a person employed as an assistant or an ancillary worker, esp. in hospital or as a visitor to a home of an ill or elderly person" (p. 37). Hmm, a middle school student doesn't need to know too much depth. Let's see what the *Dictionary of Easily Confused Words* says. Let's check out aid. Aha, here it is: "Aid is help or assistance; and aide is a helper or assistant: 'aid workers with the UN forces in Bosnia aimed to bring food, medicines, and clothing to the local population,' 'The chief aides to the United States [sic] president were also present at the meeting'" (p. 8).

- d. Time to find answer: 7 minutes.

5. I know that is the architect that designed the library and a few other buildings at St. John's University in Collegeville, Minnesota. I heard that he also designed a church somewhere in Michigan. I was thinking of taking a roadtrip through the Midwest to see some of his works. Can you figure out what church it is and in which city in Michigan? (You need to include the name of the church and the city for part A.)

- a. The church Breuer designed is called St. Francis de Sales church, and it is located in Muskegon, Michigan.
- b. In looking at the annotations in the class wiki, I decided that starting with the Grove Art Online database was the best choice to answer this question. The annotation indicates that some of the articles included in the database are "biographies of artists, architects, patrons, collectors, dealers, scholars, and critics" (Pashkova, 2011). I decided to search using the advanced search for more options. I selected the Biography Search tab and limited the results to only those in the Grove Art Online database. I then entered in the name Marcel Breuer and under occupation typed in architect. I also left the default, "match all fields," for the search. I retrieved one result for Breuer, Marcel (it seems like the database doesn't mind the order in which names are searched, which I think is nice). I selected the article and read it. I scanned through the article until I came across the last paragraph and found the name of the church and city in which it is located.
- c. Question: I'm looking for some images of Gloria O'Keefe's work. Can you help me find a couple?

Answer: Sure! We have a great database called the Grove Art Online that has an option for searching for images. We don't necessarily have to have the title of a work either. Let me show you. Okay, now that we're logged in, I will go

to the advanced search screen, and then I will choose the image search tab. I'm going to enter Georgia O'Keefe in the search for box. Okay, our search only returned two results, an image for *Black Iris* and *From the Faraway, Nearby*. Would you like to save these images? Okay, do you want to print the images or send it to yourself through email? Okay, let's choose the email option then. It's up here [show patron the screen and let them fill it in]. You can list the same name and email for both the sender and recipient information. Okay, it says it was sent successfully.* Is there anything else I can help you with?

Note:* It actually wasn't sent successfully when I did this myself. I tried this option with my email, and when I opened the email and clicked on the link, a message appeared that said, "The credentials did not match any known account." I was able to save the image itself to my Picture folder by right-clicking on the image itself, however. I'd be interested to see what the issue is since I had logged in properly to the database through the King Library.

- d. Time to find answer: 8 minutes.
6. My father-in-law brought my son to a military band performance, and my six-year-old came home and excitedly said in front of the whole extended family, "Mom! I got to play with a tampon!" I did the best I could at suppressing my laughter, and then I tried to distract him and everyone else in the room by starting to serve the ice cream. What in heaven's name was he talking about? (You need to include what a "tampon" is in this context as well as a recommended source for part A.)

- a. *The New Grove Dictionary of Music and Musicians* is a good resource for this question. In this context, a tampon [mailloche double] is "[a] double-headed drumstick...used for playing rolls on the bass drum" (2001, Vol. 25, p. 59).
- b. Although there were Rather than first go to the index, I thought I could skip a step and go straight to the volume in which the word "tampon" might be found. I looked at the spines of the volumes on the shelves until I came across Volume 25 Taiwan to Twelve Apostles. Since the entries are alphabetical, I went to where tampon should be, if included at all, and found a short entry written by James Blades.
- c. Question: I'm looking for some definitions of musical terms. Where would you suggest I look to find words like concerto and symphony?

Answer: One resource that you could use is *The New Grove Dictionary of Music and Musicians*. Let's look in the index, so I can show you exactly which volume you could find concerto in. You could look up all the music words you need just like this. Okay, I'm in the section where the Cs start. Concerto, found on page 134 of the index, has many related entries under it, but the main heading is found in **6** 240-260. This means you can find it in volume 6, from pages 240-260. There will probably be lots of examples in these pages.

- d. Time: 3 minutes.
7. My professor knows the most obscure terms about poetry and wants us to know them too. For an assignment that's due tomorrow, I need to define what "dyfalu" is. Can you help me find out what it is? And this probably isn't the last time she is

going to want us to find a definition about some literary term. Can you suggest a source that I can come back to in the future? (Include a brief definition of the term in addition to the recommended source for part A.)

- a. I know the perfect source for you. I wish I had known about it when I was in school. It's called the *New Princeton Encyclopedia of Poetry and Poetics*, and it has lots of information on poetry related terms and forms, etc. It doesn't have an index in the back, but the contents in the front lists all the included terms. However, there are no page numbers next to the terms in the contents, which can be frustrating until you think of the resource as a dictionary. Aha, the contents does have dyfalu; it's the last "D" entry. Let's go to the Ds. You'll find names/words on the tops of the pages to guide you through the Ds. The term is a poetic technique in Welsh poetry. Usually, poets do this when the object or thing they are obsessing about is compared to a rush of metaphors of "strong visual imagery with other objects in nature" (p. 316). The entry also shows an example of the use of dyfalu.
- b. In looking at the resources in the class wiki, I felt that the *New Princeton Encyclopedia of Poetry and Poetics* was the best choice in which to search for this answer. I was a little miffed when I realized that the contents, which acts as an index of sorts, didn't have page numbers! In my response to the patron's question, I addressed that it was more helpful to think of the encyclopedia as a dictionary once the term in question is found in the contents. I skimmed the D section until I found the word dyfalu. Then, I simply flipped through the volume until I found the entry. It was very straightforward to find the answer. However, I felt that the entry really did need a little studying (maybe reading through it a few times and making notes) to understand what it meant.
- c. Question: I need to do some research on Sephardic poetry for my Jewish history class. I want to first start with some basic information.

Answer: The *New Princeton Encyclopedia of Poetry and Poetics* (1993) is a source I would recommend for you. It has so many terms and poetry forms! Let's look up Sephardic poetry. The book doesn't have a back index, so you will need to look in the contents to see if the term is included. If it is, then you look it up as though you were rifling through a dictionary. Here's the dictionary. Does it have your term? Aha, the book is telling you to look under Judeo-Spanish poetry instead. It's always best to start with the index for this reason. If you had just gone to the S's it wouldn't have your term. This encyclopedia doesn't have see notes within the entries, so it wouldn't have advised you to use a different word. Now, let's see what the dictionary has on your topic. There's about a page of information between pages 668 and 669. This will help you get started.

There is some historical background information beginning on page 501, but you might also want to look Hebrew prosody and poetics, which is the entry after Hebrew poetry. This may or may not be what you had in mind. Let me know if there is more I can help you with.

- d. Time to find answer: 5 minutes.

8. I am curious about what the biological process of death including the various changes that happen to the human body after death occurs. I am not a scientist, and so I don't want anything too technical. Can you help me to find an explanation that I will be able to understand? (You don't need to explain death here; just explain the source and how to use it for part A.)

a. Sure thing! We can probably find what happens to the body biologically after death in the *McGraw-Hill Encyclopedia of Science and Technology*. Let's pull out the index, volume 20, and look for death. Death is in volume 5 on pages 280-286, but let's scan the subtopics under death. Oh, look, post-mortem changes in the body is treated exclusively on pages 281-282. The six stages include cooling (algor mortis), rigidity (rigor mortis), staining (livor mortis), clotting of blood, autolysis, and putrefication.

b. For this question, I wanted to use the, but I hesitated when I read in the annotation that the encyclopedia is:

...a complete accounting of the subjects of science and technology through the use of broad subject articles for users with little or no subject area knowledge and through extensive cross-referencing for specialists in the scientific and technical fields who are seeking more specific information. (Jeffries, 2011)

Because of this explanation, I decided not to use it to answer this question. I wasn't sure which general encyclopedia to try to search for this answer. Many would probably work, but at the public library where I work, the *World Book Encyclopedia* is often recommended as a readable encyclopedia, so I decided to try it first. CSU Stanislaus has the 2007 edition. When I looked under death in the index, none of the sub-topics seemed to fit. I then decided to try the *Encyclopaedia Britannica* online. However, in reading over the article, it didn't exactly cover what happens to the human body after death occurs. Rather, what I decided to do was use this encyclopedia entry along with some other resource that provides the changes that occur to the human body after death. I ended up using Google to run a search, and I found an interesting article from *Discovery Fit & Health* channel website, "How Dying Works" (12 Jan. 2009). The author, Molly Edwards, is a staff writer, but I checked out the references she used to write this article. When the links to these references are clicked on, they open to the articles written by those authors.

Although the answer the article includes does work, I finally decided to go back to *McGraw-Hill Encyclopedia of Science and Technology*. I looked up death in the index and scanned the subheadings until I came across post-mortem changes in the body, which is found in volume 5 on pages 281 through 282. This section outlines 6 stages: cooling, rigidity, staining, clotting of blood, autolysis, and putrefication.

c. Question: I'm looking for some information about the causes of earthquakes. Can you help me find some basic information?

Answer: There are many different resources that could help answer your question, but one I would recommend is the *McGraw-Hill Encyclopedia of Science and Technology*. It is an encyclopedia dedicated to all things science and technology. Let's look in the index. Earthquakes can be found in volume 5

on pages 817-822. Now, let's look it up in volume 5 and see what kind of information is available. Page 817 has a section on causes. Let me know if this isn't the kind of information you had in mind or if you would like further assistance.

- d.** Time to find answer: 20 minutes (see above; had I started with *McGraw-Hill Encyclopedia of Science and Technology*, it wouldn't have taken this long, but I sure learned a lot from looking at different sources. ☺)
9. I am writing a paper in which I need to compare the immigration patterns between the Irish-Americans and the Polish-Americans. I need to include things like religion, customs, food, holidays, as well as the way that each group assimilated. I've spent a huge amount of time dinking around with searches in Google, and all I am finding is stuff about St. Patrick's Day parades and polka festivals. I'm getting really frustrated. Can you direct me to a source that will help me? (You don't need to describe both groups; just include the source and explain how to use it for part A.)
- a.** Believe it or not, but there is actually a whole encyclopedia called the *Gale Encyclopedia of Multicultural America* that is rich in information like the kind you need. Would you like me to help you find the information? There are two volumes, and the second volume is the one that has the index. The entry for Polish Americans is found on pages 886, 1083-1099, so I recommend looking at pages 1083 through 1099 first to get the most complete information. The entry on Irish Americans is found on pages 421, 553, 555, 731-749, 774, and 1412. I would focus on pages 731 through 749. Volume 2 begins with Irish Americans and ends with the Yupiat, so we're going to find both the Irish and Polish in the second volume. As an example of the types of topics you can find on a group of people, let's explore the entry on Irish Americans, starting on page 731. It starts with an overview, has a specific section on Acculturation and Assimilation, which includes traditional music, song, and dance; St. Patrick's Day; food; and proverbs. There is also a section specifically on Religion. It provides a good, basic overview.
 - b.** While there were two encyclopedias regarding multiculturalism, I approached this question with what was available when I completed this question (I used resources both from the Stanislaus County Library and CSU Stanislaus libraries to complete this assignment) at CSU Stanislaus. The university only had the *Encyclopedia of Multicultural America*, published in 1995. I was very impressed using this encyclopedia because it was so easy to find terms in the index, and the information provided was organized very well and was eye-catching, even though there is no color. The use of different font styles and headings made it pleasurable to find all the relevant information within an entry. I might just peruse this encyclopedia for general reading from time to time. My path to find the information is described in my explanation to the patron above. My past experience using encyclopedias in general led me to suggest starting with the page numbers that are grouped (denoted by the hyphen) versus the individually listed pages. The more complete information is found in the main entry.
 - c.** Question: I'm doing research on the Japanese American experience in World War II, but I would like to start with a brief overview of Japanese Americans as a people. What do you suggest?

Answer: There is actually a whole encyclopedia called the *Gale Encyclopedia of Multicultural America* that is rich in providing overviews of groups of people. The encyclopedia only has two volumes, and the index is in the second volume. The index will tell us what page number to look for Japanese-Americans. The most complete information is found on pages 798-814. Volume 2 starts with Irish-Americans and ends with the Yupiat, so it will be in volume 2 as the entries are in alphabetical order. There is a lot of basic information that will be useful to you in this entry. I'd be more than happy to help if there's something more I can do.

- d. Time to find answer: 4 minutes.
10. A friend of mine is really into Buddhism, and now I'm getting really curious about it. She said that she is on a "bodhisattva path." What does this mean? I'd like to read about this concept, and once I have an overview, I might like to find some books written on the topic. Can you help? (You need to include a VERY short definition of the bodhisattva path, and then explain the recommended source for part A.)
- a. The perfect resource for this question is the *Encyclopedia of Religion*, which our library owns. It is a little difficult to use, so just keep in mind patience. The first thing is to see if the term has its own entry. The index for this encyclopedia set will show us if it has the term. The index is in Volume 15, so let's look for the Bs. Let's first look for Bodhisattva path. The main term Bodhisattvas is found here, but let's further scan the subtopics. Aha, here it is, "path of," which can be found on pages 996 to 1000. It doesn't tell us what volume to look in, but on the spine of the volumes, it shows us the scope of terms that are included in alphabetical order. Volume 2 shows that it includes Attributes of God to Bulter, Joseph. Bodhisattva path should be in this one. Okay, now let's go to page 996. Here it is. The Bodhisattva path is someone who is on the path to becoming an enlightened Buddha. This entry also explains and describes the stages one goes through on the path. The end of the entry tells you other terms of interest that you might like to look up as well as a bibliography of resources.
- b. While the class wiki included a number of encyclopedias that cover topics in many different areas, the was most specific for this question. Searching for the subject was more or less easy for someone who has patience for detailed work; I went to the index, located in volume 15 of the 2005 version, and searched for Buddhism; there are just so many subtopics embedded within that I had trouble scanning and had to start over a few times Buddhism begins on page 10202 in the index, and I scanned line by line until I found bodhisattvas in under Buddhism. It said to see Bodhisattvas. So, then I went to Bodhisattvas. Under Bodhisattvas, the index indicated to look at pages 1075 to 1087. However, it scanning over the other terms under this term, I found a specific entry for the Bodhisattva path, found on pages 996 to 1000. This is the most specific entry, and I'm not sure someone with less patience could find this term. Now the real issue is that I'm not sure why pages numbers are included without the volume number, but, each volume shows it scope. At the shelf, I scanned over the volumes. Volume 2 includes entries from Attributes of God to Butler, Joseph. I figured this was the right volume. I then turned to pages 996 and 1000 and found the entry for the Bodhisattva Path. Whew!

- c. Question: I'm taking a class on American religions, and I want to read some background information on Joseph Smith, founder of Mormonism.

Answer: You can find information on Joseph Smith in the *Encyclopedia of Religions* here at the library. The index suggests looking at pages 8446 through 8448. Volume 12 has terms from Rnying Ma Pa School to Soul, so Smith should be here. Let's turn to page 8446. Here is the entry for Joseph Smith (Jr.) The end of this entry also suggests looking up Mormonism for other information, and the authors of the entry also provided a bibliography of the sources they used to get their information. This bibliography also indicates that "[t]he literature on Joseph Smith is as controversial as his life" (p. 8448).

- d. Time to find answer: 10 minutes.

11. When I lived in Belize, the people there referred to a bug in Spanish called *chinche gaucha*. When I asked someone what it was called in English, they said it was a kissing bug, and they said it was good luck to have them in a person's house. Were they serious or were they just trying to freak me out? I'd like to find an authoritative source that gives the Latin name, a picture, a description of their habitat and behavior, and if they cause any diseases. Can you help me? (You need to find an authoritative source that provides all of the patron's requests, but you don't need to record all of the information. Just choose one or two facts about this kind of bug that you want to share with me. And try not to squirm as you learn about these little buggers.)

a. *Grzimek's Animal Life Encyclopedia* (2003) provides good information on all kinds of animals and insects. The information provided is also in straight-forward language, which makes it easier to understand. Each entry has the animal or insect name, its Latin name, family and taxonomy information, other common names it may go by, physical characteristics, distribution and habitat information, behavior, feeding ecology and diet, reproductive biology, conservation status, and its significance to humans. There are also pictures! It can be confusing trying to find where to look for a specific animal or insect because there isn't one index. Each volume has its own index. Do you see the names right under the volume numbers on the spine? This one, Volume 3, is called Insects. Let's look there. I'll have you try searching in the C's first. Hmm, it isn't there? How about you try kissing bug? Aha, so it goes by the English name instead. What page? Oh, well, let's look at all the pages it says its on. There's the picture on page 266. Page 279 has a whole entry on just the kissing bug. Aha, the Spanish name is under the "other common names section." Is this the kind of information you were looking for?

b. From the class list of resources on the wiki, I knew this was the first resource I should go to, as the question refers to an insect. I was a little perplexed when I came to the shelf because I wasn't sure which volume to choose. Each volume has its own index, rather than just one big volume for index terms. I honestly thought I might have to look through every volume when I noticed that the beginning and ending entries on the spine of each volume weren't in alphabetical order. However, above the scope entries, I realized there were broad terms, like mammals. The third volume was devoted to Insects, from proturans to sawflies, ants, bees, and wasps. I looked in the index for *chinche gaucha* but couldn't find it, so then I tried kissing bug, which indicated that

kissing bugs are found in volume 3, on pages 264, 266, 271, and 279. On page 266, I found a picture of a kissing bug. The actual entry for the kissing bug in particular is on page 279. Their Latin name is *Triatoma infestans*. They live in "human dwellings and poultry yards" (p. 279). Adults chirp; "they orient themselves to their prey by hear and emission of carbon dioxide and to their shelters by the smell of their own excreta"; and can live up to two years. They do cause Chagas' disease in humans (p. 279).

- c. Question: Hi, when I was in Arkansas visiting family, I noticed these tiny, tiny reddish flea things that itch like crazy when they bite. My uncle said they were chiggers. Do you know where I can find a short, broad overview of these little bugs?

Answer: At the library here we have access to *Grzimek's Animal Life Encyclopedia*. The entries in it are short and sweet. Let me help you look. Volume 3 is devoted to insects. The index for this volume says that for we should look for chigoes. Chigoes can be found on pages 351 and 353-354. Page 351 has a picture. Pages 353 and 354 have information about their name, physical characteristics, distribution, habitat, behavior, feeding ecology and diet, reproductive biology, conservation status, and significance to humans. It does say, "Bites cause extreme irritation" (p. 354). It also says they like to bite feet and toes in the feeding section (p. 354)! I don't think wearing sandals is a good idea!

- d. Time to find answer: 7 minutes.

12. Please go to our class' GoogleDoc, select two reference works to annotate. For one of the two, you will be the primary author, and for the other one, you will be the secondary.

As **primary** author (worth 10 points), your role is to give a brief annotation about the work, including the following:

- a. Full citation
- b. Explanation of the purpose and content
- c. Explanation of unique features
- d. Explanation of the organization of the text (Alphabetical? Thematic? Dependent on the index? Dependent on a table of contents? Etc.)
- e. One question (and answer) that could be answered by using this book (please don't borrow one of my questions from the practice questions assignment)

As **secondary** author (worth 5 points), your role is to add to the primary author's annotation. Add any additional information that you have gathered for letters a-d above (if the primary author has been thorough, you may not need to add much, if anything), and add your question (letter e) that could be answered with this source. When you select a source, please be sure you have access to the source at your local library! Please try to make these annotations interesting, perhaps by including humor or by thinking of a quirky question. We want our annotations to be helpful to everyone in the class, but we also want them to be enjoyable to read!

Primary Annotation:

Multiple editors. (1995-1996). *Enciclopedia Hispánica* (Vols. 1-18). Barcelona: Encyclopaedia Britannica Publishers, Inc.

The 1995-1996 edition of the *Enciclopedia Hispánica* is published by Encyclopaedia Britannica Publishers, Inc. It is a general encyclopedia written in Spanish. It was through the efforts of the late John V. Dodge, a past executive director of the Encyclopaedia Britannica in English and later editorial vice president of Encyclopaedia Britannica, Inc., that the first version of the *Enciclopedia Hispánica* was created. The 1995-1996 edition is made up of a total of 18 volumes. As outlined in the index, this encyclopedia is divided into four separate but interrelated parts.

Volumes one through 14, the Macropedia, contain the encyclopedic entries, which are categorized alphabetically. Volumes 15 (A-I) and 16 (J-Z), the Micropedia, are indexes. The introduction in the Micropedia (index), Volume 15, "Al Lector," describes the characteristics of the encyclopedia and how it is laid out. The Micropedia, or index, lists the entries of the Macropedia alphabetically and indicates the volume, page, and column (each page has three columns) in which an entry begins. An example of the format of this notation is as follows: 3:247a. This means that this particular entry can be found in Volume 3, page 247, and column a (A is 1, B is 2, and C is 3). Notations that are in bold within the index indicate that the entries are given more attention in the encyclopedia than items in regular font. The Macropedia also includes cross references to related entries (broader and narrower) to look up if interested. These are noted at the bottom of a particular entry by a small arrow (→). The Micropedia also indicates that some topics can be found under different terms or headings. To use the example found in the introduction, when a user tries to find Holland (Holanda) in the index, the entry provides a brief definition of Holland and directs the user to see the term Low Countries: **V. Países bajos**, which is in bold. Under the index entry Países bajos (Low Countries), the main notation is given in bold (**11:166a**) and the notations of other related terms and topics are provided in regular font, e.g, Margarita de Austria 9:332b. In the Macropedia, the end of the entry for Low Countries, leads users to other related topics and terms, indicated by the small arrow (→), that can be looked up for more information: Amsterdam; Borgoña; Bélgica; Carlos V, emperador; Carolingios; Flandes; Haya, La; Luxemburgo; Merovingios, Orange, casa de (Amsterdam, Burgandy, Belgium, Emperor Charles V, the Carolingians, Flanders, The Hague, Luxembourg, the Merovingians, and the House of Orange).

Volume 17, the Temapedia (tema refers to topic/subject in Spanish), lists and discusses the diverse subjects covered in the encyclopedia. This volume begins with a table of contents that includes all of the subjects the encyclopedia covers. Each subject has its own introductory essay. Subjects include aeronautics and astronomy, cinematography, philosophy, history, literature, medicine, and chemistry to name a few; for a complete listing, see the contents included at the beginning of Volume 17 (it's a pretty long list). The introduction, found after the table of contents, provides a history of encyclopedias in general.

Volume 18, the Datapedia, is devoted to statistical information and maps. The table of contents includes nations of the world (pp. 1-192); general data tables (pp. 193-285); and historical timelines (in table form; pp.287-352). The atlas section is found after the timelines, but doesn't have page numbers continued from the last section; rather, they are labeled Láminas (laminates) 1-72. The index to the atlas, found after the maps, has its own pagination, from pp.1-76. This can be a little confusing because the table of contents doesn't indicate that the volume has multiple paginations. I now have a greater appreciation for cataloging items with irregular pagination as 1 v. (various pagings) in MARC 300! These features are not difficult to use, but a user must be familiar with the concept of looking in dictionaries and encyclopedias. He or she must understand or be taught that entries and the index are in alphabetical order and that to find specific entries, users must look up the term in the index to find the specific volume and page number an entry is

located. It also helps to be open to the possibility of looking at various volumes in order to find the entries recommended in the cross references.

Question: What is NATO? I was watching the Spanish news and a news brief came on about the problems in Libya, but I'm not sure what that is. Can you find me some general information? Spanish would be easier for me to understand.

*My mom actually asked me this question while I was watching CNN with both my parents. She can understand bits and pieces of the news in English if it's not too fast. I told her it was a military alliance, and then I hopped on Wikipedia's Spanish article on NATO (OTAN in Spanish). Don't judge—it wasn't for an essay! These encyclopedias would be amazing to have access to online!

Answer: Sure, no problem! We have a Spanish encyclopedia, the *Enciclopedia Hispánica*. First, let's look in the index. We can look up NATO in these to see which of the 18 books it's in. There are actually two parts of the index. Volume 2 has all the words for J through Z. Aha, it says that NATO is listed under OTAN (V. OTAN), so let's go to the entry for OTAN. OTAN, or Organización del Tratado del Atlántico Norte, has a short definition in the index, but the full entry can be found in **11:137b**. The index also shows other related topics you can look up: military alliances (alianzas militares), which is in volume 1, page 221, column a (or 1). International organizations (organizaciones internacionales) can be found in volume 11, page 104, and column b (or 2). Illustrations on the topic can be found in volume 1, page 220, and in volume 11, page 138 column a (or 1). This means we can find the main entry for OTAN in Volume 11, page 137, column b. B means two, so the second column. Let's go there, so you can read about it. There are five short paragraphs and a small photo. There is also other information you can look up. Do you see the arrow? The arrow shows that you can also look up military alliances (alianzas militares). The index actually showed us a few more places to look for related information.

Secondary Annotation:

Multiple contributors. (2007). *Encyclopaedia Judaica* (Vols. 1-22). Detroit, MI: Thomson Gale.

Why, oh, why didn't my Jewish history professor ever mention this resource?! Life would have been so much easier when I was studying history as an undergraduate.

The second edition of the *Encyclopaedia Judaica* (2007) is published by Thomson Gale. The encyclopedia, which focuses on Judaism and Jewish people and culture, is composed of 22 volumes. Volumes one through 21 consist of the entries which are arranged alphabetically, A through Z. The contents of the 22nd volume include an introduction to the thematic outline, the thematic outline itself, an introduction to the index, abbreviations of the index, and the index itself. According to the Introduction of the Thematic Outline, "The outline here is intended to provide a general view of the conceptual scheme of the *Encyclopaedia*. It is divided into five parts: I. *History*; II. *Religion*; III. *Jewish Languages & Literature*; IV. *Jews in World Culture*; V. *Women*" (p. 5).

Each of these parts are divided into other categories. For example, 1. History, is divided into A. Ancient Period and B. Medieval & Modern Period. Ancient history is further divided into three sections: 1. Bible, 2. Talmud, and 3. Second Temple and Late Roman Periods. Medieval & Modern Period are also divided into three sections: 1. General History, 2. Regional History, and 3. Holocaust History. Both the General and Regional History subdivisions are also further divided. For example, under Regional History there are eight

subsections. Section e. Western Europe also lists specific areas, such as 7. Spain & Portugal. The Thematic Outline "...arranges all the entries under logically structured main categories" (p. 277). The thematic outline does not help one search for specific items, the way an index does, but skimming over the sections, categories, and lists shows the extent of the topics covered by the *Encyclopaedia*. In skimming over the outline for 1. History, A. Ancient Period, for example, I found terms such as cooking and baking; exile, Babylonian; and names of biblical figures, such as Daniel. The outline starts on page 7 and ends on page 275!

What I appreciate about the Introduction to the Index is that it tells readers the complexities in creating useful tools to aid researchers.

An index's purpose is to help the user find relevant information as quickly and as easily as possible. To do this, the index must do two things well. It must point a user toward those places where useful information is to be found. And it must gather those pointers in a single, easily found place, so that a user need not search here and there about the index, gathering references as if on a scavenger hunt of arcana. (p. 277)

The team who created the index, therefore, consolidated headings and subheadings "to ensure that all of the significant information about a topic or an aspect of a topic has been gathered in one place" (p. 277). The index also includes see and see also cross references. (It is also worthy to note that this edition of the *Encyclopaedia* also has an electronic version. Users can use the search tools available online to search in a variety of other ways.) The Introduction of the Index also explains the conventions used in the index. Names are inverted (for example, Davis, Lindsay); titles of works, such as books and newspapers, are italicized; places names have modifiers to specify locations, etc. The notation used in the index for entries is in volume : page number format, such as 8:123. This means that the entry can be found on page 123 in volume eight. When the page number is in bold, such as 8:**123**, this means that this is a main essay on the topic. Pages that are italicized, such as 8:123, indicate that the entry is a map or image. Pages that are followed by an italicized t, such as 8:123*t*, indicate that the entry is a table or genealogical chart.

Question: I'm looking for information on Hasidism that is very basic but authoritative for a paper in my Jewish history class. Do you have any recommendations?

Answer: Hi, we have the perfect resource for you—the *Encyclopaedia Judaica*. Would you like me to help you with searching the index? Okay, let go to the entries that starts with Hs. Hasidism has the following entries: 11:809, 12:425. This means you will need to look at volumes 11 and 12. One entry is on page 809 of volume 11, and the other entry is on page 425 in volume 12.

There is also another tool that might be helpful. The Thematic Outline, found right before the index, shows you other entries related to Hasidism. Hasidism is found under part II. Religion, A. Jewish. It says to look on page 217. Page 217 shows a list of some general entries and a number of biographical entries related to Hasidism that could be of interest to you at a later time. All you would need to do is look up these entries in the index to find the volume and page in which they are located.

- 13.** Select an interesting source (print or electronic) that you discovered at your library. Then, go to the discoveries page for practice questions #2 in GoogleDocs, and list the bibliographic information (include author, title, year published, and publisher—form doesn't matter), write a VERY brief annotation (no more than a sentence or two—this is considerably shorter than your previous annotation), and your question

with the answer. If someone else has already included your source, just list your question under theirs. Please be sure to include your name. (5 points)

Discovery Annotation:

Longman advanced American dictionary (New ed.). Pearson Education, 2007.

First, I apologize that I don't have the editor or place of publication for this resource. Several weeks ago, I was helping a friend in her middle school classroom, and she told me about a great dictionary she uses with her English language learning students. I looked through the dictionary and noted down a definition of a word I looked up, but I forgot to write down all the publication information. The 13 digit ISBN number for this particular edition is 978-1-4058-2029-5. The 10 digit ISBN is 1-4058-2029-2.

My friend loves using this dictionary because the definitions are accessible to her 7th grade students. For many of these students, English is a second language, so it's important that the language of the definitions isn't too technical. The dictionary also uses color and some illustrations. I found this to be refreshing.

Question: What's the definition of deadbeat? I read this word in a book, but I don't know what it means. Can you help me?

Answer: Hi. Here at the library we have a dictionary that explains words in everyday language. It's called the *Longman Advanced American Dictionary*. Let's look it up. Okay, deadbeat is on page 405. It says that deadbeat is a noun that means "someone who is lazy and who has no plans in life," and it also means "someone who does not pay their debts." The dictionary also says that a deadbeat mom or dad is "a divorced parent who avoids paying money to support his or her family."