

# **LIS 1: METHODS OF LIBRARY USE (BIBLIOGRAPHY 1)**

*A report submitted to Acting Dean Nancy Van House,  
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*by*

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## INTRODUCTION

LIS 1: Methods of Library Use (Bibliography 1) is a formal 2-unit course offered by the School of Library and Information Studies at the University of California, Berkeley. The course is an elective for undergraduates and consists of 2 hours of class per week for a full semester. The purpose of the course is to teach a variety of research strategies for locating, evaluating, and using library and information resources.

## BACKGROUND

Bibliography 1 began as an experimental 2-quarter unit course in the fall of 1968. It grew out of a proposal written in 1965 by Charles H. Shain, then librarian of the Environmental Design Library. After some initial financial difficulties, the School of Library and Information Studies assumed full responsibility for the course. Initially, Bibliography 1 was taught by professional campus librarians. The course developed rapidly and the heavy preenrollment (1089 for 400 slots in 1975) warranted expanding the course size. In addition to the Bibliography 1 Coordinator, a faculty adviser was appointed to handle the administrative responsibilities for Bibliography 1 (1972). It had gone from 2-quarter unit to 3 quarter unit course in mid-1970s. Later, it became a 4-quarter unit course.

Bibliography 1 was taught in 16 to 18 sections each quarter with 20 to 30 students in each section. (The University adopted the semester system starting from the fall semester of 1983.) A total of 11,301 students took Bibliography 1 from fall quarter of 1969 through spring quarter 1983. Bibliography 1 was (and maybe still is) the largest such bibliographic instruction course in this country until 1984. It continued to be taught by campus librarians and doctoral students at the School of Library and Information Studies.

Table 1 gives the annual enrollment statistics for Bibliography 1 between 1978 and 1991.

Upon recommendations of a two-member committee that reviewed the Bibliography 1, the course was revised (elimination of Dialog demonstrations, etc.) and reduced to 2-semester units in the fall of 1985. Both professional librarians and qualified doctoral students continue to teach the course. The School now offers about 6-8 sections of Bibliography 1 each semester. Each section can accommodate up to 28 students although the average section size continues to be less than that (22.7 in 1991, 23.8 in 1990, 21.8 in 1989, 24.5 in 1988, and 25.1 in 1987). Some 300 students take Bibliography 1 each year.



Year	No. of Sections	No. of Students Enrolled
1991	12	272
1990	13	310
1989	22	480
1988	22	539
1987	14	351
1986	22	503
1985	25	531
1984	32	596
1983	30	748
1982	37	582
1981	41	537
1980	42	750
1979	42	942
1978	42	890
Total	396	8,031

**Table 1. Bibliography 1 Enrollment Statistics (1978-1991)**

## OBJECTIVES AND COURSE CONTENTS

Bibliography 1 is a "learn-by-doing" course that teaches "how to use UC Library's resources in a systematic way." Students will learn how to find and evaluate information using various approaches.

Through lectures, class discussions and demonstrations, readings, in-class and take-home exercises, students will learn:

- a) to establish a logical and systematic method for locating information in libraries;
- b) to discover and examine a wide assortment of information sources on a topic and learn how to evaluate them;
- c) to develop a confident and creative attitude toward using library and information resources.

More specifically, after a general introduction to information retrieval concepts, students will learn how to use UC Berkeley libraries and library catalogs (GLADIS, MELVYL, card catalogs); subject access to information using Library of Congress Subject Headings; reference sources (encyclopedias, directories, etc.); periodical indexes and abstracts (both printed and CD-ROM); newspaper indexes, citation indexes, and dissertations; and,



government documents. Students also will learn how to prepare and annotate bibliographies as part of their term project on a subject of their choice.

The course text is *Methods of Library Use: Handbook for Bibliography I*. Handbook is regularly updated by the School of Library and Information Studies and made available to students via the Copy Service of the Main Library.

The final course grade is determined by the quality of student's in-class and take-home exercises, tests and the term project.

Take-home exercises consist of several assignments that teach students how to use various information sources such as GLADIS/MELVYL, periodical indexes, reference sources, government documents and CD-ROMs. Students gain "hands-on" experience via in-class assignments by finding answers for given questions using online catalogs and reference sources. There is usually a midterm exam to monitor the students' progress. (See Appendix for course outline and examples of exercises.)

The final project gives students a chance to apply the skills they gained in the class throughout the semester. Students choose their own term project topics in consultation with their instructors. Term project consists of an annotated bibliography on a given research topic along with a brief account of their research experience. The bibliography includes books, journal articles, reviews, government documents and so on. They write abstracts for each source they included in their bibliographies and justify their selection.

Students generally start working on their term projects early in the semester and improve their bibliographies as they learn how to use new information sources. Term project indicates how well the student worked during the semester and is worth between 40% and 50% of the final grade.

## **DEMAND FOR BIBLIOGRAPHY 1**

Bibliography 1 is one of the most heavily enrolled undergraduate courses offered by the School of Library and Information Studies. It is not uncommon at the beginning of each semester to see twice as many students trying to enroll in Bibliography 1 as the course can actually accommodate.

A total of 15,574 students took Bibliography 1 from fall quarter of 1969 through spring semester 1992. Bibliography 1 continues to be one of the popular courses among undergraduates for various reasons. Students find it generally very useful. A student "counter-catalog" (SLATE SUPPLEMENT) introduced Bibliography 1 to the student body a number of years ago with the following words:

In general, students find this course invaluable; many upper division students



say that they wish they had taken it earlier and suggest that it should be required (or at least strongly recommended) for freshmen since the library skills developed in the course are indispensable for upper division work.

or

knowledge gained in the course is extremely useful in approaching the overpowering of U.C. Library.

Demand analysis results for the course show that Bibliography 1 is usually well preenrolled. Preenrollment figures vary from section to section depending on the times and days. For instance, sections that meet in the morning tend to attract more students. Preenrollment figures for the last couple of semesters are as follows:

Semester	Available Slots	Preenrolled
Sp '92	168	113
Fa '91	140	94
Sp '91	224	235
Sp '90	225	274
Fa '89	250	188

**Table 2. Demand Analysis for Bibliography 1 (1989-1992)**

However, preenrollment figures are not a very good indicator of the overall demand for Bibliography 1 for a variety of reasons. First, some sections tend to get canceled just before the semester starts. Second, my experience has been that more than half the students who preenrolled do not show up in the first meeting. Finally, as pointed out earlier, Bibliography 1 gets the heaviest traffic at the beginning of each semester when students wish to add the course to their schedules. Unfortunately, most students who come to "shop" at the last minute cannot get into the sections offered because they fill quickly.

## **WHO ENROLLS IN BIBLIOGRAPHY 1?**

The Bibliography 1 Office gathers data periodically about students who enroll in Bibliography 1. The following short review is based on information provided by students themselves in the 1991/1992 academic year.



Class	(%)
Freshmen	47
Sophomore	13
Junior	28
Seniors	12

**Table 3. Percentage of Enrollment by Class (1991/1992)**

Freshmen comprise almost half (47%) of all the students taking Bibliography 1. Next come juniors (28%), sophomores (13%), and seniors (12%). Freshmen would like to learn how to use, effectively and efficiently, the vast amount of information sources that are available in scores of campus libraries. It is also common for junior transfer students to take Bibliography 1 so that they would be able to quickly orient themselves in a complex library system. (Transfer students consist of 31% of all students who took Bibliography 1.) Bibliography 1 appeals to senior students as well, for the course teaches students how to collect information on a given topic in an organized way and write a term paper. It teaches how to correctly cite sources that they use in their term papers.

Most Bibliography 1 students (70%) come from Social Sciences and Humanities. Twenty-one percent come from Science and Engineering disciplines. The rest (9%) are undecided. Some of the disciplines represented are: History (10%), Business (9%), Political Science (7%), Psychology and English (6% each), Sociology and Economics (4% each), Math and Legal Studies (3% each), Architecture and Anthropology (2% each).

It should be noted that Bibliography 1 gets students from almost every department in the Berkeley campus, from Rhetoric to Religious Studies, from Petroleum Engineering to Electrical Engineering, from Women's Studies to Slavic Languages, to name a few. According to 1991/1992 academic year statistics, students taking Bibliography 1 came from 57 different disciplines represented at UC Berkeley.

As for the GPA scores of the students who took Bibliography 1 during 1991/1992 academic year, 25% had GPA scores between 3.51 and 3.90, and another 31% between 3.01 and 3.50. Students whose GPA scores were between 2.51 and 3.00 constitute 17% of all students. Next comes students with GPA scores over 3.90 (7%) and students below 2.50 (7%).

### **WHY DO THEY WANT TO TAKE BIBLIOGRAPHY 1?**

Why do students want to take Bibliography 1? The percentages are as follows (see also Table 4): To learn more about: a) campus library resources (93%); b) reference sources (80%); c) writing term papers (76%); d) online catalogs (64%); e) periodicals (46%); and f) computers (38%).



computers (38%).

To learn more about	%
campus library resources	93
reference sources	80
writing term papers	76
online catalogs	64
periodicals	46
computers	38

**Table 4. Why Do Students Want to Take Bibliography 1 (1991-1992)**  
(Students were allowed to make more than one answer to this question.)

It is interesting to note that students taking Bibliography 1 expect to learn about computers and writing term papers. If we don't count GLADIS, MELVYL, CD-ROM demos, the former is hardly taught in Bibliography 1 classes. Although students are required to prepare an annotated bibliography by the end of the semester in Bibliography 1, this is not like writing a term paper. The course emphasizes the sources they could use, not the contents of term papers. In other words, what they do in Bibliography 1 is the first step to be able to write a good term paper.

### WHO RECOMMENDED BIBLIOGRAPHY 1?

Almost half of the students indicated that their friends, brothers, sisters, parents who took Bibliography 1 in the past recommended this course to them. CalSO also recommended students to take Bibliography 1 (22%). Professors, registrations officers, librarians and other people also advised students to take Bibliography 1. Some students learnt the existence of this course from various publications such as General Catalog, Berkeley Resource, and announcements by various departments.

### CONCLUSION

As the library systems on campus grow in size and offer more search capabilities on both monograph and periodical databases, the need for bibliographic instruction increases. Bibliography 1 continues to serve the bibliographic instruction needs of the undergraduate students in a formal setting and introduces them to campus information resources as well as teaching them how to use such resources effectively.

#### **PUBLISHED SOURCES USED IN THE REPORT**

Shain, Charles. "Bibliography 1: The U.C. Berkeley Experience," in *Conference/Workshop on Instruction in the Use of the College and University Library* (Selected Conference Papers). (1-6) ERIC ED 045 103 1970.

Vanderberg, Patricia S. "Case Study #4: University of California-Berkeley," in *Teaching Library Skills for Academic Credit*, (111-115) by Mignon S. Adams and Jacquelyn M. Morris. Phoenix, AZ: Oryx Press, 1985.

Wheeler, Helen Rippier. *The Bibliographic Instruction-Course Handbook*. Metuchen, NJ: Scarecrow, 1988.



## APPENDICES

**LINFOST I: Methods of Library Use (Bibliography 1) Fall 1990**  
**Section 8, TuTh 4-5**  
**55 Evans Hall**

**Instructor:**

111 South Hall, Linfost I Office

Telephone: 642-1087 (office: leave msg); 527-3943 (home); e-mail: @garnet.berkeley.edu

Office Hours: TuTh 11-12, 111 South Hall, 642-1087, and by appointment.

**COURSE INFORMATION**

1. **PURPOSE:** To teach a variety of research strategies for locating, evaluating and using library resources. To develop your ability to undertake effective independent research on almost any topic. To acquaint you with the organization and resources of the UC Berkeley library network.
2. **OBJECTIVES:** Through lectures, class discussions and demonstrations, readings, and in-class and take-home exercises, you will learn:
  - a. to establish a logical and systematic method for locating information in libraries;
  - b. to discover and examine a wide assortment of information sources on a topic and learn how to evaluate them;
  - c. to develop a confident and creative attitude toward using library resources.
3. **COURSE REQUIREMENTS:** LINFOST 1 is a LEARN BY DOING COURSE. Regular and consistent work will get you through the course successfully; it is not possible to cram at the last minute and succeed in this course.
  - a. In-class and take-home assignments designed to provide practical experience in using library resources.
  - b. Readings as assigned.
  - c. Tests.
  - d. Participation in class discussion is required; attendance at all class sessions is crucial.
  - e. Final project due Thursday, December 6th. The final project is a written report of your research strategy, including an annotated bibliography, on a topic of your choice. Its purpose is to synthesize the skills and information learned throughout this course. You will be given a detailed explanation of its requirements which should be followed closely. Students will need to decide, in consultation with the instructor, as to what their topics will be on by no later than November 13. The sooner students give a thought on their projects and make decisions the easier they can handle the overall project. Changing the final project topic after this date is not allowed as students need to "build" their annotated bibliographies along the way. "Last-minute" bibliographies generally do not make good final projects.
4. **GRADING:** the final grade in the course will be determined as follows: final project, 50%; written exercises, 20%; attendance and class participation, 10; and tests, 20%. There are some 15 assignments (take-home and in-class) altogether. Three points will be taken off of the final grade for each assignment not returned or late. One late assignment will be accepted without penalty and with no explanation needed to the instructor. No final projects will be accepted after the due date.

PTO



5. **TEXTS:** The course text is Methods of Library Use: Handbook for Bibliography I, 1990 edition. This may be purchased (\$15.28 including tax) at the Library Copy Service, Main Library, Room 145, and copies are on reserve at Moffitt Library. The style manual by Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, should be used for the final project and as specified in assignments. Copies are available in Moffitt and Doe Libraries. It is also widely available for purchase.
6. **BENEFITS:** As a currently enrolled Bibliography 1 student, you are entitled to a "stack pass" to the Main Library which normally is closed to undergraduates. After the second week of class you may apply at the Doe Library service desk for your pass. A permanent undergraduate stack pass is awarded to students who earn an A or A-, or the equivalent on a P/NP basis.

**LINFOST I**  
**Section 8**

**COURSE CALENDAR, Fall 1990**

- Aug 28** Introduction
- Aug 30** General Introduction to Course; Some Basic Concepts  
Pre-test  
Information
- Sep 4** General Introduction to Information Retrieval  
Read Handbook, Chapter 1  
Assignment 1 (Moffitt tour)
- Sep 6** UCB Libraries and Library Catalogs  
Read Chapter 2, skim Chapter 10
- Sep 11** UCB Libraries and Library Catalogs  
Assignment 2 (Main Library tour)
- Sep 13** Subject Access to Information  
Read Chapter 3
- Sep 18** Subject Approach, LCSH, and Classification Schemes  
Assignment 3 (Subject Approach)
- Sep 20** Online Catalogs (GLADIS) - Meet at 205 South Hall  
Read Chapter 2
- Sep 25** Boolean Expressions AND, OR, NOT
- Sep 27** Online Catalogs (MELVYL) - Meet at 205 South Hall  
Read Chapter 2  
Assignment 4 (MELVYL, GLADIS)
- Oct 2** In-class assignment (MELVYL and GLADIS)  
Meet at Moffitt Library
- Oct 4** Term project specifications (general)  
Bibliographic citations  
Read Chapter 9  
Assignment 5 (Term project proposal)
- Oct 9** Interviews About Term Project Topics  
Meet at 112 South Hall (Office Hour is also to be used for interviews)
- Oct 11** Introduction to Reference Materials  
Read Chapter 4
- Oct 16** Reference Materials - Meet at Moffitt  
In-class assignment (Directional materials)
- Oct 18** Reference Materials - Meet at Moffitt  
In-class assignment (Source materials)  
Assignment 6 (Reference sources)



**LINFOST I**  
**Section 8**

**COURSE CALENDAR, Fall 1990 (cont'd)**

- Oct 23** TEST
- Oct 25** Periodical Literature  
Read Chapter 5
- Oct 30** Periodical Indexes and Abstracts - Meet at 205 South Hall  
Assignment 7 (Periodical indexes and abstracts)  
(MELVYL Current Contents Demo)
- Nov 1** Other Indexes, Newspapers and Microforms  
Read Chapters 6 and 7  
Assignment 8 (Newspapers)
- Nov 6** Citation Indexes and Dissertations (SCI, SSCI, DAI)  
In-class assignment
- Nov 8** Term project specifications (details)  
Re-read Chapter 9  
Individual Library Visits  
Assignment 9 (Library visits)
- Nov 13** Government Documents  
Read Chapter 8  
\*\*\*\*Last Day of Making Decision on your Final Project\*\*\*\*
- Nov 15** Government Documents - Meet at Government Documents  
Library (tentative)  
Assignment 10 (Government documents)
- Nov 20** TEST
- Nov 22** Thanksgiving Holiday; enjoy life
- Nov 27** Online and Ondisc Information Retrieval Services  
Assignment 11 (CD-ROMs)
- Nov 29** Term Project Research and Consultation
- Dec 4** Term Project Research and Consultation
- Dec 6** Wrap-up talk  
(Course evaluation)  
Term projects due by in class

**MOFFITT LIBRARY TOUR**

**Instructions:** The questions below are based on the printed, self-guided tour of Moffitt Library, which may be checked out from the Closed Reserve Desk or from the Information/Reference Desk. The tour takes you to 13 numbered stations and takes about 45 minutes to complete. Do the assignment as you go along. Each question is keyed to the station at which the answer is to be found. In many cases, you must use the library materials or catalogs in order to find the answers.

Remember, this is a learning exercise, not a test. Don't hesitate to ask at the Information/Reference Desk if you need clarification or assistance, or if you have questions.

**Stations****GENERAL**

(Intro.)

1. Name one of the services Moffitt offers students besides providing "reserve readings" for courses.

\_\_\_\_\_

Station 1

2. In what part of the building will you find vending machines?

\_\_\_\_\_

**COLLECTIONS**

Station 1

3. Which floor would you go to for books whose call numbers begin with the letter "N"? \_\_\_\_\_

What subject does "N" stand for? \_\_\_\_\_

Station 1

4. Assuming that Moffitt subscribes to the magazine *Scientific American*, where would you go to get recent issues?

\_\_\_\_\_

Station 2

5. Name one of the library resources that Moffitt librarians can assist with.

\_\_\_\_\_

Station 4

6. How many **issues** of the journal *American Scholar* are bound together in each volume? (find it on the shelf and scan through a volume) \_\_\_\_\_

Station 6

7. The renewal phone number is given on the **date due slip** in the back of each book. What is it? \_\_\_\_\_

Station 7

8. When you can't find a book on the shelves, what are the two places you should look before going to the Circulation Desk upstairs?

\_\_\_\_\_



Station 8 9. Check the MELVYL online catalog in the **Media Resources Center** to see what video programs we have that are produced by the astronomer Carl Sagan. (Select the MELVYL catalog by typing "M" and "Return" from the menu screen and then type the command, *f pa sagan, carl* [and Return] to see how many books and other materials we have by him, then further limit your retrieval by typing *and form video* [and Return].) Give the title and UCB call number [or videocassette no.] for one program:

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Station 9 10. If a book is checked out to someone else, how can you be sure to get it next?

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### CATALOGS

Station 10 11. Use the **GLADIS Online Catalog** to determine whether Moffitt has the book *Joy Luck Club*, by Amy Tan. Type *f t joy luck*, [and Return]

What is the call number of this book in Moffitt? \_\_\_\_\_

Is Main Library's copy checked out? \_\_\_\_\_ If so, when is it due? \_\_\_\_\_

How many copies are there in Moffitt? \_\_\_\_\_

For what course or courses is the book on reserve during Spring 1992?

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Look up the list of books on reserve for one of these course by typing *f ca* followed by UNDE and then the first four letters of the course name, followed by a space and then the course number. Select the line number you want (e.g. "3"), type it in, and press "return." List one other book also on reserve for this course:

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Station 10 12. The **ten-year catalog** of the **MELVYL system** is a subset of the main catalog that includes only those books added to the collection in the last ten years. To enter this database type **start ten**. To find *The Culture of the Cold War* by Whitfield, search either the exact title or keywords in the title.

Type *f xt culture of the cold war* and press Return. To see only the UCB copies, type *at UCB* and press the return key. Then type "d" and press the return key. List the UCB locations for this book:

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Now imagine you weren't sure about the title. Do a title word search: type *f tw cold war*. How many books ("records") are retrieved? \_\_\_\_\_

Next, limit your retrieval to books published during the last three years, by typing *and date cur*. How many books are there now? \_\_\_\_\_

Now, limit your retrieval to Moffitt by adding **at mof**. How many books are retrieved now? \_\_\_\_\_

Display the listings in the short form by typing "d", then scan through them by pressing "return" until you find *The Culture of the Cold War*. What is the call number in Moffitt? \_\_\_\_\_

This book is also on reserve for Spring 1992. Does MELVYL tell you this? \_\_\_\_\_

### **PERIODICALS**

- Station 10      13. Use the **GLADIS Online Catalog** to check which campus libraries have recent issues of the periodical *Aztlan*.

Type **f t** followed by the exact title of the periodical. Select "1" from the list. Copy down only those libraries which have subscriptions. [Notice also whether the information is "Continued on Next Screen"]

Library locations: \_\_\_\_\_

Is Moffitt's copy of the Fall 1987 issue bound or unbound? \_\_\_\_\_

Where would this issue be located in Moffitt? \_\_\_\_\_

- Station 11      14. Moffitt's periodical indexes cover a great many different subjects. For example, the set called *Historical Abstracts* indexes periodical articles in the field of World History (*America: History and Life* indexes articles in the area of United States History).

Browse in this section and—judging from the titles—list two indexes (other than *Reader's Guide*) which might list articles about "women executives in business".

\_\_\_\_\_  
\_\_\_\_\_

- Station 12      15. Take a look at ProQuest. If it is not being used by someone else, try a search for periodical articles on the topic of "acid rain." Print a couple of references if you wish. List one article you found.

\_\_\_\_\_  
\_\_\_\_\_

Look through the citations one by one until you find one which has the instruction "press [Return] to see the complete article." Follow the instructions, insert the appropriate CD and look at the article. Press the F8 button to enlarge it for better readability. You may print copies for 25¢ a page.

- Station 13      16. For how long does Moffitt keep its daily newspapers? \_\_\_\_\_



### MAIN LIBRARY TOUR

Take one of the tours of the Main (Doe) Library which are given regularly; additional tours are scheduled during the first week of the semester. Check with the Reference Department for exact times.

You should be able to answer the following questions from information provided on the tour of the Main Library.

1. To which department would you go to request books and periodicals from the Main stacks?
2. Which department in the Main Library would be likely to have reports issued by the United States Congress?
3. Which two desks should you go to for help in finding out how to use the library?
4. What are the two basic parts of the card catalog?
5. What is the cut-off date for the card catalog?
6. What time period does MELVYL and GLADIS, the online catalogs, cover?
7. Do the dates of coverage of these catalogs refer to
  - a. \_\_\_\_\_ the date a book was published, or
  - b. \_\_\_\_\_ the date the book was added to the collection?

8. Could a book published in 1965 be listed in GLADIS?
9. Could a book published in 1986 be listed in the card catalog?
10. In the card catalog, where is a book shelved if there is no library location given with the call number?

Go to the Reference and Bibliography Room (R & B). Before you try to locate what you want in the Reference Room, you need to determine exactly where it is shelved within the room by consulting the small Reference Room card catalog to your right after passing through the turnstiles as you enter the room. Special shelving locations within the room are shown on the cards by a pencilled note or stamp. A map and explanation of locations within the room is posted just above the card catalog. Examples of locations are: Biographies, Directories, etc. If no special location is indicated on the card, the book will be shelved on the south, west, and north wall bookcases ranged around the room beginning with the call numbers "A" near the large clock on the south wall.

12. Find the Reference Room card catalog and look up the Encyclopaedia Britannica. You will find several listings for its various editions and yearbooks. Find the card for the 15th edition, entitled the New Encyclopaedia Britannica.

What is the call number?

Refer to the map on top of the catalog and determine the bookcase number where it is shelved. (Actually the map seems to be a little bit tired!)

13. Look up the Readers' Guide to Periodical Literature (be sure to get the correct title). What is its shelving location and call number?



14. Go over to the Readers' Guide to Periodical Literature and determine the oldest volume of it on the Reference shelves (the beginning date is given on the catalog card, too.)
15. Looking around on the same case or the other "Periodical Indexes" cases, find another periodicals index that seems interesting to you or that you might use for research. Gives its title and call number:
16. Walk to where the Encyclopaedia Britannica is shelved. Examine some of the other encyclopedias shelved there. All English language general encyclopedias begin with the call number AE5. Write down the name of another encyclopedia that you might find interesting or useful:

Read the description of the Morrison Library in your Handbook, page 184, and go to this room on the first floor. What is your impression of this room?

17. Name at least two items which are not books but which can be used in the Morrison Library:
18. Which department would be likely to have a recent issue of a periodical such as The Economist and The New Republic?
19. Go to this department and find the "Reading Room" area where a selection of popular magazines are arranged on shelves alphabetically by title. What is the date and volume/issue of the latest Ms. Magazine on the shelf? (Note: the volume/issue number is found on the table of contents page in most periodicals). If you can't find an issue of Ms. Magazine, choose another magazine:
20. Look around the other room of this department and locate the college catalog collection. Does the collection contain catalogs for colleges outside California?

21. Go to the "Periodical Stacks" area and browse the more specialized periodicals shelved here. In what order are these periodicals arranged on the shelves?

Give the title of one that seems interesting?

22. Where would you go to check out an older (bound) volume of one of the periodicals?

REMEMBER: The shelving of periodicals is not the same in all campus libraries. Some are arranged by title and others (usually bound issues) are arranged by call number.

23. What were your impressions of the Main Library? List two facts about it that you had not known before:



### SUBJECT APPROACH

The following questions can and should be answered by using the Handbook.

1. If you wanted to browse in the reference area of Moffitt or in the Main Library Reference Room to see what reference books are available on French history, what call numbers would you look at? (First two letters of call number.)
2. Suppose you were interested in finding books on whales. What is the subject heading under which you will find the most books written specifically on that topic?
  - a. Whales
  - b. Marine mammals
  - c. Mammals
3. Suppose you were interested in finding books on the history of Florence, Italy. The best thing to do is to look in the subject catalogs under:
  - a. Florence--History
  - b. Italy--History
  - c. Europe--History
4. A book exclusively about the newspaper the Washington Post will probably be found under the subject heading(s):
  - a. Washington Post
  - b. American newspapers
  - c. Both a and b
5. Suppose you were interested in finding biographies of Charles Dickens. What is the correct procedure?
  - a. You look in Library of Congress Subject Headings and you don't find his name there. You conclude that the heading "Dickens, Charles" is not used in the subject catalogs, so you look under the headings such as "English literature."
  - b. Names of people are not usually listed in Library of Congress Subject Headings, so you look directly in subject catalogs under "Dickens, Charles."

For the next six questions, look at the illustration, AN EXAMPLE FROM LCSH, on page 54 of the Handbook.

6. What heading would you look under to find travel guidebooks?
7. Can you find books by looking under "Travel bureaus"?
8. Can you find books by looking under "Travel--Health aspects"?

9. Can you find books by looking under "Jet lag"?
10. Could you look under "Travel agents--Collective labor agreements" to find books about travel agents involved in collective labor agreements?
11. What heading (main entry plus subdivision) would you look under to find books on travel and health?

For the next eight questions, what is the best subject heading to look under to find books about this subject:

12. The Chrysler Company
13. Chinese painting
14. Chinese poetry
15. William Shakespeare's play Macbeth
16. The poet Robert Frost
17. Politics and government in Nicaragua
18. Economic aspects of advertising
19. Economic conditions in the United States between 1918 and 1945
20. Look in the subject card catalog in the Main Library and find a book about the Battle of Stalingrad (1943) written in the 1940's (in English).

Subject heading you looked under: \_\_\_\_\_

Author & title: \_\_\_\_\_

21. Look in the subject card catalog in the Main Library and find a book about public opinion in the United States and the Vietnam War.

Subject heading: \_\_\_\_\_

Author & title: \_\_\_\_\_

THE ONLINE CATALOGS

Part I: Using the MELVYL Online Catalog

NOTE: If you are using a terminal in Moffitt, type SET LIB UC after selecting command mode. Otherwise you will retrieve only Moffitt books.

1. The MELVYL online catalog includes:
  - a. All the books in the UCB libraries.
  - b. All the books in the UCB branch libraries plus half of the book in the Main Library
  - c. About half of the books in the UCB libraries.
  - d. None of the books in the UCB libraries.
2. The format which the MELVYL online catalog will use automatically if you do not specify the format in which you want the records displayed (called the SHORT format) displays which of the following elements? (Check as many as apply).

a. Author	f. Subject headings
b. Title	g. Call number
c. Place of publication	h. Library locations
d. Publisher	i. Circulation info
e. Date of publication	
3. Suppose one of the keywords in your search request was "religion." What would be the best way to truncate this word so that you would also retrieve books with the keywords "religions" and "religious"?  

a. REL#	c. RELIGIO#	b. RELI#	d. RELIGION#
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IN ANSWERING THE FOLLOWING QUESTIONS, USE THE SHORTEST FORM OF COMMANDS, F not FIND, for example. Please write the answer on the line provided, leaving space below for instructor's comments. Use search requests which will give you the best results--fastest processing by the MELVYL catalog, the fewest irrelevant retrievals, and important subdivisions, if there are any.

- 4a. What search request would you use to find books by Peter Gay, a cultural and intellectual historian and author of Freud for Historians?  
\_\_\_\_\_
- 4b. What is the title of a book by him (do not use Freud for Historians)?  
\_\_\_\_\_
- 5a. What would be the best search request to use to find a book titled Words That Must Somehow Be Said?  
\_\_\_\_\_
- 5b. How many records did the MELVYL catalog retrieve, using the search request you used in question 5a? \_\_\_\_\_
- 6a. What search request would you use to find a book titled Dream Worlds?  
\_\_\_\_\_



- 6b. What is the complete title?  
\_\_\_\_\_
- 6c. What UCB library(ies) have it?  
\_\_\_\_\_
- 7a. What search request would you use to find a book by T. J. Clark about painting, Paris and Manet?  
\_\_\_\_\_
- 7b. What is the title of this book?  
\_\_\_\_\_
8. What search request would you use to find books about the social aspects of sex in Western Europe in the nineteenth century?  
\_\_\_\_\_
9. What search request would you use to find books about the woman who changed the early history of psychoanalysis?  
\_\_\_\_\_
10. What search request would you use to find all the books which have the word "marijuana" in the title, plus all the books that have the word spelled "marihuana" in the title?  
\_\_\_\_\_
- 11a. Suppose you wanted to find books about divestment. You use the search request F SU DIVESTMENT, but the MELVYL catalog tells you there are 0 books. (You also tried the search request BROWSE SU DIVESTMENT, but that also gave you 0 results.) You feel, and rightly so, that UC libraries must have some books on this subject. What other search request could you use to find books on this subject, using the same word "divestment"? (Not using truncation, such as F SU DIVEST#, although this method also works.)  
\_\_\_\_\_
- 11b. What further search request could you then use to find out what subject headings are actually assigned to the books displayed? You do not want any other parts of the bibliographic record displayed--only a display of the subject headings.  
\_\_\_\_\_
- 11c. The MELVYL catalog will show you the subject headings assigned. Name two of these subject headings (complete heading, including subdivisions):  
\_\_\_\_\_
- 11d. What search request could you now use to find more books about divestment? Write one such search request below:  
\_\_\_\_\_
- 12a. What search request would you use to find the periodical Art Bulletin of Victoria?  
\_\_\_\_\_
- 12b. What UCB libraries have it?

WHAT DISPLAY REQUEST WOULD YOU TYPE TO SEE THE FOLLOWING? Use the shortest abbreviations and avoid unnecessary words.

13. All the records in SHORT format. \_\_\_\_\_
14. The titles and subject headings for all the records. (You want to see only the titles and subject headings, not the other elements of the record.)  
\_\_\_\_\_
15. The subject headings for only the 6th and 8th records. (Only the subject headings.)  
\_\_\_\_\_
16. The 15th through the last record, in SHORT format.  
\_\_\_\_\_
17. Every 10th record in SHORT format.  
\_\_\_\_\_

Part II: Using the GLADIS catalog

- 1a. What search request would you use to begin your search for books by Edward H. Schafer?  
\_\_\_\_\_
- 1b. Give the title of one book by him, and the library(ies) that have it.  
Title: \_\_\_\_\_  
Libraries: \_\_\_\_\_
- 2a. What search request would you use to begin your search for a book titled Pioneers of Modern Design?  
\_\_\_\_\_
- 2b. Who is the author of a book with that title?  
\_\_\_\_\_
3. What search request would you use to begin your search for books about the social aspects of sex in Western Europe in the nineteenth century?  
\_\_\_\_\_
- 4a. What search request would you use to begin your search for the periodical Art Bulletin of Victoria?  
\_\_\_\_\_
- 4b. What library(ies) have it?  
\_\_\_\_\_

Part III: Comparing GLADIS and MELVYL Catalogs

1. Which of these search requests will retrieve books under the authorized Library of Congress subject heading **PLANTS, EDIBLE--CALIFORNIA**, in the MELVYL catalog and in GLADIS. Place a check mark or a 0 on the line.

MELVYL

GLADIS

___	___	F SU EDIBLE
___	___	F SU EDIBLE CALIFORNIA PLANTS
___	___	F SU EDIBLE PLANTS
___	___	F SU PLANTS EDIBLE
___	___	F SU EDIBLE CALIFORNIA
___	___	F SU CALIFORNIA EDIBLE PLANTS

2. How do you explain the differences between GLADIS and MELVYL? What feature does the MELVYL catalog have that the GLADIS catalog does not, which accounts for different retrievals?



BIBLIOGRAPHY I  
Section 8  
Fall 1990

Name: \_\_\_\_\_

In-class Assignment #1

GLADIS AND MELVYL

Give answers and how you found them. Use GLADIS (G) or MELVYL (M).

1. You are looking for Christoph Haimendorf's book The Naked nagas. Can you find it using his name only?
2. A book by Williams has "apex" in the title. Is that enough to find it on G? --on M?
3. There are copies of Born in Tibet in UCB libraries, what about Chogyam Trungpa's poems First Thought, Best Thought? -- and his book Myth of Freedom? Are both of them held in Berkeley?
4. I thought Berkeley had a copy of Max Horkheimer's book Dialektik of Enlightenment, but I can't find it in G under his name. What is wrong? Is it only on other campuses?
5. You have been asked to find a CNRS symposium. You don't know what CNRS stands for, but you do know that it has "rhythm" in the title. Is that enough to find the book in G? --in M?
6. You think a French "ideologist" was named Tracy (last name Tracy, first name Destutt, middle name de). Could you find an English translation of his work on political economy in G? --in M?
7. Someone wants the third edition of Handbook of Child Psychology. Is it listed in G?
8. How would you find works by Destutt de Tracy in Italian in M?
9. Is the book called The 200 Days of 8 1/2 at Berkeley?
10. Someone called Wolfenden chaired a commission that issued a "Wolfenden Report". Can you find it in G? --in M?
11. Name two ways of getting M to display subject headings only.

12. In 1885 George Bompas wrote a biography of his brother-in-law. Find out from G who the brother-in-law was. The brother-in-law wrote some books published in the mid 19th century. Does G show any held at Berkeley?
13. Find a geological map of Loma Prieta in M.
- 14a. Find a book on prostitution in York in M.
- 14b. What UC libraries have it listed in the catalog?
- 15a. What is America's oldest waterfowl refuge? (Use M.)
- 15b. Find a walking guide to it? (Use M.)
- 15c. Find an article in M on the architecture which surrounds it.

If you can answer the following question, you are pretty much through with Boolean logic as used in M. If you can't, please try to solve the "problem" step by step and see what is going on.

16. I am trying to find Mark Twain's Adventures of Huckleberry Finn in M. I happen to know that Twain's pseudo-name is Samuel Clemens and I don't want to miss it if the book is listed under his pseudo-name. So I enter the following query into M (please SET LIBRARY UCB first):

F TI FINN AND PN TWAIN, MARK OR PN CLEMENS, SAMUEL

and I get 514 records at UCB (978 at all libraries). My friend (who happens to be there) suggests that I should reformulate my query and type:

F PN TWAIN, MARK OR PN CLEMENS, SAMUEL AND TI FINN

While waiting for the results and expecting the same number of records (i.e., 514), I ask him if it makes any difference as the sets are the same. Surprisingly I get 61 records (111 at all libraries)!! Since I am not pleased with the recall rate in the second query I go back to the first one.

What is going on? Which query is "right"? (By "right", I mean more successful.) Why??? Should I have trusted my friend? Or, is it that M is unpredictable? Please help. (Sign me "Confused" in Melville, CA.)

## Assignment #5

## PROJECT TOPIC

Read over the handout, "How to Select a Term Paper Topic." List below one or more topics you are considering for the final project. You will not be held to this topic, but the earlier you can start narrowing your selection, the better. The topic does not have to be very specific at this point, but it should be a little more definite than "something in psychology." If you have some ideas on ways you might limit the topic, jot those down too. Remember, you will have the opportunity to explore your topic in the next few assignments and discover ways to limit and refine it. I will return this sheet to you with comments and suggestions, if needed. If I see any obvious problems, I may suggest that you turn in an alternate topic.

Although you will learn how to use library resources for identifying and refining topics throughout this course, you will have to rely on other resources for choosing a topic at this point. Some possibilities: notice controversial issues in newspapers or TV (but remember the problem with topics that are too recent); scan the list of courses taught at UCB--some are rather specific; listen for good ideas in other classes you are taking; scan chapter titles in your textbooks or assigned readings; use a previous term paper topic and think of a different angle; scan issues of periodicals; browse in bookstores (or even in the library stacks); and most important, just THINK!

(If you are still having difficulties, you might want to skim through the following book for ideas: Kathryn Lamm, 10,000 Ideas for Term Papers, Projects and Reports. New York: Arco, 1987. Moffitt, Closed Reserve LB1047.3 L35 1987. However, don't expect much from it!)



## **BIBLIOGRAPHY I**

### **TERM PROJECT**

**Purpose:** The term project provides you the opportunity to use the skills and concepts you have gained in this course in an independent search for information on a topic of your choice. Much of the work for the project will have been accomplished throughout the course since the exercises ask you to locate appropriate materials on your topic. You will also have an individual conference with the instructor to discuss your topic, your planned strategy and any problems you may have. A successful project requires careful thought with regard to topic selection and definition, thorough and inventive execution of your search strategy, and a clear and polished presentation of your results.

The project consists of five sections as described below.

#### **SECTION I: Selection and definition of your topic:**

- A. Describe how you selected your topic, how interested you are in it, and whether it is for a term paper or project in another course.
- B. Summarize your research goals (what were your information needs?) and any limitations you placed on the scope of the subject matter (time, place, point of view, etc.).
- C. Provide an overview of your topic and explain where it fits in relation to various academic fields.
- D. Briefly discuss your observations about the nature of information published on your topic (i.e., its currency, biases encountered, gaps in the literature, where information is published, etc.)

#### **SECTION II: Search strategy: description and analysis**

This should be a brief essay describing your search process, analyzing what happened and making observations about what you might recommend to someone else just beginning to do research on the same topic.

You might wish to mention such things as:

Your search plan--which libraries and reference materials you expected to use (including the order in which you planned to consult them, the years you expected to cover, which ones you saw as primary, which as secondary, and which as complementary).

Your actual experience--which libraries, reference materials and other resources you actually consulted, the years you searched, how and why you decided to use the resources that you did.

Your observations on the various libraries, reference materials and other resources, especially dealing with the way in which their organization and features made them easy or difficult to use, allowed for precise, efficient searching, and for retrieval of relevant materials (or did not).

You should specifically mention what you found in each of the following:

1. Sheehy's Guide to Reference Books
2. either Harzfeld or Owen
3. Bibliography Index
4. at least one research guide
5. at least two works which provide background information (encyclopedias, dictionaries, textbooks, handbooks, etc.)
7. GLADIS and MELVYL, the on-line catalogs, and any card catalogs or other library catalogs you may have used
8. all the reference materials (bibliographies, periodical indexes, abstracts, serial bibliographies, citation indexes, etc.) you consult.

Your analysis should comment on and try to explain such matters as the following:

1. which approaches were most comprehensive or most efficient, and why;
2. the principal advantages and disadvantages of your most important sources;
3. if there were bibliographies or libraries which you thought might be helpful but which turned out not to have anything you could use, can you explain why? What kinds of similar or related topics might they be good for?
4. how do the materials and bibliographic databases in different subject disciplines compare in their coverage of your topic? Are there better bibliographic sources in one field than in another?

You may also wish to sketch out some of the alternative "strategies" or approaches you might suggest to someone else. Which combination of sources might be most efficient for a relatively limited search (i.e. give you a reasonable amount with a minimum of time and effort)? Which ones would be best for a more extensive search?

Finally, add any other comments you wish to make about campus libraries--their collections and services--and any other things you have learned in the process of your library research project.

**SECTION III: Your use of the library's catalogues.** This section should focus on how you used the catalogs to find substantive rather than location information, i.e., the subject approach.

Some of the catalogs you might use include:

- The Card Catalog
- GLADIS Online Catalog
- MELVYL Online Catalog
- MELVYL MEDLINE
- MELVYL Current Contents Database
- Independent or departmental libraries' catalogs
- Special catalogs for particular formats of materials (e.g., pamphlets, audiovisual material, etc.)

List each catalog used and note how you identified access points to the catalogs (e.g., subject headings, call numbers, key words, etc.) and which ones proved valuable. Discuss your use of cross references and subdivisions of subject headings. Describe any difficulties you had with the arrangement or terminology used in the catalogs.



#### Section IV. Bibliography of sources consulted

List all the bibliographic sources you think important or relevant to the discipline of your topic. This list should include a research guide, a subject encyclopedia (or a general encyclopedia provided that you can explain why it is more suitable) at least three indexes (one which must be a Wilson Index; that is an index published by H.W. Wilson Co.), a published bibliography, and at least one reference book which you found especially useful (e.g. a companion, a dictionary, a directory, yearbook, handbook, almanac, etc.).

For the sources described above which you will list, include a full bibliographic citation, and note where and how you found out about it (include call numbers & locations). In some cases, you may have already known about a source; in others, you may run across it in several places. You may also find that you discover a large percentage by accident, or by browsing in the reference areas. In some of these cases, you might give more than one source, or use a "systematic" source such as Sheehy to prove that you could have found it in that way.

#### Section V. Selected annotated bibliography

In this bibliography, select the best or most valuable materials, but also try to represent as many different parts of your exploration as possible--as many different aspects of the topic, different forms of publication, different bibliographic sources, different subject disciplines, different libraries, etc.

Use correct bibliographic citation format. You may either use the style used in the Handbook or you can select a style manual that would more likely be used in your field of study. Please note which citation style you are using and from which manual.

Give a short, critical annotation for each item listed, explaining its particular value or contribution (or why you chose it--usually because of quality, authority, currency, etc. or on some other unique feature or perspective). These should not be more than four or five sentences.

In each case note the bibliographic sources in which you first identified the item, together with the subject heading or other topical approach you used to find it. If you wish, you may refer to the sources by a brief title (which you will have noted in Section IV) and may indicate that an item was identified in more than one source. Please also note where the item is located.

You should physically scan each item you select for the bibliography (and presumably others as well), but you may base your annotation on information you locate in an abstract, annotation, review, or mention in another work, if you wish. While it is not necessary for you to actually read any of the material, reading a little here and there makes selection of your bibliography more informed, and makes the whole project more enjoyable.

**EVALUATION OF PROJECT:** Projects must be turned in by the due date. No late papers accepted! Two copies of the typed project must be turned in. One copy will be graded and returned; one copy will be retained for the files. The project will be graded in terms of:



1. A well-defined topic
2. A well-planned, creative and effective search strategy
3. Demonstration of your understanding of the use of subject headings and reference materials
4. Evaluative content of the annotations that explain how you used reference tool
5. The relevance of items cited in Section IV and V to the topic
6. Adherence to the style manual (accuracy and consistency)
7. General presentation of the project (appearance, clarity, lack of grammatical errors, etc.)

**DO NOT HESITATE TO ASK ME QUESTIONS!**

ing a subject

*Original Topic Idea*

*Final Descriptive Title*

Ayn Rand  
Women in Japan's Economy

Objectivism: The Philosophy of Ayn Rand  
Japanese Women in Employment: A Struggle  
Against Societal Attitudes and  
Tradition

History of China

The Chinese Revolution, 1911-1912:  
Contemporary Writings

Dolphins

Dolphins--A Higher Form of Intelligence?

Mrs. Franklin Roosevelt

Eleanor Roosevelt and the United Nations

Solar Energy

Solar Heating and Cooling of Residences

Miscegenation

Black-White Marriage in the United States

Architecture, Energy

Architecture: Utilizing Passive Energy in  
Conservation Design

Communism, U.S.

Causes and Interpretations of the "Red  
Scare" of 1919

6. Here are some topics which do not always work:

Sports, recreation, hobbies, practical matters; e.g., tennis, surfing, judo, back-packing, how to get a job, how to fix your car. UC Berkeley's libraries are academic libraries and acquire books primarily to support academic topics taught here.

Subjects which are *too broad*; e.g., astronomy, Japanese painting, Renaissance art, the Gold Rush, the history of Germany. You would find too much material and ever be able to cover the subject adequately in a relatively brief paper. Also, you would be unlikely to locate articles in periodicals and journals for a broad topic. Develop and narrow your topic.

Subjects which are *too narrow* and specific; e.g., UC's latest "affirmative action" proposal, how the government calculates the unemployment rate. A very few books, articles and/or reports are available for some subjects, and sometimes one book might "cover" a subject

Subjects which are *too recent*. You would have difficulty locating books written on a recently developed subject you just read about in the daily newspaper.

The *occult*, supernatural, exorcism, astrology; e.g. the Bermuda Triangle, ESP, UFO's, etc. Again, the library collection reflects the interest of the academic courses taught here.

*Theology and religious belief*. Many of the books and journals are in the Graduate Theological Union Library, not UCB's libraries. But religion is studied at UCB as historical and social topics.

Subjects in which nearly everything will be written in a *language* you are not able to read; e.g., an author who writes in French, few translations into English are available. It would be difficult unless you have a complete command of the French language.

*Science*. Unless you have a strong science background, you may find most of the journal literature over your head.

Subjects about which *you know nothing*. This is not the time to pursue a topic for which you have no frame of reference.



### LOCATING ARTICLES IN PERIODICALS

The purpose of this assignment is to learn how to discover periodical indexes and abstracts that list articles on a particular topic, how to use them to find articles on a topic, to cite periodical articles using correct bibliographical style, to discover locations of periodicals on campus, and to find an issue of a periodical.

For this assignment do not use book review indexes or citation indexes.

Some indexes and abstracts list books along with periodical articles. For this assignment, please list periodical articles only. You should be able to tell the difference: a citation for a periodical article will give volume number, date, and page numbers, while a citation for a book will give place of publication and/or publisher and year of publication. If you run across titles of good books in these indexes, you may want to make a note of them to examine later (but not as part of this assignment).

The assignment need not be typed (but I certainly do not discourage it either), but must be readable, with answers organized clearly under steps A-J.

A. State the topic of your term project.

B. Consult SHEEHY (10th ed.) for periodical indexes. You may also wish to look through the following:

IF YOUR TOPIC IS IN THE SCIENCES (mathematics, statistics, computer science, physics, nuclear and space sciences, earth sciences, engineering and technology, biology, agriculture, health sciences, environment) consult:

Owen, Dolores. Abstracts and Indexes in Science and Technology: A Descriptive Guide. Metuchen, N.J.: Scarecrow Press, 1985.

IF YOUR TOPIC IS IN THE SOCIAL SCIENCES OR HUMANITIES (subjects not listed above in sciences) consult:

Harzfeld, Lois. Periodical Indexes in the Social Sciences and Humanities: A Subject Guide. Metuchen, N.J.: Scarecrow Press, 1978.

Please note: The above is not to be confused with Social Sciences and Humanities Index, which is a completely different work.

Note: Newer indexes not listed in Harzfeld: Mideast File; The Middle East: Abstracts and Index; Sage Race Relations Abstracts; Sage Abstracts; Business Index (on microfilm).

- C. Write down what subject section headings (e.g., Anthropology, Health Sciences, History) you looked under in Sheehy, Owen or Harzfeld, and for each heading, what periodical indexes you found that might list articles on your topic.

Do not copy every index listed under relevant headings, but only those that would include material on your topic. For example, if your topic has to do with business, but has nothing to do with accounting, you would not list the Accountants' Index. Reading the descriptions of the indexes and abstracts will help you determine which ones would cover your topic, and how to use them.

- D. Look over the list of periodical indexes you have discovered. Choose three that you think would be the best ones for your topic. (Do not choose Readers' Guide unless your topic deals with popular culture.) In making this decision, you may want to examine the periodical indexes to see if they do have items on your topic. The best indexes would be the ones with the most items on your topic. Write down the titles of the three indexes you selected.

- E. Where are the indexes you listed in Step D located on campus? To find out use the MELVYL Online Catalog (remember that indexes are serials, thus use the PE file) or GLADIS. Choose a location

that has a continuing subscription, if there is one (some branches have had to cancel subscriptions). If there are special indexes or cumulations, choose the branch that has them (for example, only the Ed/Psych Library has the cumulated subject indexes to Psychological Abstracts). Write down the names of the three indexes you chose in Step D, and for each one, ALL the locations on campus. Place a check mark before the name of the library in which you actually will examine the index.

- F. Look at the most current bound volume of the indexes you chose in Step D. Read (or if feasible skim) the introduction to each index.

For each index provide a brief summary of the introduction concentrating on its scope and coverage; and its arrangement.

- G. Now try to find articles germane to your topic. What subject headings did you look under? Were these headings in the classification scheme (usually displayed at the front of the issue or volume) or in the alphabetical subject index (usually found at the end of the volume or issue)? Be sure to use the



subject index if there is one. Use cumulated alphabetical subject indexes that cover a longer period of time, if there are any.

- H. For each subject heading, list any articles that looked useful for your topic. (You may wish to photocopy the page if that is convenient--it saves time). If you locate a great many articles on your topic, you do not need to list more than 3 from each index. List the articles according to the style recommended in the Handbook section on Bibliographic Citation. Do not just copy the citation as it is given in the index. Show all titles of periodicals spelled out, not abbreviated.

I. Choose the article which looks the most useful for your topic. Indicate ALL UCB library locations of the periodical in which the article appears--use the GLADIS or MELVYL catalogs. Indicate which you used, GLADIS or MELVYL. If UCB does not own the periodical, choose another article listed in Step F.

J. Actually examine the article you listed in Step H. In what library did you actually find it? In two or three sentences, describe its content.

Any questions or problems which came up while you were working on this assignment?

## NEWSPAPER INDEXES AND OTHER INDEXES

1. In the 1985 New York Times Index (AI21.N44), locate an article on the regain of control following a prison uprising in Pendleton, Indiana. Write a complete and formal bibliographic citation for this newspaper article. Under what subject heading is the article indexed? Is the article categorized as being short, medium or long?
  
2.
  - a. In the December 1987 NewsBank Index look up entries for articles on genital warts, a sexually transmitted disease. Under which main subject heading are such articles indexed? Which subheading? Which secondary subheadings?
  
  - b. The last entry under "studies and reports" gives the reference 191:B1. This notation is made up of what components?
  
  - c. Look up this article in the 1987 NewsBank fiche drawer and read it. What is its title? What is the medical term for genital warts and what virus causes it? Do those who have the virus necessarily know that they have it? How many new cases are diagnosed each year?
  
3. A book was written in 1981 concerning Nazi extermination of male homosexuals. The author of this book contends that the difference between this persecution and that of Jews was merely a matter of number of victims. Find reviews of this book in Book Review Digest (Z1219.C95) 1981. What two subject headings in the subject/title index be used to locate the book reviews? Write a formal bibliographic citation for the review written by A.J. Sherman.



4. Look at a volume of the New York Times Index or another newspaper index and find an article on your term project topic (if this is impossible, pick another subject of interest to you). Check out the microfilmed newspaper and read the article. Write a formal bibliographic citation for it.
5. It is reported in Facts on File (D410.F3) that on September 28, 1987 an execution occurred in Iran. Under what subject heading/subheading can reference to this event can be found? The reference notation used here is made up of what information? In this notation page number is the same as what?
6. You need to find an essay on the images of Chinese and other Asians portrayed in American motion pictures. Look in the 1980-1984 volume of Essay and General Literature Index (AI3.E752). Under what subject heading can an essay on this topic can be found? Write a formal and complete bibliographic citation for it.
7. In the Newspaper Room look at a microfilm issue of a newspaper published on your birthday (or the day after to get the events of your birthday). What else interesting happened that day? Choose an article of interest and write a bibliographic citation for it.
8. Look in Comprehensive Dissertation Index, 1986 supplement (Z5055.U49.C6.Suppl in REF/BIB), Sciences Part 1, Chemistry section, for reference to a dissertation entitled "Development of a Screening Method for the Determination of Forty-nine Priority Pollutants in Soil." What is the DAI citation for this entry and of what information is it comprised? Look up the dissertation abstract in Dissertation Abstracts International (Z5055.U49.M46). Aside from the abstract itself, is there additional information provided in DAI beyond that provided in the Index entry?

## BIB 1

Books used to answer the questions here are shelved on a table in the Government Documents Library. Please replace volumes after using - Thanks!

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### STATISTICAL QUESTIONS

1. Using the *Statistical Abstract of the US* (HA203 A3) determine which two states had the highest and lowest total crime rates per 100,000 in 1987 (indicate the year of *Statistical Abstract* used and page no.)
  
2. Using the *California Statistical Abstract* (HA261 A3) find:
  - a- The total mileage of public roads in San Bernardino County. (List the year of the *Statistical Abstract* you used.)
  
  - b- How many people lived in Sacramento (city) in 1987?
  
3. Use the 1982 index volume of the *American Statistics Index* (ASI) to find
  - a- a report on the accuracy of the draft registration program.  
What is the ASI entry number?
  
  - b- Use the entry number to find the full ASI citation and abstract.  
Does the Government Documents Library own a paper copy of this document? What is the call number (in GLADIS)?
  
4. If you wanted to find an index to statistical information published by the "United Nations Economic Commission for Latin America and the Caribbean," where would you start? (HINT: this question checks to see if you have read the Government Documents chapter in the Handbook.)

THE CATALOGS (GLADIS and MELVYL)

5. Find a report on capital punishment in Europe. (HINT: *Library of Congress Subject Headings* may be useful here.) List the title and call number.
  
6. Using Melvyl, find one of the recent Office of Technology Assessment publications on "superfund(s)." List the title and call number. (HINT: Check the options for searching MELVYL in the flip charts, corporate author and title word could be useful here.)

OTHER PUBLICATIONS

7. Using the Index, FBIS Daily Reports: Latin America (F1401 U43I5 Reading Room)
  - a- Give an FBIS citation for Nicaraguan refugee resettlement in 1984-85 (you do not need to go to the microfiche).
  
  - b- Using the introduction to this volume, what does FBIS do?



## BIBLIOGRAPHY 1

Name \_\_\_\_\_

Assignment #11

### CD-ROMs

**Purpose:** To experience learning how to use a CD-ROM based reference source.

There are more than 20 CD-ROM-based reference sources throughout the Berkeley campus libraries. ABI/INFORM Ondisc (Business/SS), Academic Index (Moffitt), Applied Science & Technology Index (Engineering), CIS Congressional Masterfile (Government Documents), ERIC (Ed/Psych), NTIS (Engineering), Social Sciences Index (Environmental Design) and PsychLit (Ed/Psych), among others, can be given as examples. You should select a CD-ROM-based periodical index that could be useful for your term project. Try to find out as much of the following information as possible on your own, but do not hesitate to ask library staff if you have any trouble.

NAME OF THE CD-ROM \_\_\_\_\_

LOCATION \_\_\_\_\_

Are any leaflets/brochures available which describe the CD-ROM you have chosen? Does it include information/instructions on how to use the CD-ROM? Any examples provided regarding how to do a search on that CD-ROM? Give examples?

1. What is the scope of the CD-ROM-based periodical index/abstract? What subject areas are covered?
2. What kinds of materials (i.e., periodical articles, research reports) are included in the index? Does each citation include an abstract as well?
3. Time period covered? Is it updated regularly? How often?
4. What kind of search facilities (i.e., author/title, title word, subject, etc.) are provided?

5. Can you combine your search terms? Which Boolean operations (AND, OR, NOT) can you use?
6. Can you limit your search topic by year? by type of materials? by language? What are the keywords used (i.e., lan=eng and date=1989)?
7. Is it possible to truncate your search terms? What is the truncation symbol?
8. What kind of built-in/ondisk help facilities are available in the system? Can you get help any time during the session? Is the help key identified clearly? Are the help screens "helpful"?
9. How fast can you get an answer from the system? Is the response time adequate?
10. Can you print/download the literature search results? Do you have to pay for it?
11. Give examples on how to do an actual search including commands and search terms you have used.
12. How easy it is to use the system for novice users? What is your general impression of the overall system? Compared to printed indexes, which one (printed or CD-ROM version) would you prefer? Why? Explain.
13. Did you find relevant articles/books about your term project topic? Provide printouts of two searches you conducted on the system?



# MELVYL<sup>®</sup> SYSTEM DATABASE TABLE

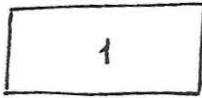
Functions	MELVYL <sup>R</sup> CATALOG DB	MELVYL <sup>R</sup> MEDLINE <sup>R</sup> DB	MELVYL <sup>R</sup> Current Contents <sup>R</sup> DB
start and end	sta cat or set db cat end	start med or set db med sta cat or set db cat end	start cc or set db cc sta cat or set db cat end (for tables of contents sta cct or set db cct)
find (f) browse (b) author find title	f pa <last name, 1st names>    b pa <names> f ca <corporate author>    b ca <corp. author> f xt <exact title> f tw <title words>	f au <last name, initials>    b au <last name, initials> f xt <exact article title> f tw <article title words>	f au <last name initials>    (not in CCT) f xt <exact article title>    (not in CCT) f tw <article title words>    (not in CCT)
find (f) browse (b) subject	f tw <title words> f su <words in a subject heading>    b su <words> f xs <exact subject heading>  "Subject headings" are words and phrases in the Library of Congress List of Subject Headings and the NLM List of Medical Subject Headings. If you don't know or can't find a useful subject heading use tw.	f kw <key words> f tw <article title words> f sw <medical subject heading (MeSH) words> f su <words in a MeSH>    b su <words> f xs <exact MeSH>    b xs <words> f msu <major MeSH words> f mxs <exact MeSH> f xxs <exploded exact MeSH> f xmxs <exploded major MeSH> f tn <MeSH tree number>	f tw <article title words>    (not in CCT) f sc <subject category>    (in CCT)  "Subject categories" are very broad subject areas into which journals, not articles, are classified. Since there are only about 90 categories, highly variable in size and specificity, topical searches are normally more productive and efficient in tw.
Journal (contents)		f jo <journal title words> (for contents) f xj <exact journal title> (for contents)	f jo <journal title words> (for contents)    (in CCT) f xj <exact journal title> (for contents)    (in CCT)
limits	and lan <language>    and lan fre and lan eng    and lan spa and date <date> and date recent    (last 10 yrs) and date current    (last 3 yrs) and added since <date>  and form <form> and form av    and form mrdi and form scores    and form sound and form videos    and form films  at <campus>    at ucsc	and lan <language> and date <date> and added since <date>  and xs rev (review article) and xs <population> and xs animal    and xs human and xs male    and xs female and xs <age group>    and xs aged and xs infant    and xs adolescence  and subs <subset>    and subs cancer and subs alm    and subs dental	and lan <language>    (not in CCT) and date new    (in CCT) and date <date>    (in CCT) and added since <date>    (in CCT)  and pt <publication type>    (not in CCT) and pt arti    and pt fiction and sc <subject category>    and sc law    (in CCT) and sf <subfile>    and sf arts    (in CCT)  "Subfiles" are even broader than sc. There are only 7 subfiles, covering areas such as Life Sciences, Social Sciences, etc.
display (d) results	display (d) d rev d long d <option> <numbers>	display (d) d rev d long d abs d <option> <numbers>	display (d)    (in CCT) d rev d long    d (issues) d <option> <numbers>    d sho d long
periodical (locations)	f pe <periodical title words> f xpe <exact periodical title>	f pe <periodical title words> at <campus> f xpe <exact periodical title> at <campus>	f pe <periodical title words> at <campus> f xpe <exact periodical title> at <campus>
help explain	help, e <feature> eg: e su, e tl, e form, e date, e lan	help, e <feature> eg: e tn, e mxs, e subs, e jo	help, e <feature> eg: e pt, e sc, e sf  AR4/90



# VENN DIAGRAMS

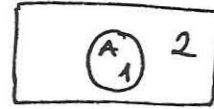
Search Terms: A, B, C, D, E ...

① No search term



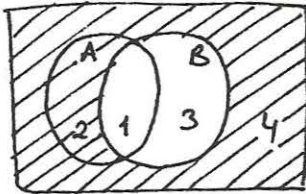
# of sets  
 $2^0 = 1$

② One search term



# of sets  
 $2^1 = 2$

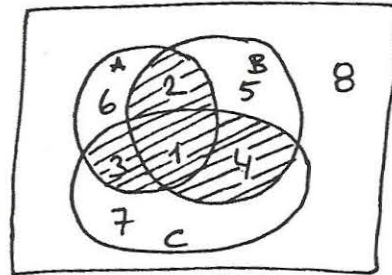
③ Two search terms



# of sets  
 $2^2 = 4$

What does shaded area represent?

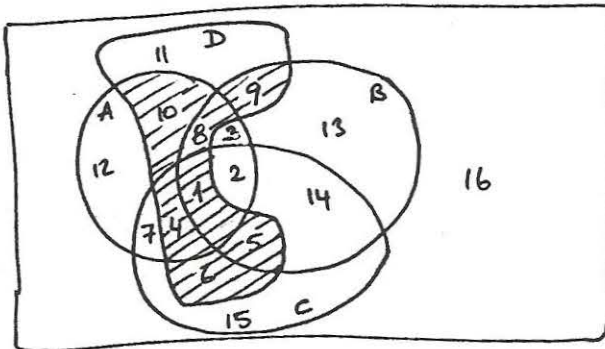
④ Three search terms



# of sets  
 $2^3 = 8$

What does shaded area represent?

⑤ Four search terms



# of sets  
 $2^4 = 16$

What does the shaded area represent?

⑥ Five search terms

# of sets =  $2^5 = 32$

Six search terms

# of sets =  $2^6 = 64$

⋮

⋮

(The more search terms you have the harder it gets to represent all the subsets. Would you like to try five search terms?!)

When a search request contains multiple Boolean operations, they are processed in the following order:

- o Implied Boolean operators are processed first.
- o Explicit Boolean operators between search terms in the same index are then processed, with AND combinations processed before OR combinations. (The exception is the PA index; see Section 8.2.4 for an explanation.)
- o Explicit Boolean operators between index names are then processed from left to right.

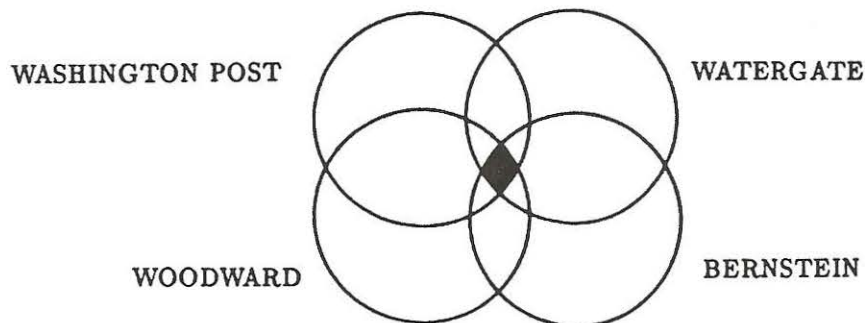
For example, for the search

FIND SU WASHINGTON POST OR WATERGATE AND PA WOODWARD  
AND BERNSTEIN

the system processes the search in four steps:

1. The implied AND operation between WASHINGTON and POST.
2. The explicit OR operation between the results of Step 1 and WATERGATE.
3. The explicit AND operation between the keywords WOODWARD and BERNSTEIN.
4. The explicit AND operation between the indexes—i.e., the results of Steps 2 and 3.

The resulting records contain either the word WATERGATE in a subject heading, or the words WASHINGTON POST in a subject heading, or both, as well as both WOODWARD and BERNSTEIN as authors.



## 8.2 Boolean Operations

The consequences of this process are especially noticeable when one part of a search statement results in a long search. Due to the present file design and limitations of ADABAS, the database management system, it is not possible to search the smaller set first and avoid a long search by checking for the second set of terms within the smaller set (sometimes called a "read and qualify" technique). The only exceptions are the limit-only searches described in Section 8.5. These searches use a special process to circumvent the problem for a few commonly used limiting searches.

### *Types of Boolean Combinations and Order of Processing:*

There are three types of Boolean combinations in the MELVYL catalog. Subsequent sections describe each type in more detail.

- **Implied Boolean Operators Between Search Terms**

For some indexes the system automatically inserts a Boolean operator for a more efficient or logical search (e.g., **F TW ROLLING STONE**). These Boolean operators are thus "implied" and do not need to be entered by the user.

- **Explicit Boolean Operators Between Search Terms**

The user supplies these Boolean operators in the search request. The Boolean operator is followed by another search term for the same index (e.g., **F SU MAGIC AND ART**).

- **Explicit Boolean Operators Between Indexes**

The user supplies Boolean operators to combine different indexes or different terms for the same index. The Boolean operator is followed by an index name, which is followed by search terms for that index (e.g., **F PA GINSBERG AND TW HOWL** or **F SU KEATS AND SU SHELLEY**).