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A Model for Developing a Curriculum Database

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A MODEL FOR DEVELOPING A CURRICULUM DATABASE

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Allan W. Pfiffner

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This paper presents a computer file of non-cataloged media for teaching Social Studies in the Franklin Pierce School District's elementary schools. The file is maintained by the use of a minicomputer database. Materials are drawn from the file by descriptors used to describe the contents of the item. The database file was used to enhance the teaching of Social Studies by first, saving the teachers time in locating materials, and second, helping point out other items they may not have known existed in the district.

ACKNOWLEDGEMENTS

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The author would like to express his thanks to his loving wife, Joanne, for her support and encouragement. He would also like to express a thankyou to his two daughters for having to put up with daddy being gone.

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I. INTRODUCTION

The writer senses that people expect teachers to provide the optimum level of instruction for the children they teach. Perhaps it is not everyone who expects this, but the majority of parents want the best schooling for their children. In order to provide the best level of instruction, teachers must not only know the subject matter, but also know what is available to them for enhancing their teaching. Library and curriculum materials are frequently purchased but due to the lack of awareness of their existence and location, teachers are unable to use them.

The absence of information and services had led me to explore this project. In order for one to clearly understand the conditions leading to this project, a brief discussion of the background is important.

Background.

During the school years of 1971 thru 1982, I was a sixth grade teacher for the Franklin Pierce School District. During this time, I became very aware of the total lack of library/media services to the classroom teacher. I, in 1980, decided to do something about the problem. I entered

the graduate program at Central Washington University in Educational Media. Following the summers of 1980 and 1981, I applied for a transfer to the library media center. In the Fall of 1982, I received an appointment to both Andrew Christensen Elementary and James Sales Elementary libraries.

The position is half-time in each of the two schools, which made it very evident early in the 1982-1983 school year that for teachers to receive services in the area of curriculum support, I would have to develop a program which would be self-serving. This fact is important because of two reasons. First, I am employed as a librarian in two buildings and thereby am not always in a building when a need arises. Second, time constraints brought on by my teaching responsiblities of library skills has virtually eliminated time used to find materials for teachers on a decent turn around.

II. THE PROBLEM

Statement of the Problem.

The author feels that teachers would be able to improve instruction if they were better able to locate media needed to teach their classes.

Purpose of the Project.

The purpose of the project is to develop a database for each of the units in the Elementary Social Studies curriculum of the elementary schools of the Franklin Pierce

School District. The long range implications will be the transference of the project to all other subject areas.

Limitations of the Project.

Besides the previous stated limitations of elementary school Social Studies curriculum, the project was also limited to Andrew Christensen Elementary School. Christensen School was chosen by the author because of the availability of an Apple computer with a 64K memory at that site. The Apple computer was used to compile and continually update the database.

III. DEFINITION OF TERMS USED

Call Number

Call number is the number and letter code which determines the location of media in a library.

Cataloging

Cataloging is the preparation on the set of cards needed for a given item in a library catalog.

Circulation

Circulation is the process by which patrons borrow and return materials from a library.

Database

Database is the information contained in a computer file.

Descriptor

Descriptor is a word or words which have been selected to describe subject content of a particular media.

Hardware

Hardware is the mechanical, electrical or structural components of a computer.

Media

Media is all materials used to teach a particular subject.

Minicomputer

Minicomputer refers to computers known as personal computer, such as an Apple computer or a Radio Shack TRS-80 computer. The term microcomputer is interchangeable with minicomputer.

Microcomputer

Microcomputer is interchangeable with the term minicomputer. (See Minicomputer.)

Serials

Serials are a number of separate works issued in succession and related to one another by the fact that each bears a collective title.

Software

Software is the programs, instructions and routines required for the operation of a computer.

IV. SUMMARY

It is the purpose of this project to establish a database in Social Studies of all media not already cataloged in the school library card catalog. Chapter II will follow containing a review of literature. It will stress the importance of computers in the administration of libraries and show how the minicomputer has helped the small library automate information retrieval and still remain cost effective. The methods and procedures used to establish the database will be discussed in Chapter III. Chapter IV will make conclusions and recommendations for expanding the database from Social Studies to other subject areas.

CHAPTER II

I. REVIEW OF THE LITERATURE

Introduction.

Libraries, like other institutions in our society, are facing a period of economic hardship that seems to have no end (Gorman, 1981). It has become evident to most librarians that effeciency and sharing of information have become the keys to survival. The electronic library has become the way to solve the economic crunch. The term electronic library implies many things to many people. The author feels it ultimately implies library administration by means of a computer-based databank.

Library Administration....Computer-Based Databank.

Administration of libraries requires a number of skills. They include cataloging, circulation, reference and serial check-ins. In order to be efficient the computer must save the librarian time in these areas.

> Automated library systems have not been designed to process all library functions against a single bibliographic database. Recent exceptions to this rule have been either too large to be cost-effective in a single library environment or implemented in a single vendor's equipment (King, 1980, p. 6).

Herein lies the real dilemma of most libraries, do we spend the money and find later that we are not cost-effective or do we falter under the economic crunch?

Advantages of a Computer System.

The advantages for the use of a computer in the library falls on three levels: administration, staff and user requirements.

Administration Requirements. Henley describes the advantages for the administration as the following:

1. Elimination of much of the drudge of purely clerical work.

The computer is highly suited to repetitive type operations, such as compiling lists and producing cards for the catalogues.

2. Elimination of errors in entering the system.

The computer does not get tired or does not makes mistakes. The computer will detect errors thereby eliminating a book or other material from being misclassified. A computer will only accept useable subject headings during the cataloging process.

3. Consistency within the System.

As long as mass information is compiled by humans the element of individuality will creep into the system. A computer will only let things be compiled in a uniform way.

4. Speed of response to queries (Henley, 1972, p. 16).

A computer will be able to consult files more quickly than humans. It will also always give the most up-to-date information.

Staff Requirements. Since computer systems can be

used for most areas in which the staff of a library would be involved. The author will use the maintenance of serials in the library as an example of staff uses.

Henley states that serials uses would include the following:

1. The maintenance of a complete holding list for serials.

This enables one to know instantly what serials the library is currently receiving.

2. The constant updating of current receipts.

This allows one to know immediately if a current issue has arrived from the publisher.

3. The compiling of various indexes to titles and articles.

These indexes help the staff and users of the library to know what are the most current holdings in the library collection.

4. The constant updating of lists of periodicals being bound.

The users have tendencies to get frustrated when materials requested are not available. Users need the assurance that the material will be returned to the library by a certain date. This develops an atmosphere that the library is trying to serve the user.

5. The compiling of non-receipt lists.

Funding, being the problem of most public institutions today, causes a library to be as accurate and quick as possible

to notify publishers when serials do not arrive.

6. The compiling and updating of expiration of subscriptions list (Henley, 1972, p. 17).

Large libraries have subscriptions expiring continually. In order to keep subscriptions updated, so that issues are not missed, the staff must be continually aware of those subscriptions which are expiring. The computer can be programmed to notify the staff ahead of expiration, so that appropriate action can take place.

The above six examples show how a computer can greatly assist the library staff in the processing and maintenance of serials.

User Requirements. The user of the library will benefit from the advent of the computer in the library in the following ways: 1. "Browsing," 2. "Information Retrieval," and 3. "Regular notification" (Henley, 1972, p. 20).

"Browsing" enables the user who has no specific information or document in mind, but wants to look around for something of interest, to do so easier with a computer.

The user, who has a need for specific information or documents of one kind or another, will be able to find the information easier and faster with the use of the computer.

The user, who expects to be informed of recent

information in his/her field, will not be forgotten by the computer. Before computers, librarians had to systematically use card files or other memory devices in order to remember to notify patrons when the library receives things specific to their requests.

Computers....Which is Right?

> The advent of the low-cost computer systems has made it possible to consider using them in situations that previously were impractical because of cost or complexity (Pratt, 1980, p. 7).

Pratt continues to state that the use of on-line systems was not new to librarians but in most cases they were too expensive for most libraries. Besides being expensive, most of these systems were provided with a take-it-or-leave-it type program. If the system is designed for your needs, well and good, if not it becomes more trouble than it is worth.

Low-cost computer systems refer to those capable of being run on a microcomputer or minicomputer, such as Radio Shack TRS-80 or the Apple computer. Micro-computers are designed much the same as any other computer. The major difference between a microcomputer and a larger computer are: first, the entire system can be mounted on a single desk and second, no elaborate wiring or air conditioning is necessary (Pratt, 1980).

The components of the microcomputer are: 1. key-

board and display screen, 2. central processor with logic and memory components, 3. disk storage units, and 4. a printer (Pratt, 1980, p. 10).

After the above brief discussion of microcomputers, one must look at what system to choose. The major considerations should be the amount of internal memory space available for the money one has to invest. Pratt states:

> The general rule is to get as much (memory) as can be afforded (Pratt, 1980, p. 11).

Secondarily, one should purchase a computer in which two disks can be inserted simultaneously. This is important because the librarian will frequently want to copy from one disk to another for at least security purposes.

Briefly stated, the most important features to consider in buying a microcomputer are: 1. maximum affordable internal memory, 2. minimum of two disk units, 3. a printer for making hard copies and 4. display unit and typewriter-style keyboard.

Programming the Library's Minicomputer.

Programming can be divided into two broad classifications: systems programs and applications programs (Pratt, 1980, p. 12).

Systems programs are the "tools" of the person(s) who prepare the applications programs. In short, they are the language of the computer. Small libraries should never

attempt to prepare systems programs. They are very time consuming and expensive to do. Software firms are in the business to prepare these types of programs and do so much more cost effectively because of the volume they ultimately sell.

Applications programs are those which actually do "something useful." In business, they are the programs that print payroll checks, print sales reports, inventory, or do similar functions. There are many applications programs on the market but there are few practical ones for libraries (King, 1980, p. 6). Thus it becomes the job of the librarian to adapt others to fit his/her needs. This does not work in all cases, thereby forcing the librarian into the time consuming and costly process of writing a program.

Applications programs for the library include the following: Reference service management system, special collection inventories, acquistion and serial control, circulation and information retrieval system (Krueger, 1981, p. 284).

Reference Service Management System. Since computers always present materials in the same way the training of staff will become uniform and always complete.

Special Collection Inventories. Special collections are constantly changing in libraries and it is sometimes difficult for librarians to keep track of which collection

is still being held by the library. This is easy with a computer.

Acquistition and Serial Control. Periodicals are constantly being received by the library. In the past, librarians had to search constantly through card files and other memory tools in order to insure that all periodicals are received by the library. With the computer, the librarian will simply input the daily receipts and the computer will notify the librarian on the non-receipts.

Circulation. The real drawback of the minicomputer comes in the area of circulation. Whereas the minicomputer will be able to help in the processing of material, it will not be able to store all of the circulation data in its memory bank. The minicomputer by its nature is small and therefore does not have the capacity to store as much information as a full size computer (Lawrence, 1980, p. 79). The trend is to place minicomputers in small libraries for internal control and link them by phone lines to a master (full size) computer in a large main library. This enables the cost to stay effective and give the best of both worlds to the staff and users of the libraries. The cost is effective because the phone link is only made when need arises (Kelley, 1980, p. 776).

Information Retrieval System. Minicomputers can be used to create in-house data files, which will greatly expedite information retrieval. A system such as this has been developed by the UCLA Library. It is called Reference

Enhancement System (REFLES).

> To complement reference enhancement, microcomputers can be used to generate indexes of library publications and special reference items which lack their own indexes. Furthermore, if an integrated systems design were implemented, all files could be searched similtaneously. This would be particularly advantageous if reference indexing was extended to incipient special collections of videotapes, films, photos, maps, pamphlets, reprints or uncatalogued materials (Krueger, 1981, p. 284).

Herein lies the greatest importance on the minicomputer to the small library, that being the indexing for retrieval purposes of items that are not cataloged or in some other way indexed for easy reference. This fact alone makes the minicomputer invaluable to the librarian who wants to serve his/her clients more efficiently and at a greater speed of delivery to queries.

History of Information Retrieval.

For years, man fought to save time when locating materials and information in order to begin or complete a task. This time saving drive has become more and more difficult as man's knowledge of the world and universe has increased.

> Historically, the first mechanized search and retrieval systems were created to deal with large collections of unpublished report literature and journal articles (Chenery, 1973, p. 251).

This in itself was to relieve the drudgery of searching for information but all it accomplished was to create a financial burden which accomplished bringing the government only into the information retrieval business. Two

examples of early information retrieval systems were: the Department of Defense's Defense Documentation Center Collection, 1953 and NASA Scientific and Technical Information Collection, 1962 (Chenery, 1973, p. 251).

About the same time, a few large corporations began to create their own computerized systems. In 1966, the Educational Resources Information Center (ERIC) was established (Burchinal, 1971, p. 203). Though the name was later changed from Resources to Research, its basic function of enhancing information retrieval has not changed. As in most systems, ERIC used a descriptor format for retrieval. The descriptor could be used to both limit or expand the output of the system.

Besides the afore mentioned systems others exist in many major schools of thought. All have the basic drawback of being online and high cost both to the library and its client, except the minicomputer and the cost efficiency it offers in information retrieval within the library.

While research indicates that minicomputers are both efficient and low cost, no research has been published which indicates the process and advantages of the minicomputer to the school media center.

II. SUMMARY

As stated previously, administration of libraries

requires skills including cataloging, circulation, reference and serial check-ins. In order to be efficient the computer must save the librarian time in these areas. It has been found that large computers can do all of these but are not cost effective for small libraries because of their initial cost. With the advent of minicomputers, the small library can have some of the benefits of automation and still be cost effective.

The largest benefit to the librarian is the management capablities of the computer, such as the check-in of serial publications and the keeping track of special collections on loan to or from another library.

To the user, the computer offers the ultimate device in finding information faster. Herein lies the reason for the project.

CHAPTER III

METHODS AND PROCEDURES

Scope of the Project.

In April of 1983, the author presented his ideas for a database to the faculty of Andrew Christensen Elementary School. In the following weeks, he systematically interviewed each member of the faculty in order to find the subject area that they felt the greatest need. It became evident early in the process that two subjects were emerging as the largest concerns--Social Studies and Science. Social Studies was chosen because the author has been a member of the Social Studies Adoption Committee of Franklin Pierce School District and therefore has the greatest knowledge in that area.

Once Social Studies was chosen, materials to be filed in the database were limited to those items not already cataloged in the school's library card catalog.

Instruments and Procedures.

Choosing the Program. Choosing the computer program became the next major task. After long discussions with numerous faculty members, PFS File for the Apple II was selected. The basis for the selection was made on the assumption that faculty members, who are not fully trained

in the use of the computer, would feel more comfortable using a program that they already use. Experience with putting student records on the system has been a two year process getting some faculty members to feel comfortable using the program.

Developing the File Format. The next step in the process was to develop a format so that all data would be entered the same way on the file. In order that materials would be able to be pulled from the file in a logical and useful format, the following items were selected to be placed on the file: call number, author, title, type, location, and three (3) descriptors. To insure that all pertinent information about each item was available to the library user a "comments" line was also added. (See Appendix 1, p. 26)* All items may not be available for each piece of media but the larger number that are available makes the piece more accessible to the user.

Choice of Descriptors. Descriptors were chosen first of all as to correspond to the elementary units or parts of units taught in the Franklin Pierce School District. Secondarily, they were chosen so that Descriptor A as perceived by the writer was the most significant for the media being classified. While descriptors B and C were of secondary significance. The reason for three des-

criptors was to overcome the possiblity of mis-classifying an item. Some items do not have three (3) descriptors because of the inability of the writer to classify them further.

Creating the File. Since the Franklin Pierce Audio-Visual Department updated its catalog during the summer of 1983, it was used as a starting point. Beginning with each type of media available, such as 16mm films, the catalog was searched for all items directly or indirectly relating to elementary Social Studies.

Each item was placed in the file by inputting the pertinent information on a separate page of the file. This was accomplished by placing the program in the "Add" mode and typing correct information as the computer curser reaches each item of the file. After which, the computer will store the information if the operator simply hits the "Control C" key. (See Appendix 2, p. 28)*

After each item from the audio-visual catalog was placed in the file, the media in the library were placed on the file. This in itself became a very time consuming process because there was at that time no master list of what was available. At the time of filing, call numbers were assigned to items so that one would be able to find them easily. Call numbers were assigned based on how they were housed in the library. For example, a filmstrip

housed in the filmstrip file might receive a call number of G-10, which means the filmstrip is in Drawer G position 10. Another example of the system might use File 1-2 (II 2). This would identify file cabinet 1, drawer 2 and each drawer was divided into sections, so it would be section II and the second (2) item in that section. See (Appendix 2, p. 28)*

After each item in the library was located and filed, only new media received at either the audio-visual department or the library will have to be filed to keep the file updated.

List of Descriptors. Once the file was complete, a full list of descriptors was compiled and presented to each faculty member during inservice on the file. (See Appendix 3, p. 30)*

Faculty Inservice. During the inservice day in the month of March, 1984, the writer explained the working of the file to the faculty of Christensen. A short explanation was given about the database and about how to initiate a search. Each faculty member was given a list of descriptors used in the file and an example of a search using the descriptor "American Revolution." (See Appendix 4, p. 34)*

Search Procedures. Faculty members wishing to initiate a search are asked to fill out a Search Request Form. (See Appendix 5, p. 38)* Those faculty members, who wish to conduct the search themselves, need not fill out

the form. The form will help the librarian more closely match the media with the need.

After a search is completed, faculty members may request any item by simply filling out the Media Request Form. (See Appendix 6, p. 40)* The form was purposely designed to match the Computer File Format for ease of filling it out. (See Appendix 1, p. 26)*

Besides a mechanical search using the computer, a faculty member can use a hard copy of the entire file to do a hand search. Two hard copies are available for their use, one located in the library and the other in the faculty room of the school. These hard copies are updated every two (2) months or more often when the need arises.

Faculty Input. Faculty members are encouraged constantly to make suggestions and comments. This helps redefine or classify fuller the media in the file. Some faculty members have suggested changes and additions in use of some of the descriptors in the file. This helps them get more involved with the process and helps to create an atmosphere that the library is there to serve them. This in turn helps them to understand the workings of the library.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This project was undertaken in answer to an apparent need of faculty members at Andrew Christensen Elementary School, and more generally their teaching of the Social Studies curriculum. It has involved nearly two years of planning, research and development from which several conclusions and recommendations can be made.

First of all, if one concludes that time is money than anytime one saves time, money is saved. The file system, which was developed saves time not only for the librarian but also for the individual teacher, who is looking for media to enhance his/her Social Studies teaching.

Secondly, if all available media is not being used then the students in the classroom are the losers. The file enables the educator to call up all media on a particular topic and let him/her choose the right piece of media to meet the lesson's objective.

All teachers at this point are not taking full use of the file but more are all the time. It has become the job of the librarian to continually sell the file. Once shown that the file saves time for the teacher, the use of the file by that teacher increases.

Third, the librarian is assisted with inventorying by supplying him/her with a complete list of the media

held by the library. Before this time filmstrips, for example were merely counted now they can be searched for by exact titles. This allows a published list of missing media, which then teachers can look for in their rooms. Missing media occurs because the check-out system is a self-serving one brought on by the fact that the librarian is not in the building at all times. At times teachers forget to check things out, thereby leaving no record of who has the media.

Two drawbacks of the system have occurred since its inception. First, since the file is a combination of both the holdings at the district audio-visual department and the school library, the continual updating of the file has become more difficult because materials recently purchased by the audio-visual department are not always brought to the attention of the librarian at Christensen. Since the librarian enters all media into the file, this fact leaves the file incomplete.

Second, the PFS File system, though ideal for storing the information has a limited capacity. With the great amounts of materials available one disk has proven to be barely adequate and two disks would make the system very cumbersome. In the future, when transferring the system to another discipline, it is recommended to search the available programs on the market for one with a greater storage potential.

Two other recommendations were made by a faculty member of Christensen. First, he stated that it would be nice if all the materials in the card catalog were on the same file. According to him, he feels this would also save him time. Second, both he and the writer feel that if something exists in the entire district that could help the teacher give a better understanding of a particular point to his students, then all teachers of the district should have access to the material. He felt this could be accomplished with a district-wide database.

It is the hope of the writer that he has helped the teachers of Christensen in some little way improve their teaching of Social Studies.

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APPENDIX 1

APPENDIX 1

COMPUTER FILE FORMAT

CALL NUMBER:

AUTHOR:

TITLE:

TYPE: LOCATION:

DESCRIPTOR A:

DESCRIPTOR B:

DESCRIPTOR C:

COMMENTS:

APPENDIX 2

APPENDIX 2

COMPUTER FILE FORMAT
(COMPLETED)

CALL NUMBER: FILE 1-2 (II 2)

AUTHOR: KEUFFEL & ESSER

TITLE: AGRICULTURAL RESOURCES

TYPE: TRANSPARENCY LOCATION: LIBRARY

DESCRIPTOR A: AGRICULTURE

DESCRIPTOR B: CENTRAL AMERICA

DESCRIPTOR C: SOUTH AMERICA

COMMENTS:

APPENDIX 3

APPENDIX 3

LIST OF DESCRIPTORS

ANY STATE OF THE UNITED STATES

ANY COUNTRY IN THE WESTERN HEMISPHERE

ADOBE

AGRICULTURE

AMERICAN COLONIES

AMERICAN REVOLUTION

ARTS AND CRAFTS

ASIAN AMERICANS

AZTECS

BICYCLES

BIOGRAPHY

BLACKS

CANADA'S ATLANTIC PROVINCES

CANADA'S INDUSTRIAL PROVINCES

CANADA'S PACIFIC PROVINCES

CANADA'S PRAIRIE PROVINCES

CENTRAL AMERICA

CENTRAL AMERICAN INDIANS

CENTRAL STATES

CHILD ABUSE

CITIES

CIVIL WAR

APPENDIX 3 (CONTINUED.)

COMMUNITY HELPERS

COTTON

CULTURE

ECONOMICS

ESKIMOS

EXPLORERS

FAMILIES

FLAG

GEOGRAPHY

GRAIN

HISPANIC AMERICANS

HOLIDAYS

INCAS

INDIANS

INVENTORS

MAP SKILLS

MAYAS

MEAT PRODUCTION

MIDDLE ATLANTIC STATES

MIDWEST STATES

OCCUPATIONS

PACIFIC NORTHWEST

PACIFIC STATES

PANAMA CANAL

APPENDIX 3 (CONTINUED.)

PIONEERS

PRESIDENTS

RAILROADS

ROCKY MOUNTAIN STATES

SAFETY

SCHOOL BUS

SLAVERY

SOUTH AMERICA

SOUTH AMERICAN INDIANS

SOUTHEASTERN STATES

SOUTHERN STATES

TACOMA

TELEGRAPH

TELEPHONE

TRANSPORTATION

U.S. CONSTITUTION

U.S. GEOGRAPHY

U.S. GOVERNMENT

U.S. HISTORY

WORLD WAR

APPENDIX 4

SAMPLE SEARCH
"AMERICAN REVOLUTION"

D-32
FOLKSONGS IN AMERICAN HISTORY SERIES
REVOLUTIONARY WAR
FILMSTRIP LIBRARY
AMERICAN REVOLUTION

C-33
AMERICA SERIES
JOHN PAUL JONES
FILMSTRIP LIBRARY
AMERICAN REVOLUTION

C-10
BIOGRAPHY SERIES
JOHNNY TREMAIN
FILMSTRIP LIBRARY
AMERICAN REVOLUTION

TRULY AMERICAN SERIES
THE TWO BENS
VIDEO TAPE DIST.A.V.
AMERICAN REVOLUTION

HANDEL FILMS
THOMAS JEFFERSON PTS. I & II
16MMFILM (C) DIST.A.V.
AMERICAN REVOLUTION

AIMS MEDIA
TAXATION WITHOUT REPRESENTATION
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

AIMS MEDIA
NATION IN CRISIS, A
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

EBE FILMS
MIDNIGHT RIDE OF PAUL REVERE
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

APPENDIX 4 (CONTINUED.)

AIMS MEDIA
LEXINGTON, CONCORD AND INDEPENDENCE
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

CORONET FILMS
GEORGE WASHINGTON' GREATEST VICTORY
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

AIMS MEDIA
FIGHTING FOR FREEDOM 5
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

MGH FILMS
DECLARATION OF INDEPENDENCE
16MM FILM (BW) DIST.A.V.
AMERICAN REVOLUTION

HANDEL FILMS
BENJAMIN FRANKLIN: SCIENTIST, STATESMAN
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

AIMS MEDIA
BATTLE OF BUNKER HILL
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

EBE FILMS
AMERICAN REVOLUTION, THE
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

SILVER BURDETT
FLAG DAY - INDEPENDENCE DAY
STUDT PRINTS LIBRARY
AMERICAN REVOLUTION

SILVER BURDETT
WASHINGTON'S BIRTHDAY
STUDY PRINTS LIBRARY
AMERICAN REVOLUTION

C-1
BIOGRAPHY SERIES
JOHNNY APPLESEED
FILMSTRIP LIBRARY
AMERICAN REVOLUTION

APPENDIX 4 (CONTINUED.)

TRULY AMERICAN SERIES
SAGA OF MONTICELLO, OLD HICKORY
VIDEO TAPE DIST.A.V.
AMERICAN REVOLUTION

HANDEL FILMS
WASHINGTON, GEORGE
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

EBE FILMS
FRENCH & INDIAN WAR
16MM FILM (C) DIST.A.V.
AMERICAN REVOLUTION

APPENDIX 5

APPENDIX 5

SEARCH REQUEST FORM

DATE_____

NAME OF PERSON MAKING REQUEST_____

SUBJECT AREA_____

DESCRIPTORS DESIRED SEARCHED_____

NARRATIVE (Briefly describe how you plan and for what you plan to use the media.)

DATE NEEDED (ALLOW TWO DAYS)_____

OTHER COMMENTS_____

FOR LIBRARY USE

DATE COMPLETED_____

COMMENTS_____

APPENDIX 6

APPENDIX 6

MEDIA REQUEST FORM

DATE_____

CALL NUMBER:_____

AUTHOR:_____

TITLE:_____

_____

TYPE:_____ LOCATION:_____

PERSON MAKING THE REQUEST:_____

DATE NEEDED (ALLOW TWO DAYS):_____

COMMENTS:_____

_____

_____

_____

FOR LIBRARY USE

DATE_____

COMMENTS:_____

_____

_____

_____

_____