

**GUIDE TO THE USE OF  
LIBRARIES; A MANUAL  
FOR STUDENTS IN THE  
UNIVERSITY OF ILLINOIS**

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Guide to the use of libraries; a manual for students in the University of Illinois by Margaret Hutchins & Alice S. Johnson & Margaret S. Williams

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**MARGARET HUTCHINS & ALICE S.  
JOHNSON & MARGARET S. WILLIAMS**

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# GUIDE TO THE USE *of* LIBRARIES .

A Manual for Students  
in the University of Illinois

By

*Enclosed Book*

MARGARET HUTCHINS, A.B., B.L.S.

ALICE S. JOHNSON, A.B., B.L.S.

MARGARET S. WILLIAMS, A.B., B.L.S.

Reference Librarians in the Library and Lecturers in  
the Library School University of Illinois

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CALIFORNIA

URBANA, ILLINOIS

1920

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SCHOOL

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ALICE S. JOHNSON  
MARGARET S. WILLIAMS

TO THE  
SCHOOL

## PREFACE

This manual is intended to serve as a textbook and basis for problems in the course on the use of books and libraries as given at the University of Illinois for freshmen and sophomores. It is, in its present form, a development from outlines and lecture notes used in this course for a number of years past. Although there are several excellent textbooks on library practices already published, none seem to meet the needs of a course for college undergraduates, in which weekly problems are assigned to be worked out by the student. This book lays no claims to originality, nor does it contain anything for the trained librarian or scholar. It seems justified, however, because its use will leave free for recitation and discussion the part of the class period formerly consumed by the students in detailed note-taking from lectures.

The course for which this manual has been prepared was started at the University of Illinois in the fall of 1898 by the late Katharine L. Sharp, formerly Librarian and Director of the Library School, and has been continued by successive members of the Reference Department of the Library, assisted by members of the Faculty of the Library School. It is an elective course, accepted for credit in the undergraduate colleges of the University. Its purpose, primarily, is to give to the students early in their college career some knowledge of the resources of the library and a familiarity with reference books which will help them in the preparation of assignments in other studies. Recitations are conducted by a combination of the question-and-answer, topical, and lecture methods, but the most important feature of the course is the laboratory work in the form of problems which necessitate the use of the library records and books described in the manual. These are assigned each week and on being handed in are corrected and returned to the students at the following class period. (See Appendix II for sample problem.)

The compilers are glad to acknowledge their indebtedness to Mr. Phineas L. Windsor for advice and encouragement in

the planning of this work, and to Miss Frances Simpson, Miss Emma Felsenthal, Miss Sabra Vought, and others who have taught the course, for their part in the preparation of lectures and outlines from which this manual has developed. From the following books especially, helpful suggestions have been received: Kroeger, *Guide to the study and use of reference books*; Fay and Eaton, *Instruction in the use of books and libraries*; Lowe, *Books and libraries*; and Ward, *Practical use of books and libraries*.

M. H.  
A. S. J.  
M. S. W.

Urbana, Illinois.  
July 1920



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## CHAPTER I

### INTRODUCTION

1. **Libraries: their function and use.**—Libraries were once regarded simply as a place in which to keep books, a storehouse of knowledge, where stress was laid on preserving rather than using records. But during the last few decades, the trend has been to make the library also an active agency in the community. Our larger public libraries assist in meeting civic needs, educational and sociological as well as recreational. So-called "special" libraries maintained by large business, manufacturing, and engineering firms meet a definite demand by furnishing information along the lines of the firm's particular interest.

(The college library has a somewhat different, though very real service to perform. Here, in addition to supplying reading and study room facilities, the primary purpose is to make possible the investigation of any subject. The library becomes the laboratory of both students and teachers, irrespective of their special interest, be it engineering, agriculture, commerce, science or the liberal arts.

However, only those who know something of the subject can make the best use of a laboratory. Equipment in a physics laboratory of only passing interest to a casual observer has much more meaning to one who knows how to use it. Likewise, the library offers things of interest to even the uninformed mind, but an adequate use of its facilities can only be made by one who knows its organization and resources. One might gain this knowledge through a continued use of the library and the gradual discovery of its make-up, but meanwhile one would miss many short cuts and overlook valuable material. For this reason, a systematic study of the library, its arrangement, important records, and resources will bring abundant returns.) Throughout the course it should be remembered that the purpose of gaining this information is simply a means to an end—to assist in the field of one's special interest.