Comparison of two methods of instruction in library usage

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The University of Montana
THE COMPARISON OF TWO METHODS OF
INSTRUCTION IN LIBRARY USAGE

BY

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CHAPTER I
INTRODUCTION

The problem. Knowledge of how to teach the use of the library most effectively to grade school pupils is necessary if the grade school library is to be a functioning unit and an asset to the school curriculum and to the student.

Through the cooperation of the teachers the library can become an important tool in education. The educational trend is to use project, unit, or core methods of teaching in which the teacher finds a wide variety of materials indispensable in supplementing topics in the textbook. Each subject taught in the school presents a special problem in library facilities. But there should be consistent integration of classroom and library activity. The library should be able to expand the range of work of the classroom by supplying the resources for enrichment. The wise use of appropriate books, magazines, and non-book materials such as pictures and filmstrips, is therefore of greatest importance.

An alert instructor arouses and inspires the student's interest in preparing a specific assignment. He stimulates a desire in the pupil to use the library and its resources. For here, the student can find up-to-date materials, arranged systematically for his convenience. Here, he can obtain the essential information to meet reference requirements and to provide answers to his personal problems. The library should share with the administrators and the teachers the responsibility of providing materials for many levels, as each child has his own rate, adjustment, and final level of development.
Significance of the problem. There was need for an adequate method of teaching the use of the library skills to assist students in their class assignments. A formal method, a presentation of skills with no correlation to subject fields, was used in one class. An integrated method in which the lessons were carefully planned to correlate with the class work, was presented in the other group.

Purpose of the study. This study was to show the comparison of two methods of presenting instruction in the use of library skills.

Scope. The study was limited to the seventh and eighth grades of Stevensville, Montana.

Limitations. This study included only two classes in one school. It does not pretend to have application beyond this.
CHAPTER II

RELATED LITERATURE

The literature pertaining to the teaching of library skills in the public school was mostly found in periodicals. The articles were experiences of successfully carried out projects in certain schools.

Instruction in library usage. If the library is to be an "integral and indispensable" part of a modern school curriculum, the student must know how to use the library tools. As Florence Damon Cleary expresses it:

libraries must provide an effective learning experience as mature pupils have a right to know the facts but must have the skill to select, organize, interpret, and use these facts . . . they must be taught the skills required for critical reading-thinking-utilizing of the information and knowledge.

Through the teaching of library usage, interest in reading will be increased according to Lucille F. Fargo. She believes this instruction should begin in the first grade. The pupils could learn "good citizenship" such as respect for books, rights of others, and helpfulness. Each grade level would learn more of the physical makeup of the library and the use of library tools.

Lorraine J. Kelleher tells of a program used in the junior high school of Newburg, New Jersey. Colored slides introduced the library to


the students. These slides were made of their own library as each class learned the use of a library tool. The librarian planned the pictures to show how each tool could best be used. The pictures were divided into "sets". The first, "What is the Library?", contained views showing the card catalog, and general arrangement. The second, "Why and When to Use the Library?", showed students browsing and classes using the encyclopedias. The set, "How to Use the Library", contained closeups of fiction and non-fiction sections and the arrangement of books on the shelves. The fourth set, "Where to Find Information in a Book", gave detailed directions to follow. This program "seemed to stimulate" the interest of the students.4

Children, in order to solve problems and make decisions, must have the knowledge not only to locate and select information but to "organize, analyze, interpret, and utilize,"5 this information. This is especially essential when teaching involves a unit plan of instruction. A collection of materials both audio-visual and printed, would make learning experiences more significant and important. In order that students acquire this ability they must know how to use library tools. Miss Eleanor Ahlers believes this instruction should begin in the kindergarten when the child learns to handle and care for books. The instruction should continue with more detail and specialization as students proceed through high school.6

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6Ibid., p. 1.
In the Library Journal Xenophen P. Smith cited the need for library instruction as the library has increased its importance in everyone's life. However, regardless of the method of instruction selected and used:

it must be geared to today's needs and the more modern the manner of presentation can be made the greater chance for its success.7

In this study an attempt has been made to show that the library affords an opportunity for informational and reference type of reading as well as an opportunity to select and read books. Through instruction in the use of books and library techniques, students can use a wide range of materials for a true interpretation and understanding of the world today, for enrichment of their classroom studies.

Miss Elsa Berner has described an integrated program in her book, Integrating Library Instruction with Classroom Teaching at Plainview Junior High School. The plans are especially helpful to beginning teachers "who do not know what is expected of them". She emphasizes the importance of the support of administrators but notes also that

Librarians and administrators may plot and plan but until the classroom teachers accept the job and do the work, little happens to benefit the pupils.8

The teaching of library skills should not be an end in itself but rather should have as its goal the teaching of students to use and enjoy books. The students should also acquire a better understanding of the important place the library holds in their learning experiences.

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CHAPTER III

PROCEDURE

This study was an experiment in presenting the use of library tools and materials. The information was designed to teach the library skills and facts so that the students would know how to use the library most efficiently and without loss of valuable time. The teaching of library skills in the eighth grade group was by a formal method. This method involved an intensive library study not directly tied to a content unit of work. An integrated method was presented in the seventh grade group. The students were instructed in the use of library resources where and when they would be most useful in a subject unit of the curriculum.

The classes were informed of the purpose of the study and the objectives were discussed. This revealed to the students the importance of knowing how and when to use the library. Up-to-date information was essential in all their subjects and could be derived from book and magazine reading.

Each group was given a pre-test\(^1\) which consisted of questions on basic library skills. The test results with both groups showed a definite lack of knowledge in library usage. Instruction in all the library skills and facts were needed if the students were to be equipped to use the library for informational and recreational reading.

\(^1\)Appendix A
Both groups were given a working knowledge of the materials, organization, and rules of the library. The rules or regulations of the library included the hours, borrowing privileges, and library courtesy. Instruction was given in the care of books, parts of a book, arrangement on the shelves of fiction and non-fiction, the card catalog, and shelf labels. Exercises on each of these items were used to familiarize the students by effective application. The orientation plans gave them a working knowledge of the materials found in most libraries.

After the completion of the lessons on orientation of the library the classes were instructed in the use of books by using different methods.

The formal method. In the eighth grade group the materials were presented, explained, and studied independently of the other studies. Experience in their use was gained by exercises involving each tool. Through the intensive study of each reference book the students were able to select the most suitable one for a specific fact or a definite subject. Each pupil had acquired enough skill to use the books with speed and accuracy. Although the use of magazines as reference material was not taught, students were instructed in the use of the Abridged Reader's Guide to Periodical Literature. Here they would find valuable as well as interesting articles on different subjects. This information would be too recent and up-to-date to be available in book form.

Each student in this group was assigned a special subject for a report. Each had to use the card catalog for the list of books on the subject. Small cards were a convenience for the necessary information, author, title, publisher, and copyright date, and later for notes taken for the report. Encyclopedias, pamphlets, almanacs, magazines in fact,
nearly all the reference books studied were listed for the report. Notes were taken from each reference used and placed on the appropriate card to be assembled and made into the report. A bibliography was compiled and arranged alphabetically. All the material that could be found on the subject was listed although some of the references were not actually found of value in writing of the report.

**The integrated method.** Through the correlation with the unit on "Our Yesterdays" in seventh grade literature the teaching of book and library usage was planned. These plans gave experience and instruction in the use of reference books to find information and to meet individual needs.

The reading unit began with the poem "The Landing of Pilgrims." This afforded an opportunity to work with encyclopedias. The specific name of each encyclopedia had to be given. The importance of using more than one showed there was a difference in the essential information of each. The filmstrip "How to Use the Encyclopedia" was shown. This speeded up the work of pupils in getting their reports ready for class.

To insure the references were not limited to encyclopedias, an assignment was made in certain books on the same subject used in the card catalog, which added much to the final discussion.

The library was equipped to supply a list for a reference lesson on biographies. Each student was responsible for a short talk on an early American when that name appeared in a story in the unit.

The location of places mentioned in the stories were found by the use of atlases and placed on an outline map. The introduction of gazetteers was made at this time as many of the atlases were a combination of both.
An opportunity to use the Abridged Reader's Guide to Periodical Literature arose when the "Mayflower" was discussed. There were enough copies of the periodical for each student. The different divisions were explained and studied. Those who found references on the second "Mayflower" were instructed as to the information needed to find the magazines in the stacks, the author, title of article, name of the magazine, volume number, inclusive paging, and date.

At the beginning of the unit study a list of books for outside reading had been made. Each student choose one for an oral report to be given sometime during the unit study. This gave an added zest by revealing many humorous and unknown facts.

A bibliography was made using a simple form. The list included all the books and magazines used throughout the unit study. It was arranged in alphabetical order by the first word regardless of variations in the form of the materials.

The filmstrip "Know Your Library" was used as a review of the study in both groups. The Peabody Library Information Test\textsuperscript{2} was given to evaluate the two methods used in the experiment.

\textsuperscript{2}Appendix B
CHAPTER IV

FINDINGS OF THE STUDY

For the purpose of this study two tests were given each group. The first, a pre-test\(^1\) on library skills and facts, began the project. The test included such skills as the use of the card catalog, periodical indexes, reference materials, and bibliography questions. The results showed a lack of ability to use the library for informational reading and for recreational reading. Table I, page 11, was prepared to show the scores of the individuals in both classes. The perfect score for the test was 40 and the median for grade seven was 10 and the median for the eighth grade was 14. A definite need for instruction in the use of the library was apparent. The study presented covered this instruction.

In order to determine which method was better, a standard library test concluded the experiment. The Peabody Library Information Test,\(^2\) a test compiled for elementary grades, was given. Table II, page 12, shows the scores of the individuals, in both classes, on this test. The perfect score for this test was 97. The median for the seventh grade was 70 and the median for the eighth grade was 62.

The integrated group showed a higher scoring in the final test than the formal group.

The greatest value was the competence gained in the use of the

\(^1\)Appendix A
\(^2\)Appendix B
# TABLE I

**PRE-TEST SCORES IN LIBRARY SKILLS MADE BY SEVENTH AND EIGHTH GRADE PUPILS**

<table>
<thead>
<tr>
<th>No. Pupils VII</th>
<th>No. Pupils VIII</th>
<th>Score 40$^1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>14$^3$</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>10$^2$</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total 40</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

$^1$Perfect score for Pre-test

$^2$Median for seventh grade

$^3$Median for eighth grade
Table II

Final test scores made by seventh and eighth grades

<table>
<thead>
<tr>
<th>No. Pupils VII</th>
<th>No. Pupils VIII</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>89</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>74</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>62</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>

1. Perfect score for Peabody Library Information Test
2. Median score for seventh grade
3. Median score for eighth grade
library. From this study many new interests were aroused as the student became familiar with valuable reference books.

The greatest value from the standpoint of a librarian was the development of library appreciation. The skills which the student learned will be perfected only by frequent practice. The most effective use of the library was the gradual, continuing program of instruction. Each student realized the importance of the library in his learning experiences.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. This study described a program set up to show the comparison of two methods of presenting library instruction in the seventh grade using an integrated method and in the eighth grade by using a formal method.

The problem was chosen because students have a need for a library in their every-day learning experiences. The real function of a library is to help students do a better job of learning. To fulfill this function students must know how to use the services of the library.

The program was planned to test the students by using a pre-test at the beginning of the study and a standard informational library test in closing the project. The same basic instructions were presented to both groups and included facts and skills unknown or not understood by them.

In the formal study a student was given instruction in a tool with exercises to be completed and checked. A new tool was presented with no immediate need present in the student's program. The other group learned to use the tool when there was a definite need for it. The study involved only two classes in the school.

Conclusion. On the pre-test the seventh grade pupils made a median score of ten out of forty points. The eighth grade had a median of fourteen out of forty points. The eighth grade lead by a margin of four points.
On the Peabody Library Information Test, given at the conclusion of two and half months of work, the median for the seventh grade was seventy points out of a possible score of ninety-seven. The median for the eighth grade was sixty-two points out of a possible ninety-seven. Thus the younger group, given integrated instruction, had succeeded in gaining eight points more than eighth grade, given formal instruction.

The conclusion which this small study seemingly points toward is that the better method was the one which had been closely correlated with class work and a specific subject.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


B. OTHER ORGANIZATIONS


C. PERIODICALS


D. ENCYCLOPEDIA ARTICLES


I. Fill the following blanks with T for True and F for False.

   1. The index of a book is usually found in the back.  
   ______

   2. Library books are arranged on the shelves according to size.  
   ______

   3. A bibliography is a list of references on one topic.  
   ______

   4. The card catalog is the first aid to consult when looking up material in the library.  
   ______

   5. To find the most recent material on Jet Engines one should look in the encyclopedia.  
   ______

   6. No information about places can be found in dictionaries.  
   ______

   7. Reference to magazine articles may be found in the card catalog.  
   ______

   8. The preface explains the purpose of the book.  
   ______

   9. A system of classification is used in a library in order that all books on the same subject may be kept together.  
   ______

   10. Copyright is the exclusive right secured by law to an author or artist to publish or dispose of a work for a limited time.  
    ______

II. Completion:

Directions: Place in blanks below the proper words to make the statement true.

1. There are _____________ main groups in the Decimal classification.
2. Books of fiction are arranged ______________ on the shelves.
3. Three good encyclopedias are:
   a. ____________________________
   b. ____________________________
   c. ____________________________

4. The best place to look for maps is in an ____________________.

5. To find how old the material in a book really is look for the _________________.

6. The _________________ is the table of contents of the library.

III. Directions: Place a check in front of every item you think can be found on the title page of a book.

   ___ A. title                          ___ D. Date
   ___ B. Author                        ___ E. Publisher
   ___ C. Dedication                    ___ F. Copyright date

IV. In which drawer would you look for each of these?

   1                      2
   A-B05                  B01-B0

   ___ A. Boston           ___ D. Columbus
   ___ B. Adrift on an Ice-pan ___ E. Astronomy
   ___ C. An American Story ___ F. Charles Dickens
V. Arrange the following numbers in order in which you would find the books on the shelves:

- 920  353  839  598.2
  - B   C   M   C

- 598.2  973  612  784
  - A   A   B   M

- 920  740  629  398
  - M   O   H   H
Peabody Library Information Test

Developed by

LOUIS SHORES
JOSEPH E. MOORE
George Peabody College, Nashville

Elementary Level Form A

NAME ________________________________________________ AGE ................................ SEX ................

Years Months

CITY ____________________________________ SCHOOL _________________________________________________

DATE _____________________ GRADE __________ TEACHER ____________________________________________

Directions: The sample given below will help you to understand how to answer the questions asked in this test. Read the directions carefully and then do what they tell you to do.

Sample

A. Underline the one of the five answers you think is best.

To find out how many pages there are in a book, look at:

1. the cover, 2. the first page, 3. the last page, 4. the title page, 5. table of contents.

You will not be expected to answer all the questions on this test. Answer as many as you can by doing the EASY ones first. Try to get through the test before time is called. WAIT until you are told to open your test.

Copyright, 1940,

Published by

EDUCATIONAL TEST BUREAU
EDUCATIONAL PUBLISHERS, Inc.
Minneapolis - Nashville - Philadelphia
1. Below is the title page of a book. After reading it carefully, answer the questions below.

**THE JUNGLE BOOK**
RUDYARD KIPLING

Illustrated By
Kurt Wiese

Doubleday, Doran & Company, Inc.
Garden City, N.Y.
1932

A. What is the title of the book? .................................................................
B. Who is the author of the book? .............................................................
C. Where is the publisher located? .............................................................
D. Who drew the pictures for the book? ....................................................
E. Who is the publisher of the book? .........................................................
F. When was the book published? .............................................................
G. Under what letter would this book be located on the shelf? ................

2. Below is a word found in *Webster's Elementary Dictionary*. Study it and then answer the questions about it.

*a-rise* (a-riz'), v.; past tense *a-rose*; past part. *a-risen* (a-riz'n); pres. part. *a-rising* (a-riz'ing).
1. To move upward; to ascend; as mist *arose* from the valley. 2. To get up from sleep or after lying down. 3. To spring up; to come into existence; as, a dispute has *arisen*.

A. How many syllables has the word? ..........................................................
B. Which syllable is accented? ......................................................................
C. What is the second meaning of the word? ..............................................
D. How is the word used in a sentence? ......................................................
E. What part of speech is this word? .........................................................

3. Below are books on the shelves. Put a number under each to show what order they would have in a library.

<table>
<thead>
<tr>
<th>A CHRISTMAS CAROL</th>
<th>A DOG OF FLANDERS</th>
<th>A FRIEND OF CAESAR</th>
<th>HANS BRINKER OR THE SILVER SKATES</th>
<th>DAVID COPPERFIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dickens</td>
<td>De La Ramee</td>
<td>Davis</td>
<td>Dodge</td>
<td>Dickens</td>
</tr>
</tbody>
</table>

( ) ( ) ( ) ( ) ( )

4. Below at the left is part of the index in Fabre's "Insect Adventures," a fascinating book. Study the index and then answer the questions at the right.

**INDEX**

Pine caterpillars, 135-60
cocoon and moths of, 157-60
eggs of, 136-38
habits of, 141-44
winter homes of, 141
young of, 158-40
Pond, studies in a, 17-30
Pond-skaters, 17
Processionaries, Pine
caterpillars called, 136
study of, 145-53
River-snails, found in pond, 18
Scavenger, Flies as, 133-34
Shellfish, varieties of, in ponds, 18

On what pages will you find information about:

A. Studies in a pond? .................................................................
B. Flies as scavengers? ...............................................................
C. Young of pine caterpillars? ......................................................
D. Habits of pine caterpillars? .....................................................
E. Study of pine processionaries? ...................................................

(Continue on next page.)
10. Below at the left is a catalog card. Study the card carefully and then answer the questions at the right.

A. Who wrote the book? ________________ ; ___
B. Does the book have any pictures? ______________
C. What is the title of the book? ................................
D. When was the book published? _____________
E. What is the classification number of this book?...
P. What is the book about? ___________________

423 Thorndike, Edward Lee, 1874
The Thorndike - Century junior
dictionary, by E. L. Thorndike.
Chicago, Scott, Foresman and
Company c1935
x, 970 p. illus. diagrs. 21⅛cm.

11. Place the correct classification number opposite each of the following subjects.

<table>
<thead>
<tr>
<th>598</th>
<th>629.1</th>
<th>973</th>
<th>080</th>
<th>780</th>
<th>920</th>
<th>821</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. United States History</td>
<td>B. Birds</td>
<td>C. Music</td>
<td>D. Biography</td>
<td>E. Aeronautics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. This is a diagram of the trays in the library catalog.

In which tray would you look for each of these subjects and titles?

A. Boston - - - - -
B. The Spy - - - -
C. Fiume - - - - -
D. A Boy of Gettysburg

E. Transportation - - - - -
F. Thomas Jefferson - - - -
G. In the Days of Queen Elizabeth

13. Suppose the following biography books were arranged in order on the library shelves. Put a “1” below the book which would come first; a “2” below the book which would come second, and so forth until all the books are in order.

<table>
<thead>
<tr>
<th>LIFE OF WASHINGTON</th>
<th>LIFE OF FRANKLIN</th>
<th>LIFE OF JEFFERSON</th>
<th>LIFE OF MORSE</th>
<th>LIFE OF BRYANT</th>
<th>LIFE OF EDISON</th>
<th>LIFE OF ROOSEVELT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen ( )</td>
<td>Brown ( )</td>
<td>Austin ( )</td>
<td>Norris ( )</td>
<td>Walker ( )</td>
<td>Jones ( )</td>
<td>Harris ( )</td>
</tr>
</tbody>
</table>

14. Below is an actual reference from the “Readers’ Guide to Periodical Literature.” Study it carefully and then answer the questions.

Automobiles
Why your car is safe. E. V. Rickenbacker.
ii. Colliers 100:16-17 No '37

A. Who is the author of the article? ..........................................................
B. What is the title of the article? .......................................................... 
C. In what magazine did the article appear? ...........................................

(Continue on next page.)