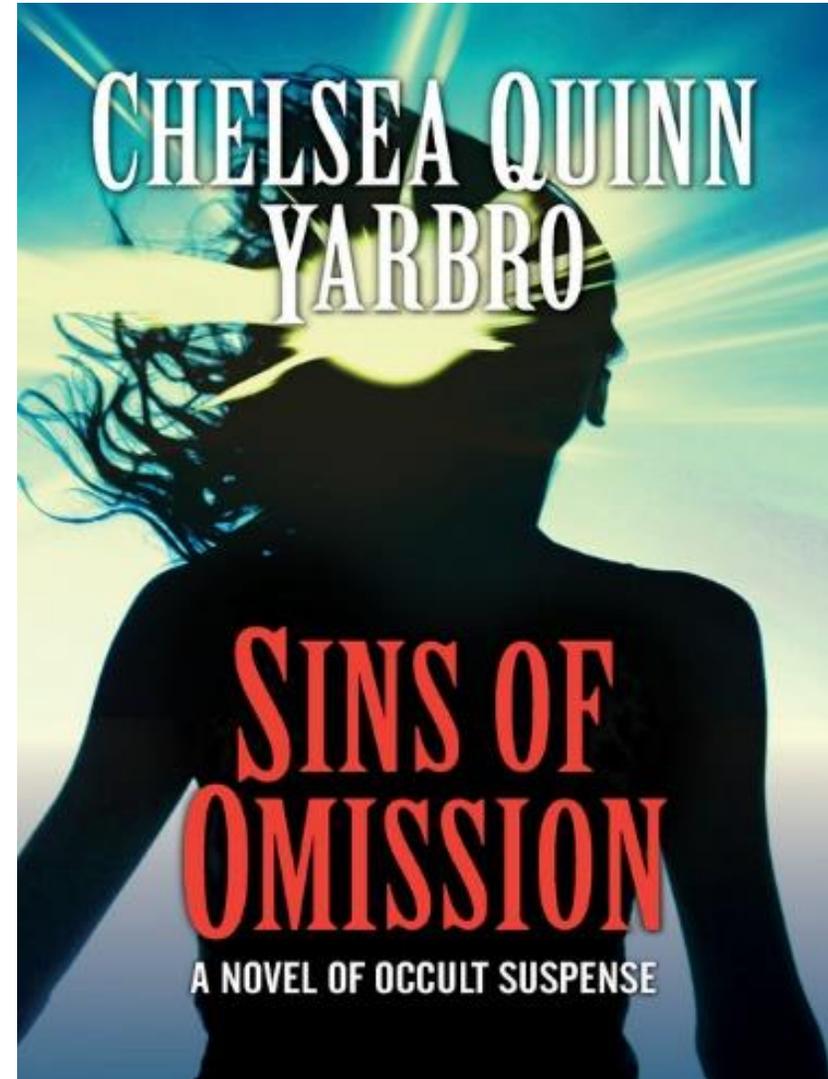


# Exercises

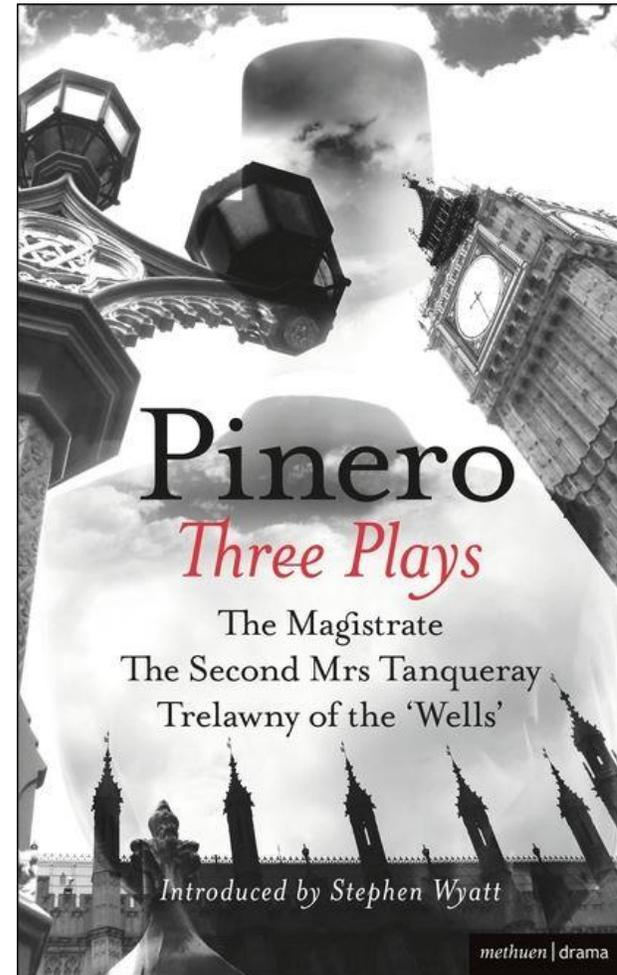
# LCGFT Exercise - General Principles

You are cataloging Chelsea Quinn Yarbro's *Sins of Omission*. Assign LCGFT for this work. Use appropriate MARC 21 coding and consult the PDF list of LCGFT terms.



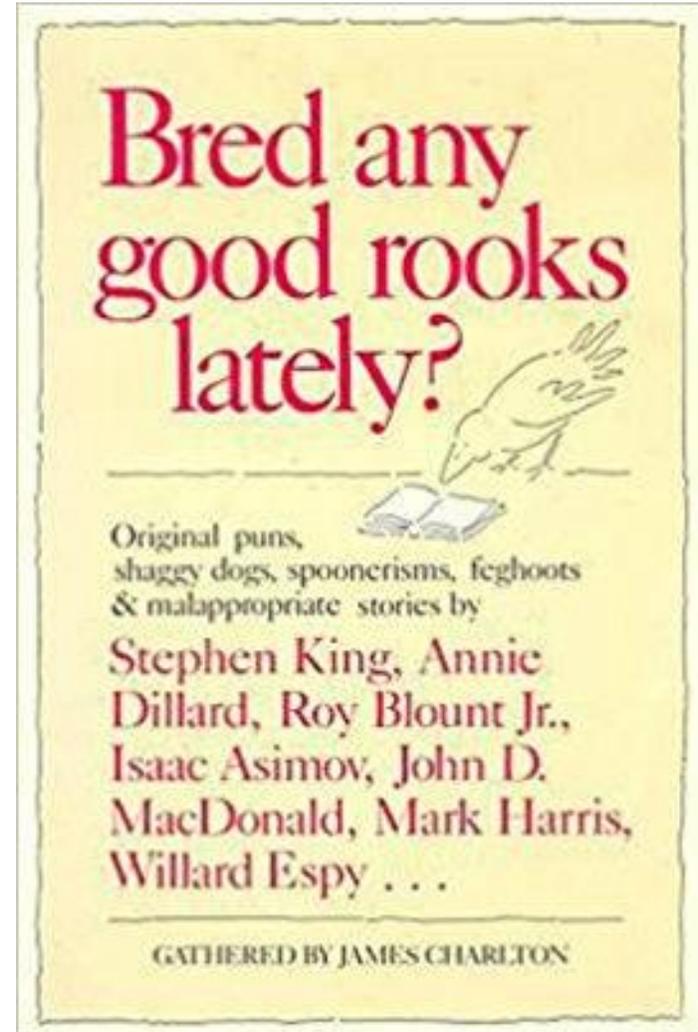
# LCGFT Exercise - General Principles

You are cataloging the compilation *Three Plays*, by Arthur Wing Pinero. The plays are *The Magistrate*; *The Second Mrs. Tanqueray*; and *Trelawny of the "Wells"*. The first work is a farce, the second is a thesis play, and the third is a comedy. Assign LCGFT for this collection. Use appropriate MARC 21 coding and consult the PDF list of LCGFT terms.



# LCGFT Exercise - General Principles

You are cataloging the compilation *Bred Any Good Rooks Lately?: A Collection of Puns, Shaggy Dogs, Spoonerisms, Feghoots & Malappropriate Stories*. Assign LCGFT for this collection. Use appropriate MARC 21 coding and consult the PDF list of LCGFT terms.



# LCGFT Exercises - General Terms

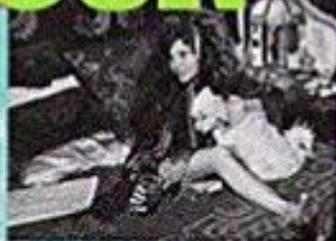
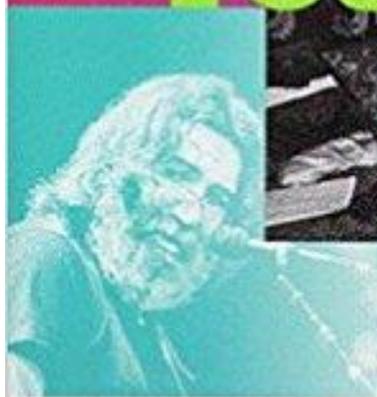
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*Retirement Series*

1

March–December 1797

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2. On 9 Mar. \$162.37 in cash was credited in GW's Presidential Household Accounts "to the late President's Accot propr Rec'd of Mr Slough of Lancaster thro' the hands of Mr Levi Phillips."

## To Elizabeth Graeme Fergusson

Madam, Philadelphia 5th March 1797.

The multiplicity of business which occurred in the course of the last Session, particularly in the latter part of it, placed it entirely out of my power to attend to matters of private concern. This reason, I hope, you will have the goodness to accept as an apology for my delay in acknowledging the receipt of your very polite and obliging favour of the 16th of January, at an earlier period—and even now, being not less occupied in preparing to leave this City, I perceive the necessity of asking further forgiveness for this laconic epistle.<sup>1</sup> I have, however, conversed freely on the subject of your letter with our mutual friend Mr Boudinot, who will inform you fully of the circumstances under which I find myself relative to your request. To his information therefore, I beg leave to refer you.<sup>2</sup>

I cannot conclude however, without offering you my sincere thanks for the honor you intended me, for the enclosures accompanying your letter, and for the favourable and flattering sentiments which you have expressed for me therein. To which permit me to add assurances of the high esteem and regard with which I have the honor to be, Madam, Your Most Obedient and Very Hble Servant

Go: Washington

ALS (letterpress copy), DLC:GW; LB, DLC:GW.

Elizabeth Graeme Fergusson (1739–1801) first wrote to GW on 29 Sept. 1777 asking permission for her husband, Hugh Henry Fergusson, who had recently returned from Scotland and come to Germantown from New York with Lord Howe, to visit her for a month at Graeme Park outside Philadelphia. GW refused to grant her request, and on 15 Oct. she brought to him the famous letter from the Philadelphia clergyman Jacob Duché calling on GW to negotiate a settlement with Britain. Before the Revolution, after breaking off her engagement to William Franklin in 1762 and before marrying Fergusson in 1772, Elizabeth Graeme worked on a translation of Fénelon's *Telemachus* which she revised and completed in the 1780s. Her friend Elias Boudinot had been helping her search for a publisher for the nearly thirty thousand lines of poetry in twenty-four books, and she was now asking GW's permission to dedicate the work to him (Simon Gratz, "Some Material for a Biography of Mrs. Elizabeth Fergusson, nee Graeme," *Pt. Mag.* 39 [1915], 257–321, 385–409, 41 [1917], 385–98).



- 500 \_\_ Published in conjunction with the exhibition held October 11, 2014-May 31, 2015 at the Japanese American National Museum, Los Angeles, California.
- 600 00 Hello Kitty \$c (Fictitious character) \$v Exhibitions.
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NOVO

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sa bosansko-engleskim indeksom

namijenjen studentima i učenicima engleskog jezika

*Sahinpašić*

FROM THE PAGES OF

# Social Scientist

TRIBUTES

1983-2013

## Foreword

To mark the completion of forty years of existence, we are bringing out collections of essays on some specific topics, culled from past numbers of the journal. The collection which follows is of obituary articles published in *Social Scientist* in the past. Oddly enough, for reasons which are not very clear, the journal published no obituaries until 1983, that is, for the first eleven years of its existence.

Susobhan Sarkar

(1900–1982)

Susobhan Chandra Sarkar passed away quietly, just after dawn on 26 August 1982, in his home at Naktala on the outskirts of Calcutta, a week after his eighty-second birthday.

Among the twentieth-century teachers of history in our subcontinent, Susobhan Sarkar was outstanding. He concentrated on modern Europe, on the social context of the development of British constitutional history and Western European political thought; and late in his career, on renescent middle-class culture in nineteenth- and early twentieth-century India. His lucid explication of the method of Marx in analysing the course of human development, his capacity to show forces of feudalism, capitalism and imperialism interacting with ideas and influencing events, and his awareness of ways in which these forces blurred in situations where relations of production had not crystallized enough for sharp antagonisms between opposed forces, were superbly brought home to several generations of students, who left his classes with a firm grounding in the historical method of interpretation.

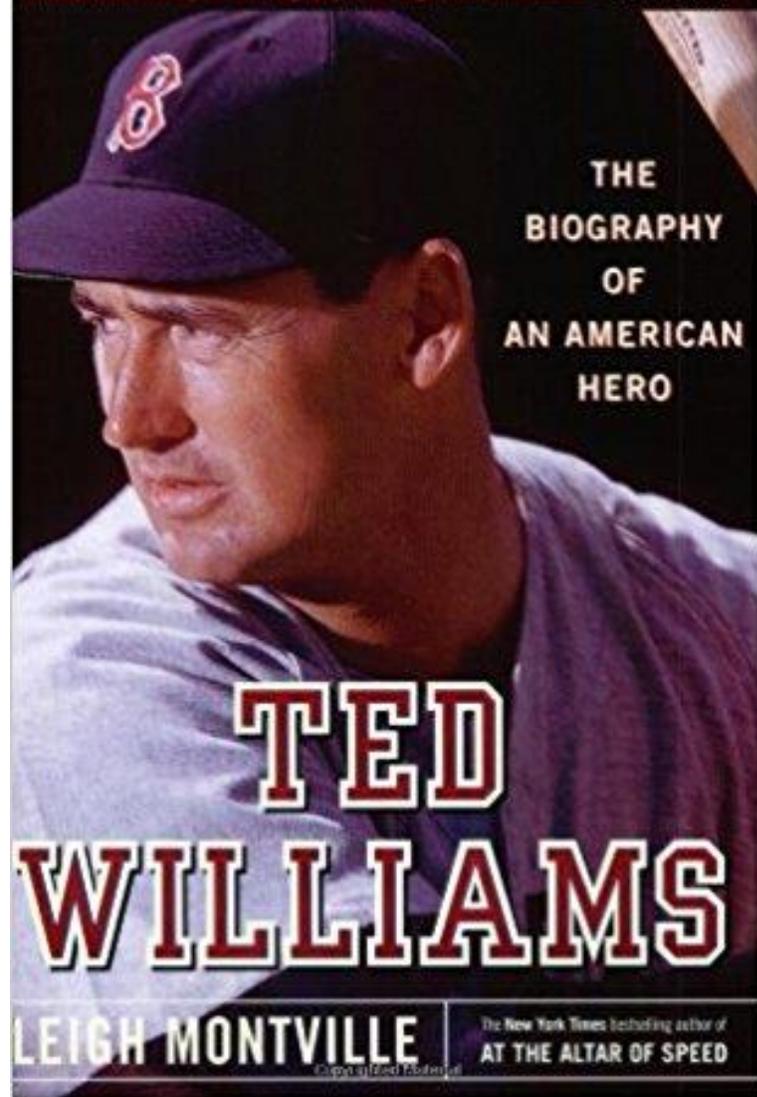
A disciplined and clear-sighted human being, he was a deeply committed friend of the Communist Party of India (CPI), from its origins. He had worked in popular fronts and organizational activities for diffusion of democratic and socialist consciousness. A description of all this, and a full bibliography of his books and many periodical articles and reviews, till 1975 (he wrote more in the last seven years), may be found in some detail elsewhere.<sup>1</sup>

Published in *Social Scientist*, Issue 117, Volume 11, Number 2, February 1983.

<sup>1</sup> Vide articles by Barun De (with bibliography of Sarkar's writings, composed with the assistance of Enakshi Mukherjee), P.C. Joshi, Chinmohan Sehanavis and Shyamal Krishna Ghosh, in *Essays in Honour of Professor S.C. Sarkar*, New Delhi: People's Publishing House, 1976.

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Symposium on Advances in  
Geographic Information Systems



November 7-9, 2007. Seattle, Washington, USA

Hanan Samet,  
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*Editors*

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# THE RYERSON GENEALOGY

*Genealogy and History of the  
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RYERSE, RYERSS; also ADRIANCE and MARTENSE  
Families; all descendants of MARTIN and  
ADRIAEN REYERSZ (REYERSZEN),  
of Amsterdam, Holland*

BY

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MEMBER OF THE LONG ISLAND HISTORICAL SOCIETY AND  
NEW ENGLAND HISTORIC GENEALOGICAL SOCIETY, AND AUTHOR OF  
THE BLANCHARD MEMORIAL AND MEADY GENEALOGY

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# SPORTS

## THE COMPLETE VISUAL REFERENCE



ice sports

## luge



Dorcas and Zakowski, the Polish team in the 1964 Winter Olympics at Innsbruck, Austria

Luge racing is a relatively new sport that involves sliding down an icy track at high speeds. A luge is a type of sled, similar to the ones used by children, that was invented in 19th century Norway. The first official race, in 1893, attracted 21 competitors from six countries, and was run from the village of Davos to Klosters, Switzerland. In 1913, the International Luge Club was founded in Dresden, Germany, and a track was built there. The first European Luge Championships were held in 1914. In 1935, luge joined the International Bobsleigh and Tobogganing Federation (FIBT) and since 1945, thanks to Germany's influence, luge has become a major sport. In 1957, the International Luge Federation (FIL) was founded, and the following year saw the first World Championships, which are held each year, except during Olympic years. The first Olympic luge competition was held at the 1964 Games in Innsbruck, Austria. Both men and women compete in the sport.

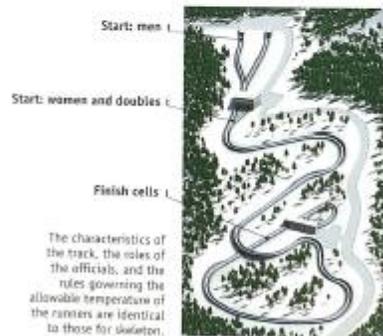
### HOW A RACE IS ORGANIZED

Races are held in both singles and doubles (men and women), either on artificial or natural tracks. Competitors race against the clock, and the sledder with the best time wins. Each racer is allowed 2 to 4 runs, and the one with the lowest total time is the winner. The starting order for competitors is determined by random draw. When the starter gives the signal, the green light goes on, and timekeeping commences the

instant the front of the luge passes the starting cells. The sledder has 30 seconds to reach the cells in singles, and 45 seconds in doubles. Races are held over distances of minimum 1,000 m and maximum 1,300 m (men's singles) or between 800 and 1,050 m (doubles and women's singles). Luge is a Winter Olympic sport in which time is measured in milliseconds.

### TRACK

Whether natural or artificial, the average luge track is 1.5 km long, with several turns (right, left, S-curves and hairpin curves), and is coated with a thin layer of ice. Artificial tracks are designed around a carefully calculated, theoretical, but unseen ideal path of descent. Natural tracks are made on ice covered winding roads, and have no sidewalks. Luge racing on natural tracks is especially popular in Central Europe, where national and international meets are held.



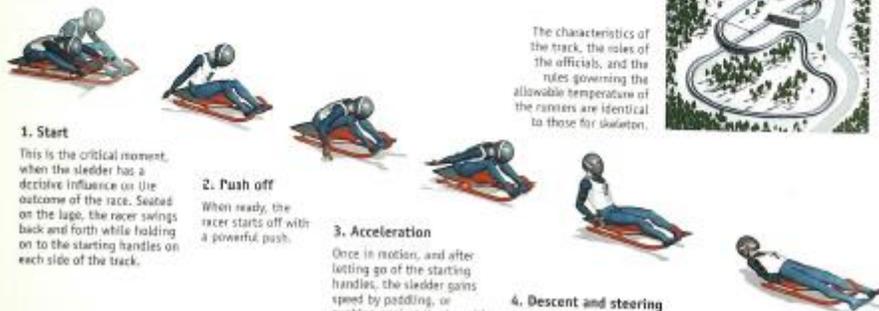
Start: men

Start: women and doubles

Finish cells

The characteristics of the track, the roles of the officials, and the rules governing the allowable temperature of the runways are identical to those for skeleton.

### TECHNIQUE



#### 1. Start

This is the critical moment, when the sledder has a decisive influence on the outcome of the race. Seated on the luge, the racer swings back and forth while holding on to the starting handles on each side of the track.

#### 2. Push off

When ready, the racer starts off with a powerful push.

#### 3. Acceleration

Once in motion, and after letting go of the starting handles, the sledder gains speed by paddling, or pushing against the ice with spiked gloves. The racer then grabs the luge handles and holds on to them for the remainder of the race.

#### 4. Descent and steering

The sledder lies back to reduce wind resistance and to descend as fast as possible, and steers by shifting his weight slightly with a motion of the head and/or shoulders, or by exerting a bit of pressure on the runners. These body movements, combined with the gravitational force exerted in curves, increase speed.

Of Pots and People: Investigating Hunter-Gatherer Pottery Production  
and Social Networks in the Kuril Islands

Erik W. Gjesfeld

A dissertation  
submitted in partial fulfillment of the  
requirements for the degree of

Doctor of Philosophy

University of Washington  
2014

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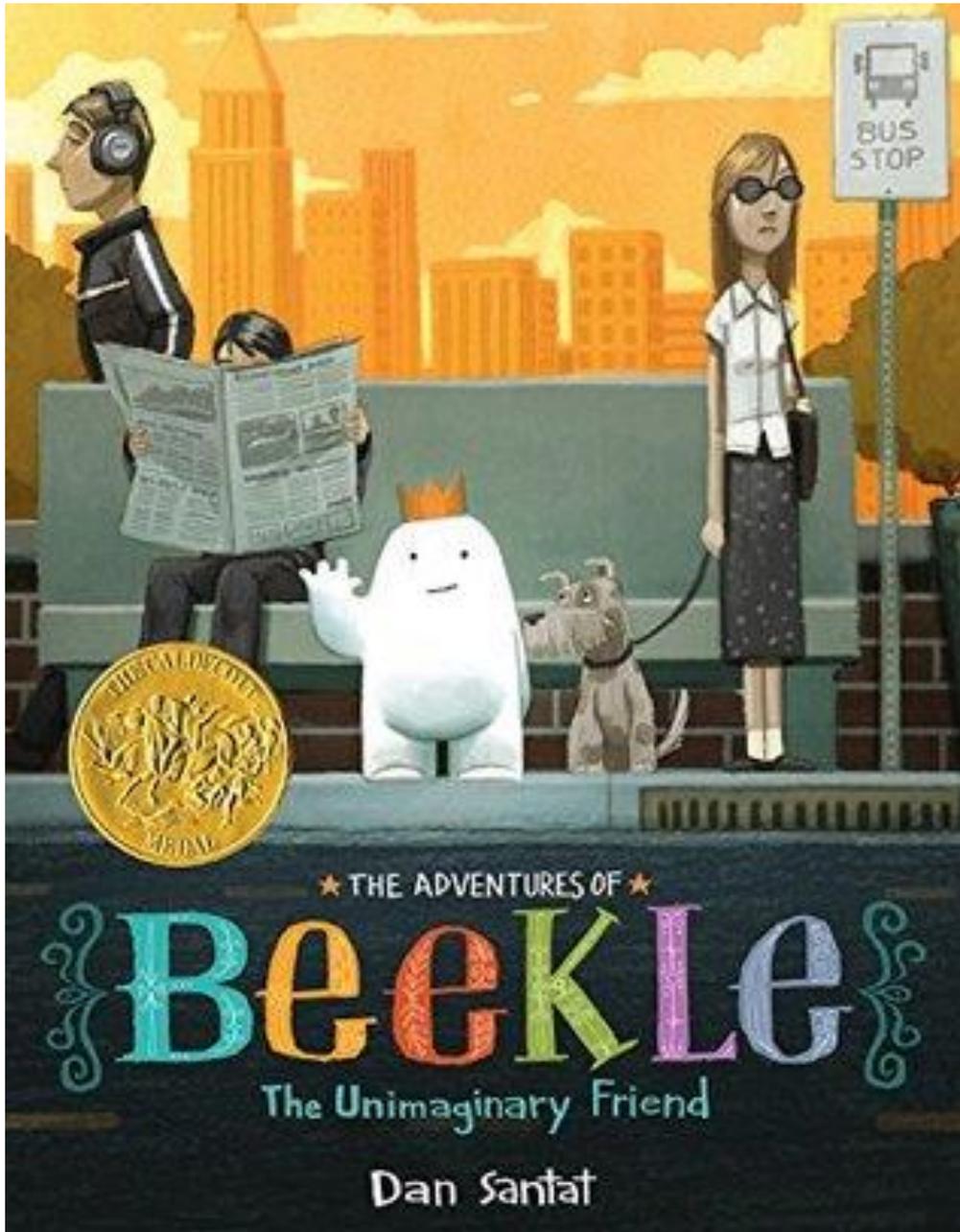
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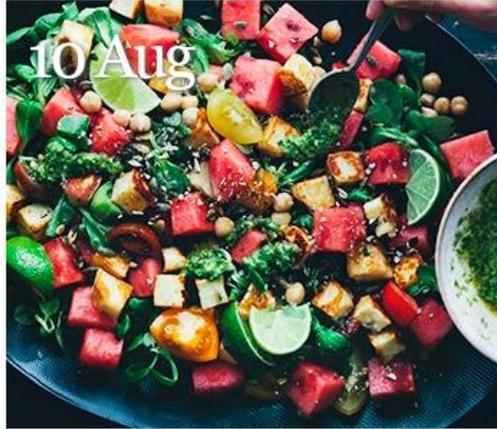
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10 Aug



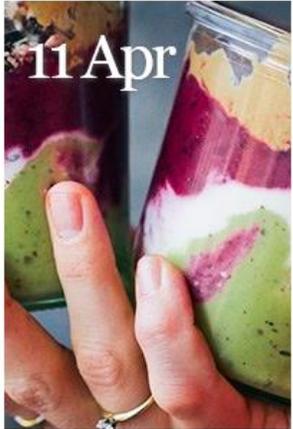
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01 Apr



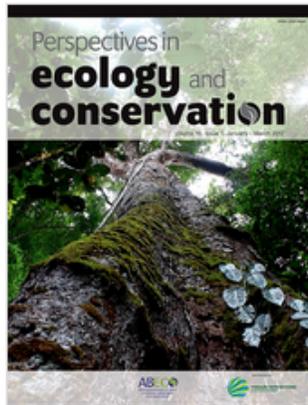
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## CONGRESS IN SESSION

by Cynthia Smith

- H.R. 3393 A bill to amend the Animal Welfare Act to prevent the crime of pet theft.

Introduced on May 7, 1996, by Jon Fox (R-Penn.) and referred to the Committee on Agriculture. Referred to the Subcommittee on Livestock, Dairy, and Poultry on May 13, 1996. Executive comment requested from the U.S. Department of Agriculture on May 20, 1996. This act may be cited as the "Family Pet Protection Act of 1996."

"Section 7 of the Animal Welfare Act is amended to read as follows: (a) It shall be unlawful for any research facility to purchase, lease, or acquire in a calendar year a live or dead dog or cat, in or affecting commerce, for research or educational purposes, except from-- (1) a licensed dealer who bred and raised the dog or cat; (2) a pound that is in compliance with sections 6, 28, and 30, and that acquired the dog or cat from the legal owner of

(cont'd p.16)

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## The IACUC Process: Facilitating Science in a Well-Managed Animal Care and Use Program

by

G. David Ledney, Ph.D., Radiation Medicine Department and Institutional Animal Care and Use Committee; LTC Clayton L. Hadick, USA, M.P.H., D.V.M., ACLAM, Veterinary Sciences Department; and Robert H. Weichbrod, Ph.D., M.B.A., RILAM, Veterinary Sciences Department, Armed Forces Radiobiology Research Institute, Bethesda, Maryland

### Introduction

Communication among people with diverse backgrounds and vested interests is difficult at best. This is especially true among those concerned with animal welfare issues.

An Institutional Animal Care and Use Committee (IACUC) is by its nature a focal point (fig. 1) for communication among all parties who have a stake in the use of animals in biomedical research. While each group may seek resolutions that favor its own inter-

ests, the guidepost for IACUC members, when evaluating animal use proposals, must be the ethical use of animals in research and testing.

During a typical review process, IACUC members are accustomed to hearing, "You can't do that," "You don't know the science," "You have no authority," "I've done this so many times already," "That will take too long," "You are an impediment to research." (8) When a frustrated investigator says, "Just tell me what I need to do," an IACUC member may be



Figure 1. IACUC communication pathways.



## CONGRESS IN SESSION

by Cynthia Smith

- H.R. 2179 To amend the Marine Mammal Protection Act of 1972 to support the International Dolphin Conservation Program in the eastern tropical Pacific Ocean, and for other purposes.

Introduced August 3, 1995, by Randy Cunningham (R-CA) and referred to the Committee on Resources. This Act may be cited as the "International Dolphin Conservation Act Amendments of 1995."

The purposes of this act are the following: to ensure a viable and ecologically sound tuna fishery in the eastern tropical Pacific Ocean, including avoidance of bycatch of nontargeted marine species, maintenance of healthy stocks of tuna, and protection of marine mammal populations; to otherwise strengthen and improve international efforts to reduce incidental dolphin mortality to insignificant levels approaching a zero mortality and serious injury rate as required by

(cont'd p.17)

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## Laboratory Animals in Space Life Sciences Research

by

Gary L. Borkowski, D.V.M., M.S., Pennsylvania State University, University Park, Pennsylvania; William W. Wiffinger, Ph.D., Biotech Express, St. Bernard, Ohio; Philip K. Lane, M.D., Lockheed Martin Engineering and Sciences Services Company, National Aeronautics and Space Administration (NASA) Ames Research Center, Moffett Field, California

### Abstract

Animals have been invaluable in space life sciences research and have contributed greatly to the current database of knowledge in this field. This article presents an overview of the historical involvement of animals, describes the hardware and logistics of flying animal payloads on the space shuttle orbiters, and discusses future plans for animal experiments in space.

### Introduction

Since the beginning of modern space exploration, animals have accompanied and sometimes preceded humans as space travelers. Extensive animal experimentation was used in both the United States and Soviet/Russian space programs to collect the medical knowledge and

develop and test the engineering design concepts that would be required to support human space exploration. Initially, animals were used as surrogates to test the suitability of the space environ-



(Photo courtesy of NASA)



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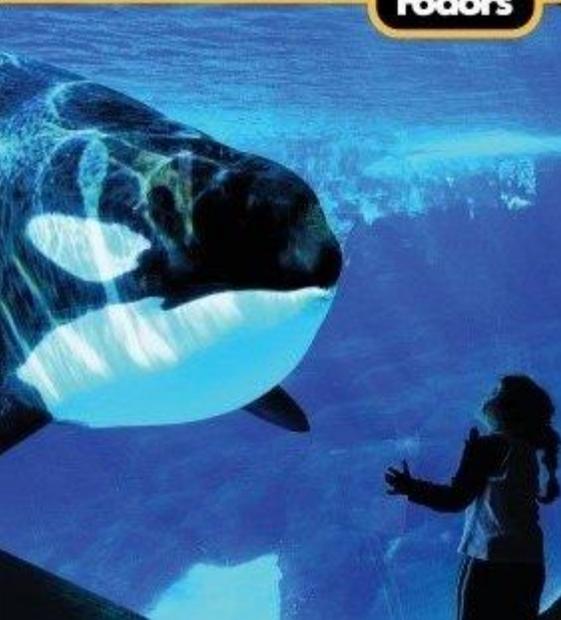
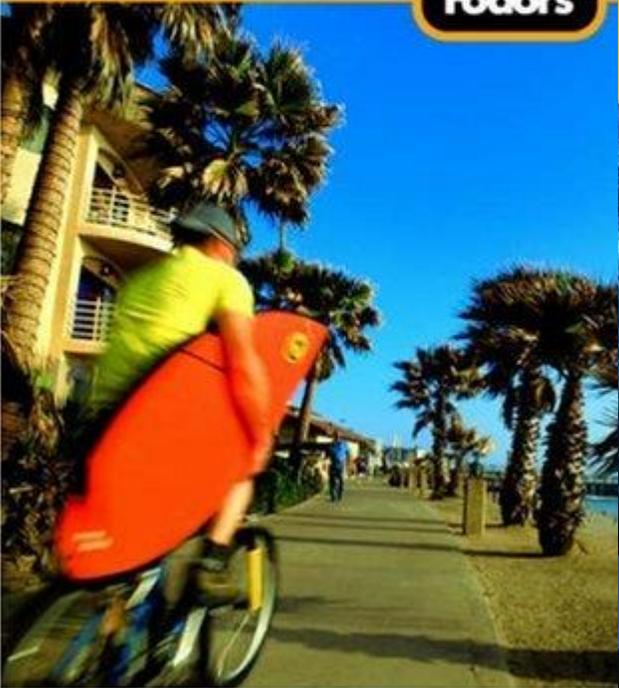
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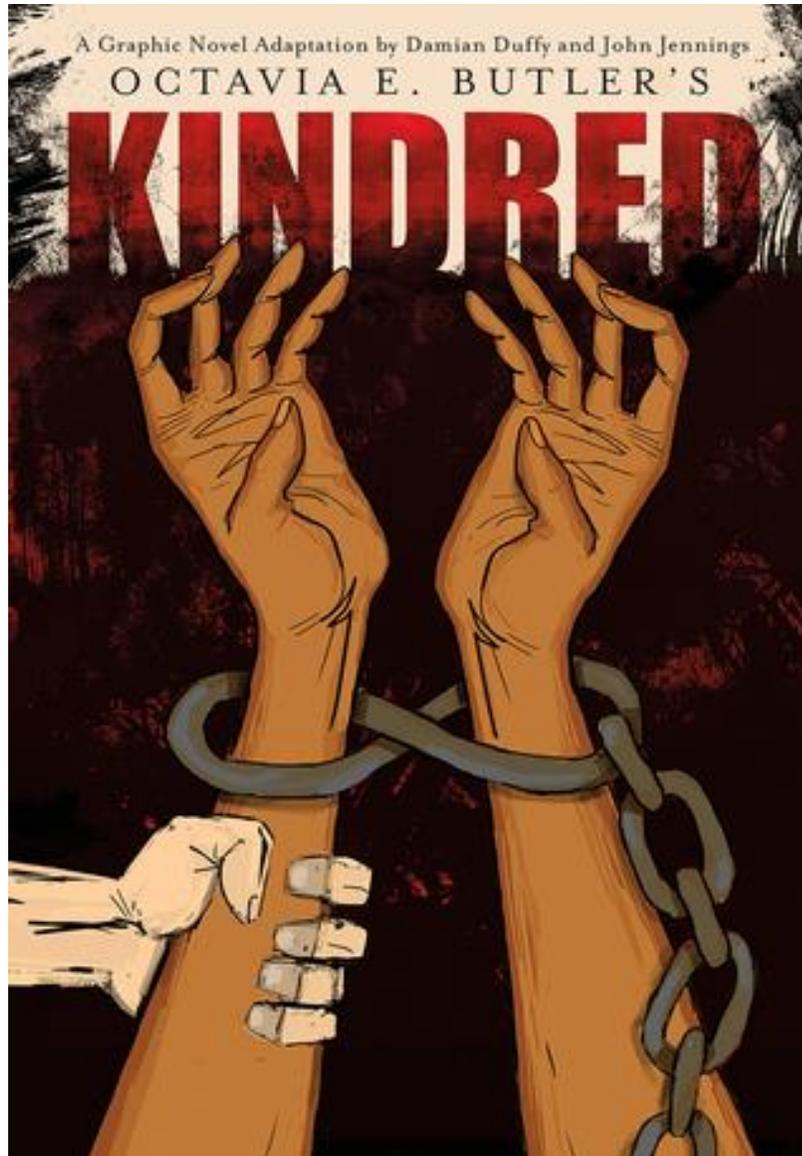
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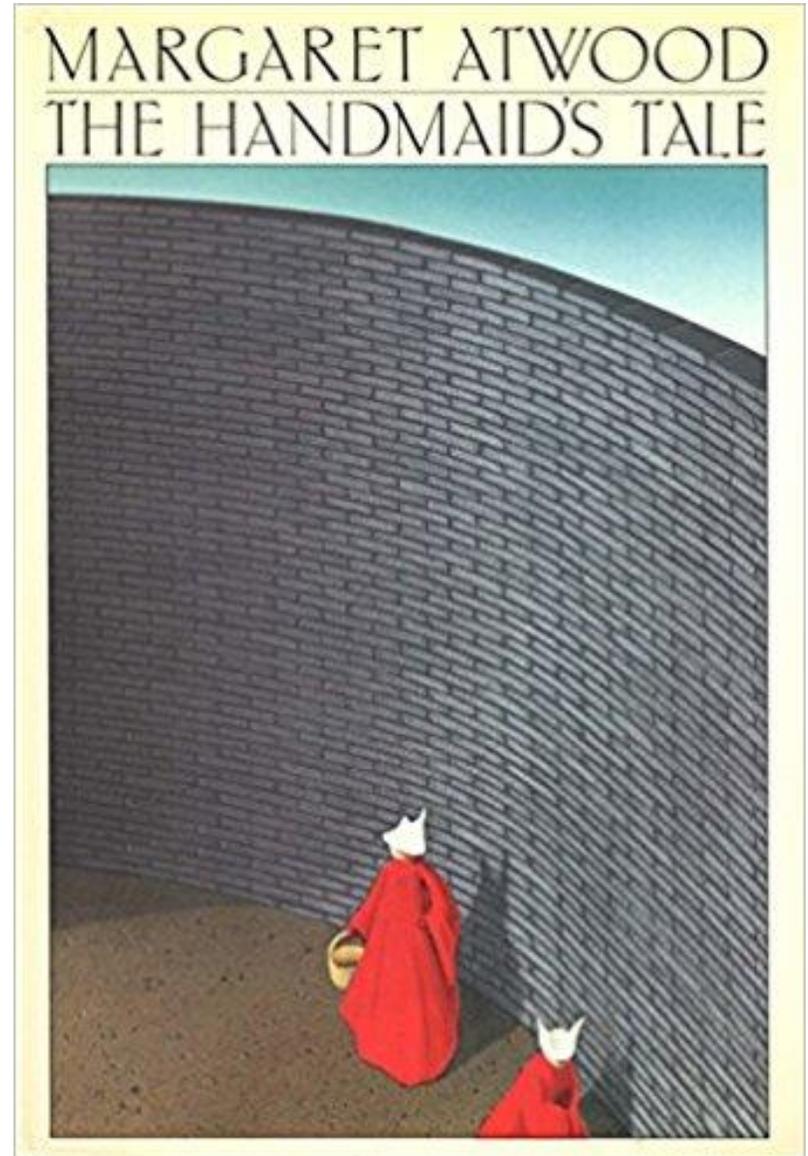
# LCGFT Exercises - Literature Terms

Assign LCGFT for the resources depicted. Use appropriate MARC 21 coding and consult the PDF list of LCGFT terms.



- 100 1\_ Duffy, Damian, \$e author, \$e artist.
- 245 10 Kindred : \$b a graphic novel adaptation / \$c by Damian Duffy and John Jennings.
- 650 \_0 African American women \$v Comic books, strips, etc.
- 651 \_0 Los Angeles (Calif.) \$v Comic books, strips, etc.
- 651 \_0 Southern States \$v Comic books, strips, etc.
- 650 \_0 Slaves \$v Comic books, strips, etc.
- 650 \_0 Slavery \$v Comic books, strips, etc.
- 650 \_0 Slaveholders \$v Comic books, strips, etc.
- 650 \_0 Time travel \$v Comic books, strips, etc.
- 700 1\_ \$i Graphic novelization of (work): \$a Butler, Octavia E. \$t Kindred.

100 1\_ Atwood, Margaret, \$d 1939- \$e author.  
245 14 The handmaid's tale / \$c Margaret  
Atwood.  
250 \_\_ Large print edition.  
264 1\_ Waterville, Maine : \$b Thorndike Press,  
a part of Gale, Cengage Learning, \$c 2017.  
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## Dismantlements of Silence: *Poems Selected and New*



WILLIAM VIRGIL DAVIS



William Virgil Davis's most recent book is *The Bones Poems*. He has published four other books of poetry; *Landscape and Journey*, which won the New Criterion Poetry Prize and the Helen C. Smith Memorial Award for Poetry; *Winter Light*; *The Dark Hours*, which won the Calliope Press Chapbook Prize; *One Way to Reconstruct the Scene*, which won the Yale Series of Younger Poets Prize. As William V. Davis, he has published scores of scholarly essays as well as half a dozen books of literary criticism, most recently *R. S. Thomas: Poetry and Theology*. He is Professor of English and Writer-in-Residence at Baylor University.

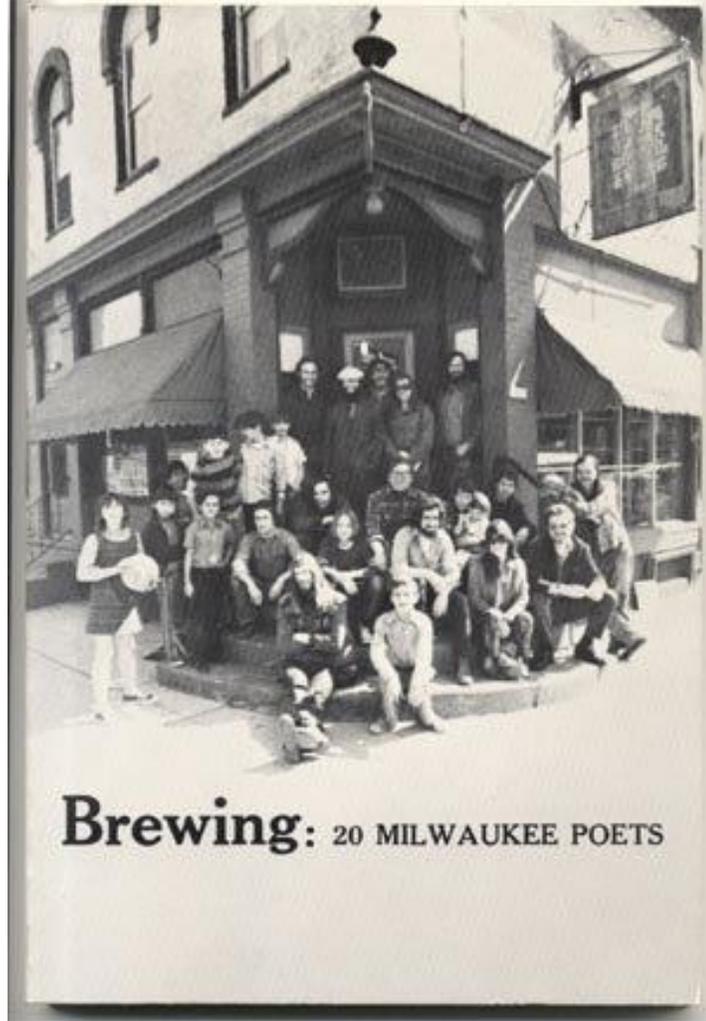
William Virgil Davis is a widely published, award-winning poet. Among his many honors, fellowships, and awards are the Yale Series of Younger Poets Prize, the New Criterion Poetry Prize, and the Helen C. Smith Memorial Award for Poetry. His poems regularly appear in leading journals, both in this country and abroad. His *Dismantlements of Silence: Poems Selected and New* brings together a generous selection of Davis's poetry to date. It includes samples of his early uncollected work, poems from his previously published books, and selections from his most recently published work.

### Driving Alone in Winter

Driving alone in winter through acres of land  
deserted by everything save the snow  
trapped in the ruts of the road,  
the moon broken by the bare trees,  
I remember the days when my brothers and I would fall asleep  
in the backseat on the way home.

Tonight, coming home, I remember  
the faint light on the dashboard holding my father's face,  
my mother's soft voice, my brothers asleep,  
the moon running among the trees beside the car.

*Texas Review Press is a member of the  
Texas A&M University Press Consortium  
Cover and author photographs by Carol Davis  
Cover design by Nancy Parsons*



245 00 Brewing : \$b 20 Milwaukee poets / \$c edited by Martin J. Rosenblum ; photographs by G. Reed.

246 30 20 Milwaukee poets

246 3\_ Twenty Milwaukee poets

490 1\_ The city anthology series of American poetry

650 \_0 American poetry \$z Wisconsin \$z Milwaukee.

650 \_0 American poetry \$y 20th century.

651 \_0 Milwaukee (Wis.) \$v Poetry.

245 00 Horniman's choice : \$b four one act plays from the "Manchester School" of playwrights.

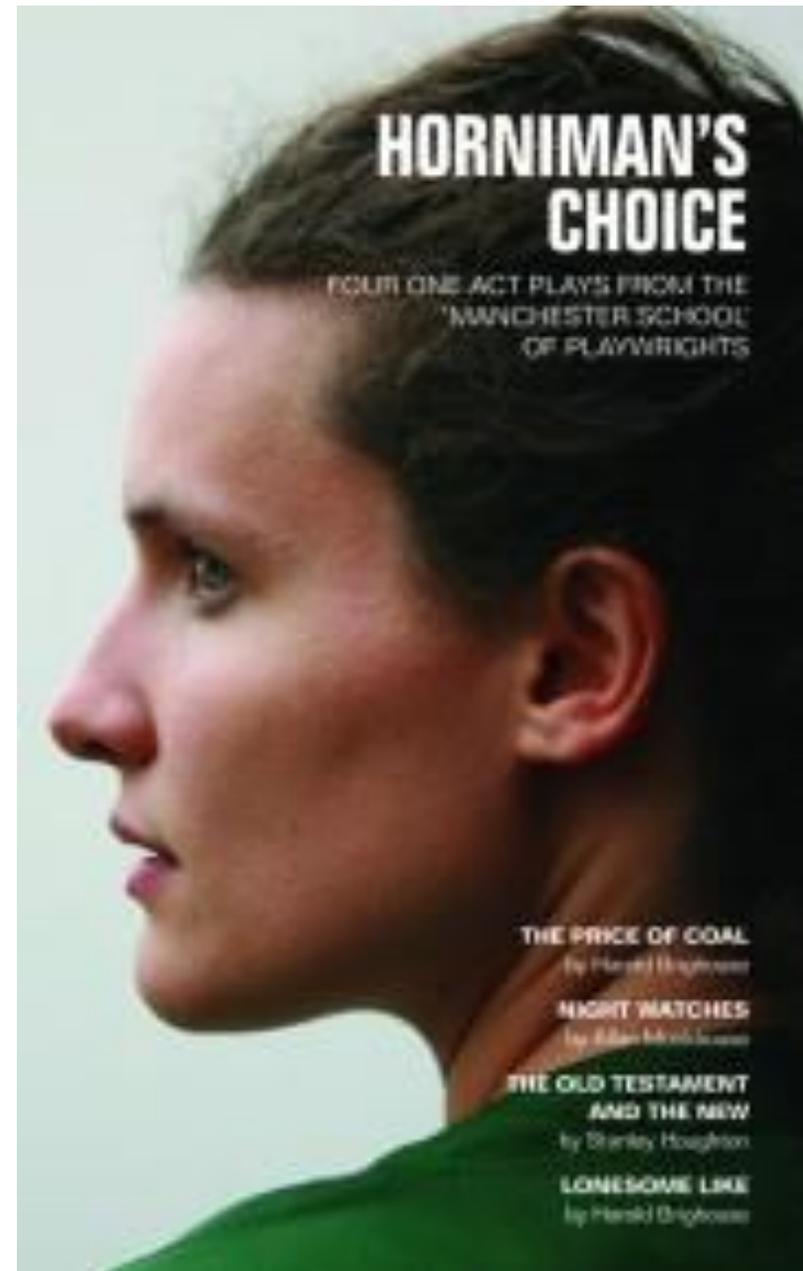
264 \_1 London : \$b Oberon Books, \$c 2015.

505 0\_ The price of coal / by Harold Brighouse  
-- Night watches / by Allan Monkhouse  
-- The Old Testament and the New / by Stanley Houghton -- Lonesome like / by Harold Brighouse.

651 \_0 England, North West \$x Social life and customs \$y 20th century \$v Drama.

650 \_0 One-act plays, English.

650 \_0 English drama \$y 20th century.





*Preliminary page:* “Collects outbursts of passionate love, the conflicted relationship between a father and a son, and, above all, a critique of democracy in the shape of political satire.”

*Back cover:*

Villa Miserias is a suburb of a suburb where everyone knows their place and nothing ever changes. Every two years, elections are held for the presidency of the residents’ committee, and every two years there are no surprises. But the balance begins to shift with the arrival of Selon Perdumes and his theory of Quietism in Motion. With his alabaster smile, he uncovers the deepest secrets of the unwary residents, and transforms their fantasies in reality with the help of the loans he offers them. Growing rich from money-lending, Perdumes gradually becomes the spectral power behind the community. But when Max Michels, sunk in an obsessive relationship with the beautiful, black-eyed Nelly, and, struggling to silence the multiple dissenting voices in his head, decides to run for president without Perdumes’ permission, the battle lines are drawn.

*A Zero-Sum Game* is a universal story, a biting satire of contemporary consumer society and the cult of the individual, written with the vicious precision of Swift and Orwell, liberally sprinkled with biting humor and chilling realism. Debut novelist Eduardo Rabasa, named one of the Hay Festival’s México20 list of the greatest young Mexican writers, focuses a clear, steady authorial gaze upon the sophistry and rationalizations that mask the actual situation in which, for all the choices we are offered, we have little power over our destinies, caught in the paradox of empowerment and impotence that is neoliberal society and the democratic state.

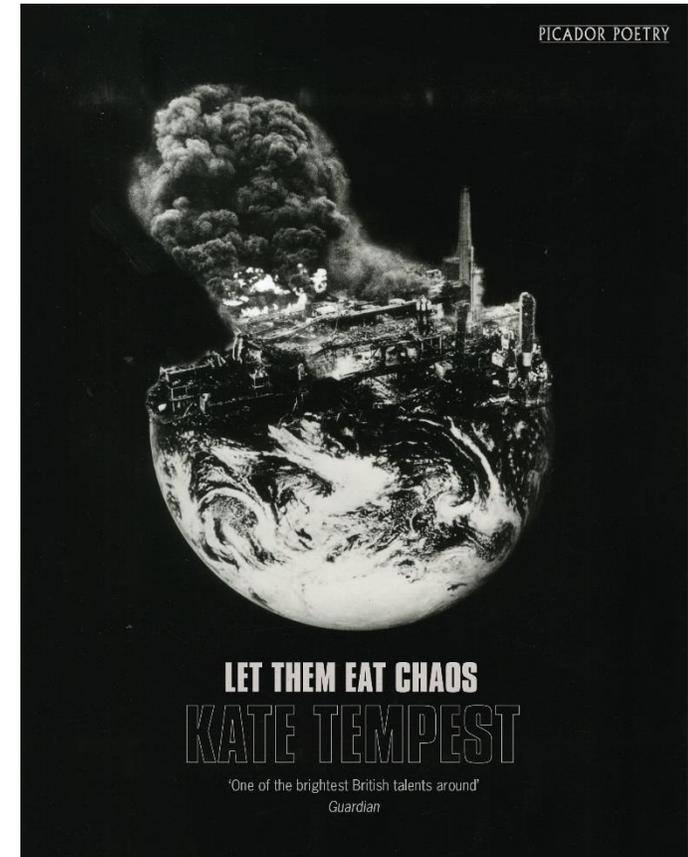
100 1\_ Tempest, Kate, \$e author.

245 10 Let them eat chaos / \$c Kate Tempest.

500 \_\_ “This poem was written to be read aloud”--Page opposite title page verso.

*On back cover:*

"Let Them Eat Chaos, Kate Tempest's new long poem written for live performance and heard on the album release of the same name, is both a powerful sermon and a moving play for voices. Seven neighbours inhabit the same London street, but are all unknown to each other. The clock freezes in the small hours, and, one by one, we see directly into their lives: lives that are damaged, disenfranchised, lonely, broken, addicted. Then a great storm breaks over London, and brings them out into the night to face each other--and offers them a chance to connect."



245 00 Shivering in a paper gown : \$b breast cancer and its aftermath : an anthology / \$c edited by Meaghan Calcari Campbell, Laurie Hessen Pomeranz, and Doreenda Ziba.

500 \_\_ Essays and poetry.

520 \_\_ The thirty authors who tell their stories are breast cancer survivors in the San Francisco Bay Area who were diagnosed with the disease before the age of 45. They are all members of BAYS, the Bay Area Young Survivors support and action group.

650 \_0 Breast cancer patients' writings, American \$z California \$z San Francisco Bay Area.

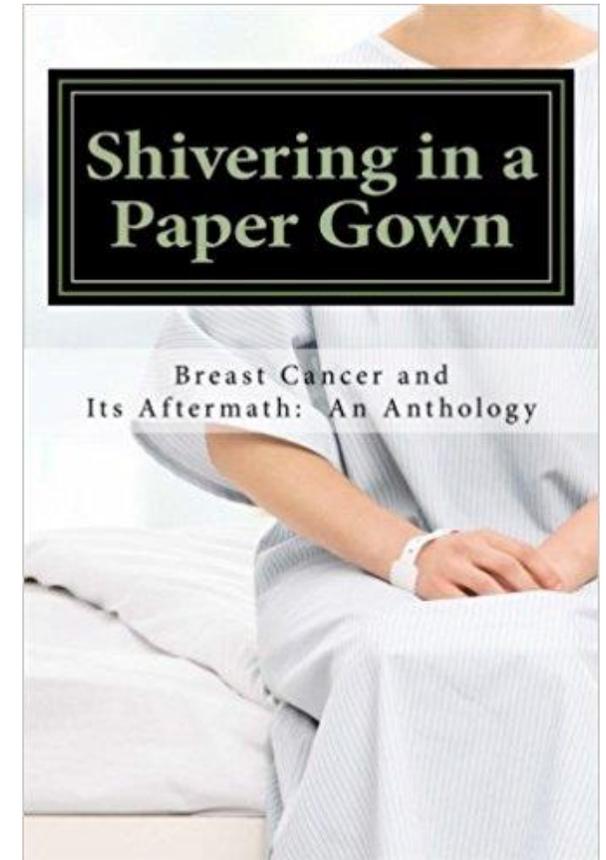
650 \_0 Breast \$x Cancer \$x Patients \$v Literary collections.

650 \_0 American essays \$z California \$z San Francisco Bay Area.

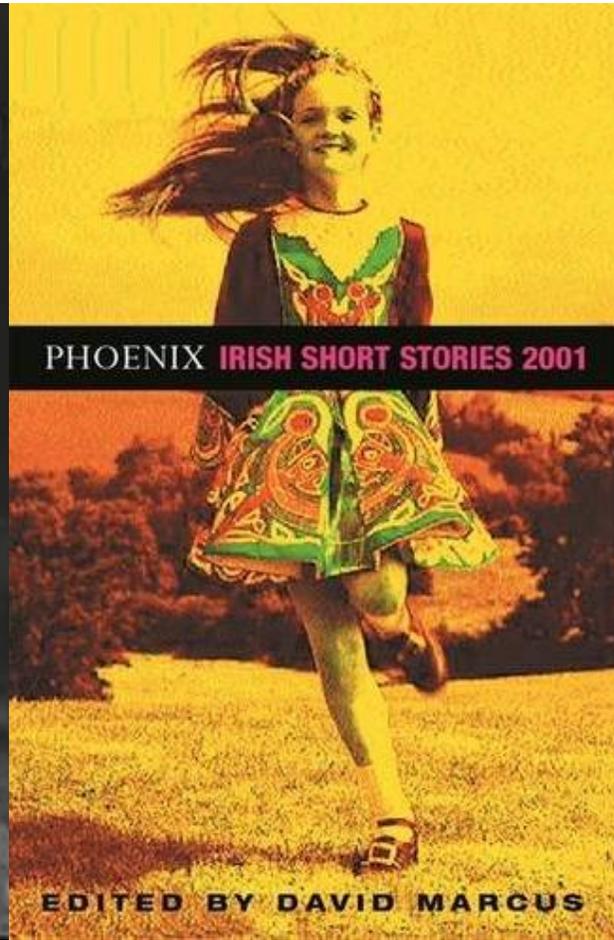
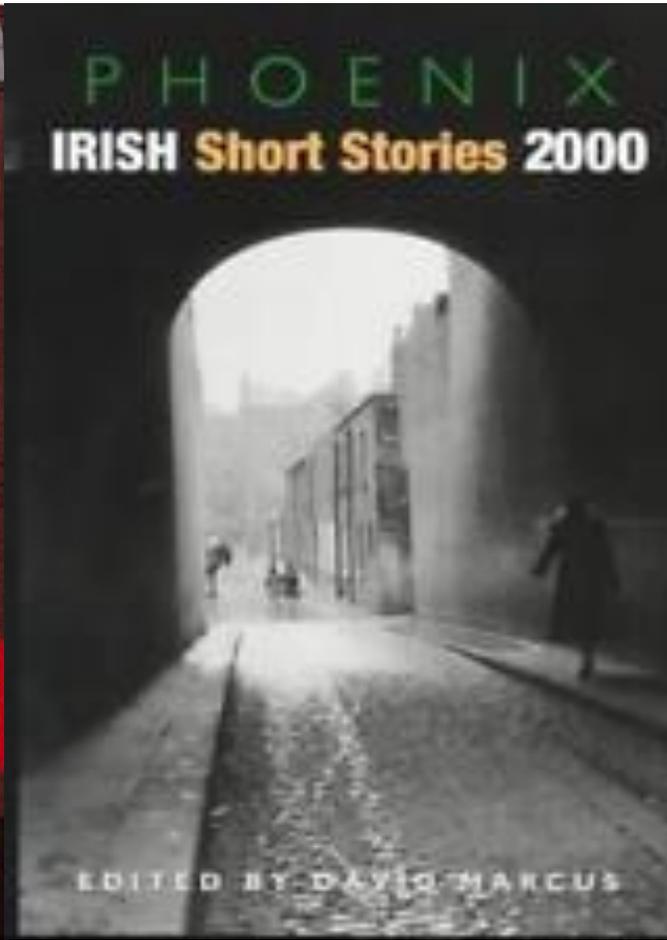
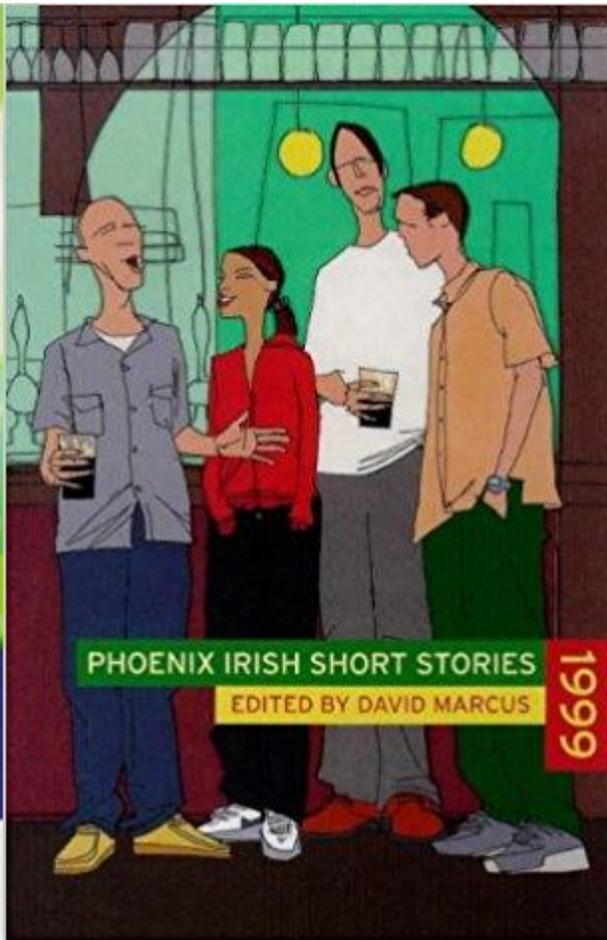
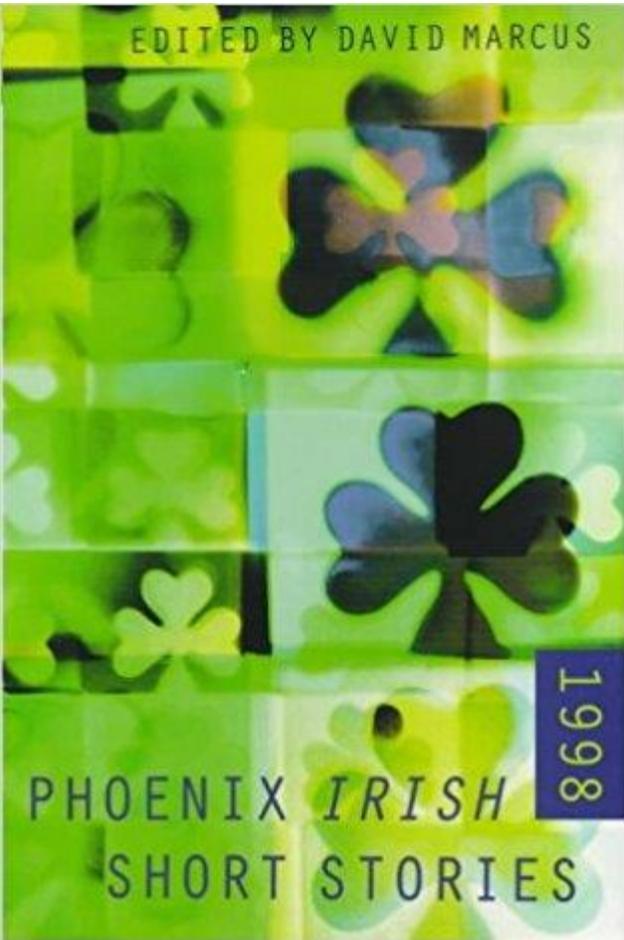
650 \_0 American essays \$y 21st century.

650 \_0 American poetry \$z California \$z San Francisco Bay Area.

650 \_0 American poetry \$y 21st century.



An annual cataloged as a serial



# THE RAPE OF THE LOCK

AND

## AN ESSAY ON MAN

BY ALEXANDER POPE

EDITED BY A. M. VAN DYKE, M.A.

DEPARTMENT OF ENGLISH, CINCINNATI HIGH SCHOOL



NEW YORK ··· CINCINNATI ··· CHICAGO  
AMERICAN BOOK COMPANY

1898

“The Rape of the Lock” was founded on a local incident. Lord Petre having, in a moment of audacity, cut off a lock of Miss Arabella Fermor’s hair, her resentment knew no bounds, and led to a bitter quarrel between the two families. John Caryl, an intimate friend of Pope’s, suggested to him that he embody the incident in a humorous poem, so that the tragedy might be “laughed away.” Pope was pleased with the suggestion, and wrote in mock-heroic vein two cantos, describing the robbery and the ensuing battle. This was so well received that he added to it, increasing it to five cantos by introducing the machinery of the sylphs and the description of the game at ombre. The poem was unsuccessful in its purpose of making peace between the two families. Sir George Brown (Sir Plume) was annoyed at being made to talk only nonsense, and Miss Fermor was more offended by her characterization as Belinda than pleased at the flattery tendered her in the dedication. But the critics of the day and the public at large hailed the poem as a masterpiece. It is generally considered the most brilliant mock-heroic poem ever produced. In this, more than in any other of his works, Pope shows

**SEE ALSO NEXT TWO SLIDES**

## Critical Essays Alexander Pope's *Essay on Man*

Source: CliffsNotes website

<https://www.cliffsnotes.com/literature/c/candide/critical-essays/alexander-popes-essay-on-man>

The work that more than any other popularized the optimistic philosophy, not only in England but throughout Europe, was Alexander Pope's *Essay on Man* (1733-34), a rationalistic effort to justify the ways of God to man philosophically. As has been stated in the introduction, Voltaire had become well acquainted with the English poet during his stay of more than two years in England, and the two had corresponded with each other with a fair degree of regularity when Voltaire returned to the Continent.

Voltaire could have been called a fervent admirer of Pope. ... Even as late as 1756, the year in which he published his poem on the destruction of Lisbon, he lauded the author of *Essay on Man*. In the edition of *Lettres philosophiques* published in that year, he wrote: "The *Essay on Man* appears to me to be the most beautiful didactic poem, the most useful, the most sublime that has ever been composed in any language." ...

Pope denied that he was indebted to Leibnitz for the ideas that inform his poem, and his word may be accepted. Those ideas were first set forth in England by Anthony Ashley Cowper, Earl of Shaftesbury (1671-1731). They pervade all his works but especially the *Moralist*. Indeed, several lines in the *Essay on Man*, particularly in the first Epistle, are simply statements from the *Moralist* done in verse. Although the question is unsettled and probably will remain so, it is generally believed that Pope was indoctrinated by having read the letters that were prepared for him by Bolingbroke and that provided an exegesis of Shaftesbury's philosophy. The main tenet of this system of natural theology was that one God, all-wise and all-merciful, governed the world providentially for the best.

## Alexander Pope's Essay on Man: An Introduction

David Cody, Associate Professor of English, Hartwick College

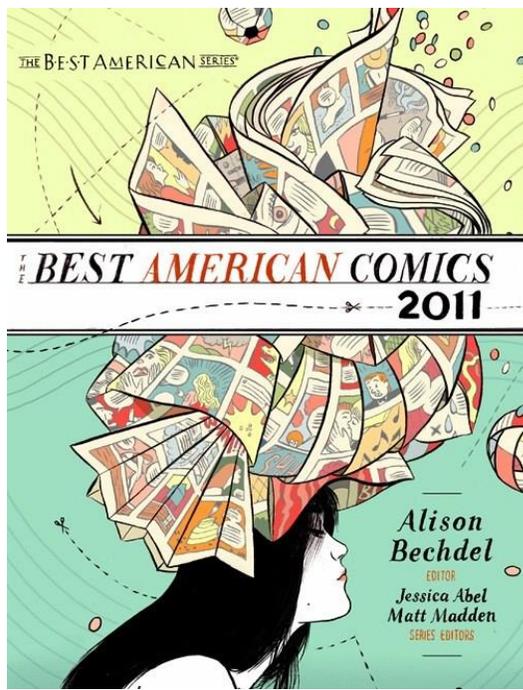
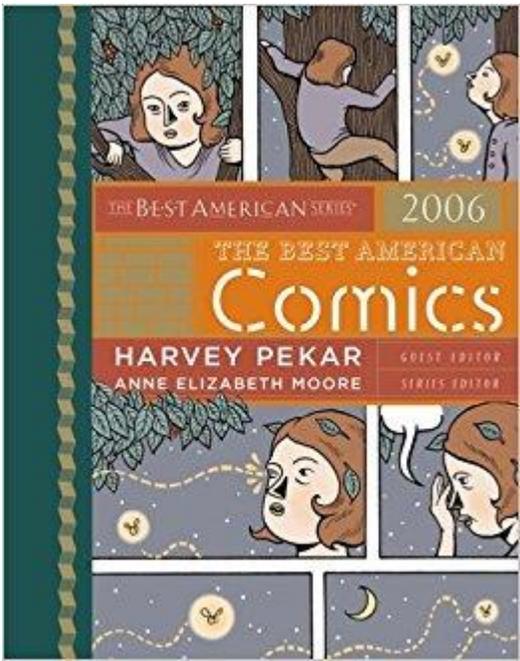
Source: The Victorian Web

<http://www.victorianweb.org/previctorian/pope/man.html>

*The Essay on Man* is a philosophical poem, written, characteristically, in [heroic couplets](#), and published between 1732 and 1734. Pope intended it as the centerpiece of a proposed system of ethics to be put forth in poetic form: it is in fact a fragment of a larger work which Pope planned but did not live to complete. It is an attempt to justify, as Milton had attempted to vindicate, the ways of God to Man, and a warning that man himself is not, as, in his pride, he seems to believe, the center of all things. Though not explicitly Christian, the *Essay* makes the implicit assumption that man is fallen and unregenerate, and that he must seek his own salvation.

The "Essay" consists of four epistles, addressed to Lord Bolingbroke, and derived, to some extent, from some of Bolingbroke's own fragmentary philosophical writings, as well as from ideas expressed by the deistic third Earl of Shaftsbury. Pope sets out to demonstrate that no matter how imperfect, complex, inscrutable, and disturbingly full of evil the Universe may appear to be, it does function in a rational fashion, according to natural laws; and is, in fact, considered as a whole, a perfect work of God. It appears imperfect to us only because our perceptions are limited by our feeble moral and intellectual capacity. His conclusion is that we must learn to accept our position in the Great Chain of Being — a "middle state," below that of the angels but above that of the beasts — in which we can, at least potentially, lead happy and virtuous lives.

Epistle I concerns itself with the nature of man and with his place in the universe; Epistle II, with man as an individual; Epistle III, with man in relation to human society, to the political and social hierarchies; and Epistle IV, with man's pursuit of happiness in this world. An *Essay on Man* was a controversial work in Pope's day, praised by some and criticized by others, primarily because it appeared to contemporary critics that its emphasis, in spite of its themes, was primarily poetic and not, strictly speaking, philosophical in any really coherent sense: [Dr. Johnson](#), never one to mince words, and possessed, in any case, of views upon the subject which differed materially from those which Pope had set forth, noted dryly (in what is surely one of the most back-handed literary compliments of all time) that "Never were penury of knowledge and vulgarity of sentiment so happily disguised." It is a subtler work, however, than perhaps Johnson realized: G. Wilson Knight has made the perceptive comment that the poem is not a "static scheme" but a "living organism," (like [Twickenham](#)) and that it must be understood as such.

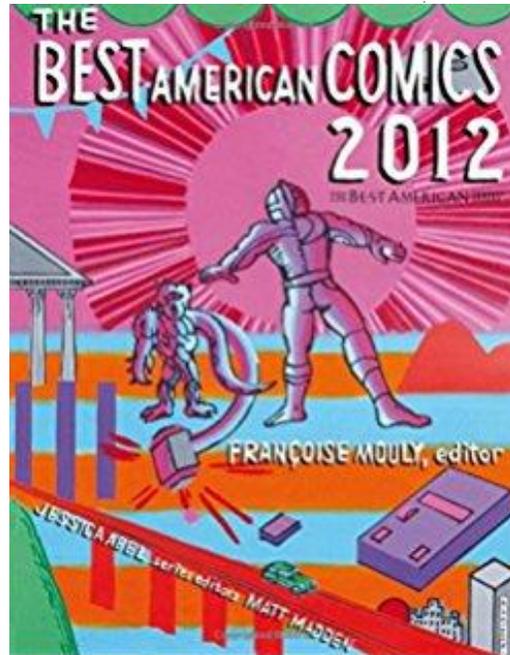
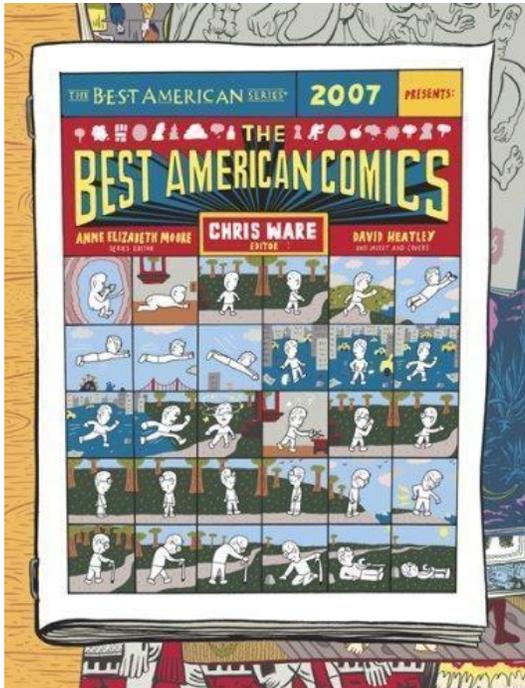
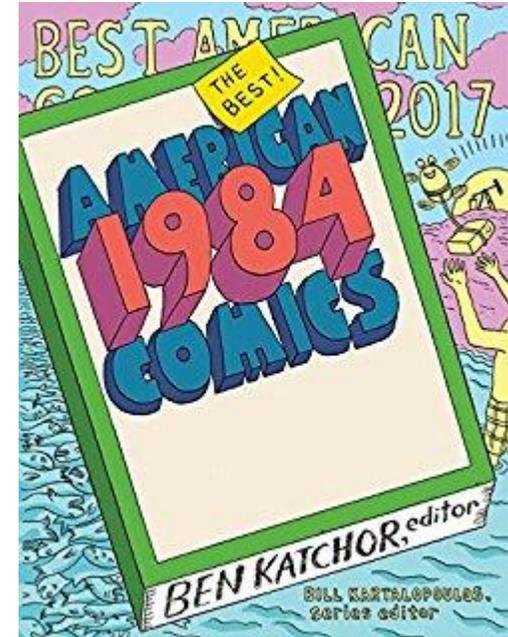


# THE BEST AMERICAN COMICS 2015

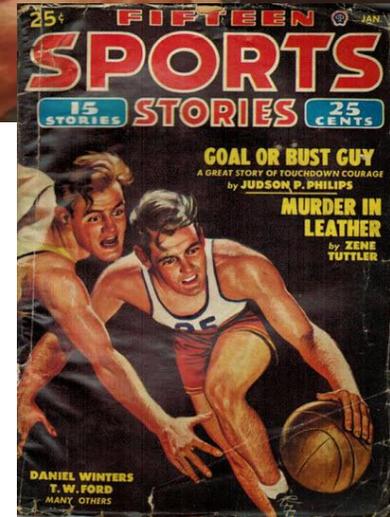
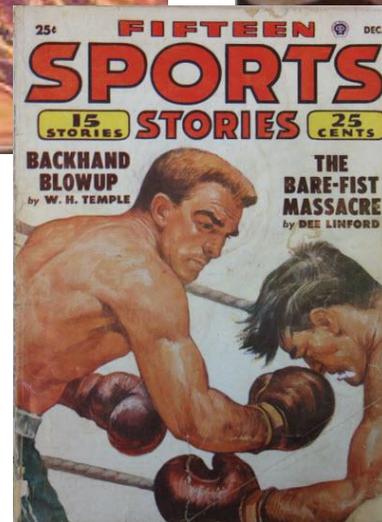
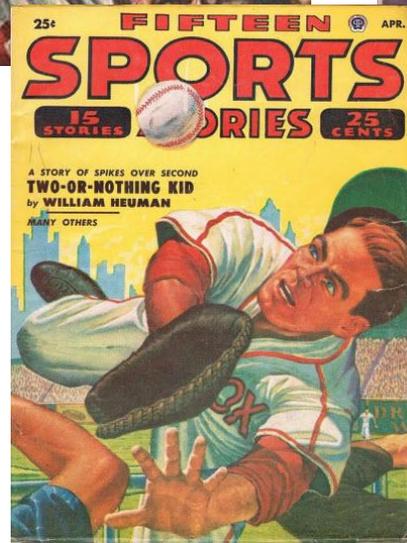
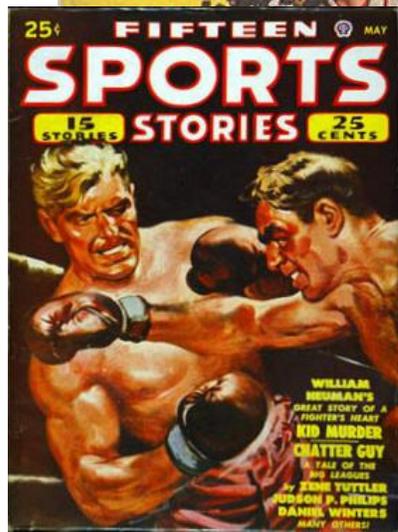
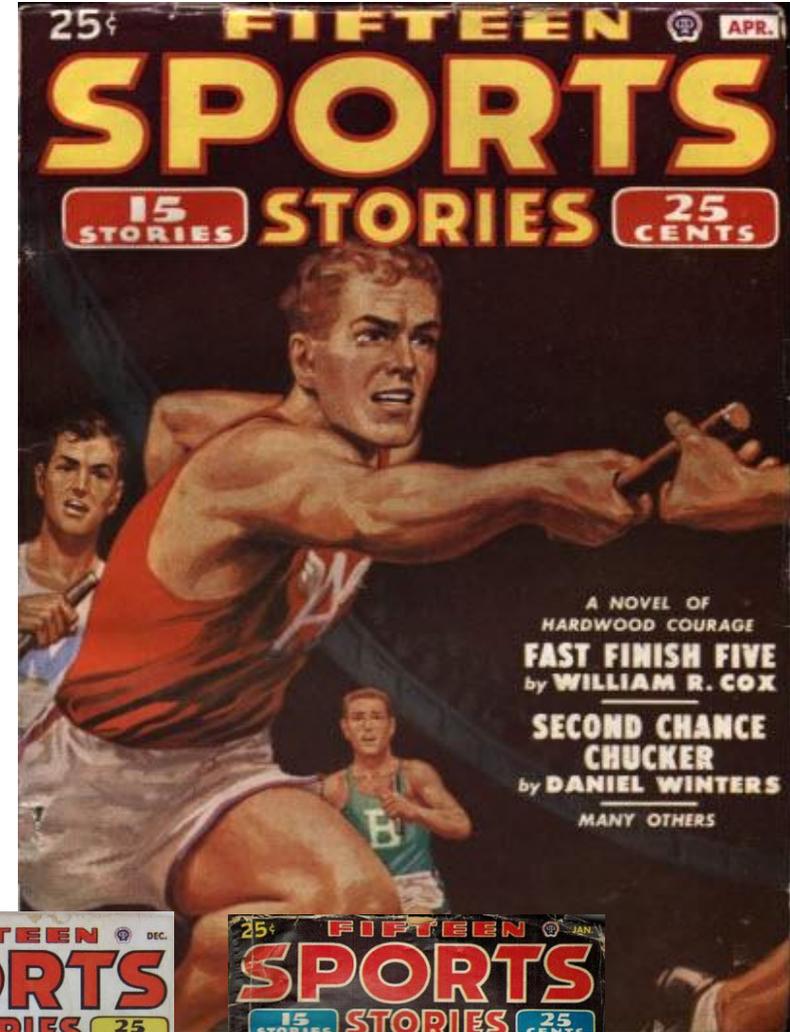
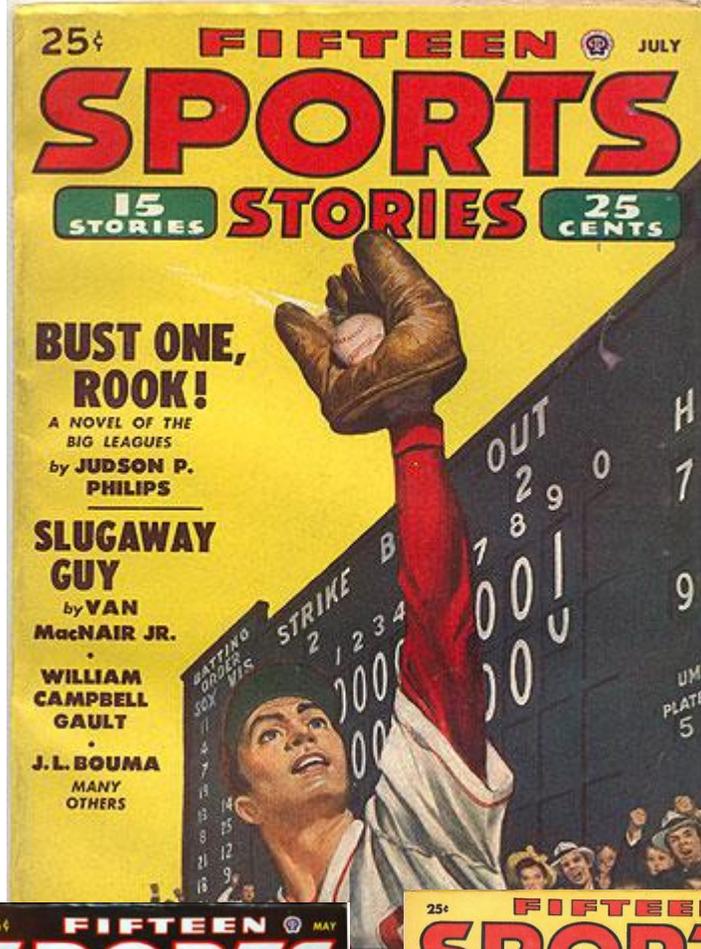


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Includes fiction  
and nonfiction.

# LCDGT Exercises

# Exercise 1

Here are some established terms found in LCDGT:

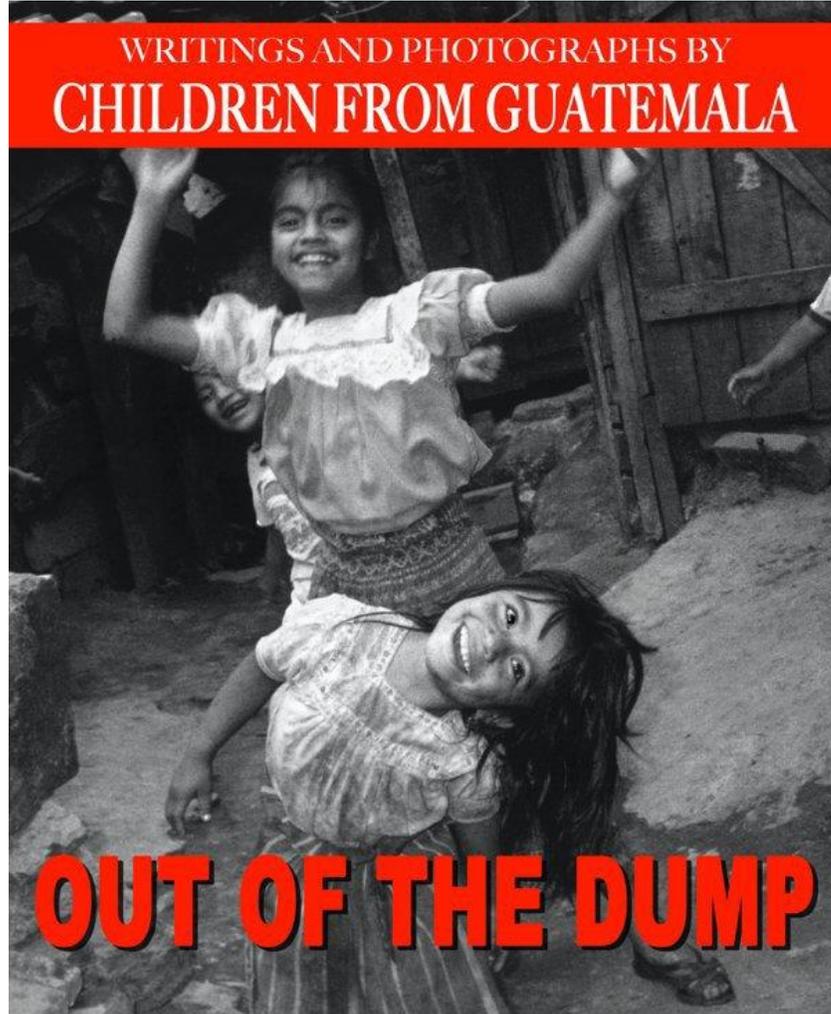
<b>Americans</b>	<b>High school students</b>	<b>Library employees</b>
<b>British Columbians</b>	<b>Hotel employees</b>	<b>Librarians</b>
<b>Buddhists</b>	<b>Japanese</b>	<b>Males</b>
<b>Calligraphers</b>	<b>Japanese Canadians</b>	<b>Men</b>
<b>Children</b>	<b>Japanese speakers</b>	<b>Monks</b>
<b>Chinese</b>	<b>Journalists</b>	<b>Restaurant employees</b>
<b>Chinese Americans</b>	<b>Junior high school students</b>	<b>Teenagers</b>
<b>Chinese speakers</b>	<b>Korean speakers</b>	<b>Travelers</b>
<b>Chosŏnjok</b>	<b>Koreans</b>	<b>Tourism industry employees</b>
<b>English speakers</b>	<b>Lamas</b>	<b>Women</b>
<b>Females</b>	<b>Lawyers</b>	<b>Zen Buddhists</b>

Assign audience and creator/contributor characteristics for the following resources based on these subject headings assigned:

1. Children's poetry, Chinese.
2. Korean language \$v Textbooks for foreign speakers \$x Japanese.
3. Japanese language \$v Conversation and phrase books (for restaurant and hotel personnel)  
Japanese language \$v Conversation and phrase books \$x Korean.
4. Sermons, Korean \$x Women authors.
5. Mishima, Yukio, \$d 1925-1970 \$v Translations into English.
6. American drama \$x Chinese American authors.  
American drama \$x Buddhist authors.  
Young adult drama, American.
7. Monks' writings, Japanese \$z British Columbia \$z Vancouver.  
Zen literature, Japanese \$z British Columbia \$z Vancouver.  
Gautama Buddha \$v Juvenile literature.

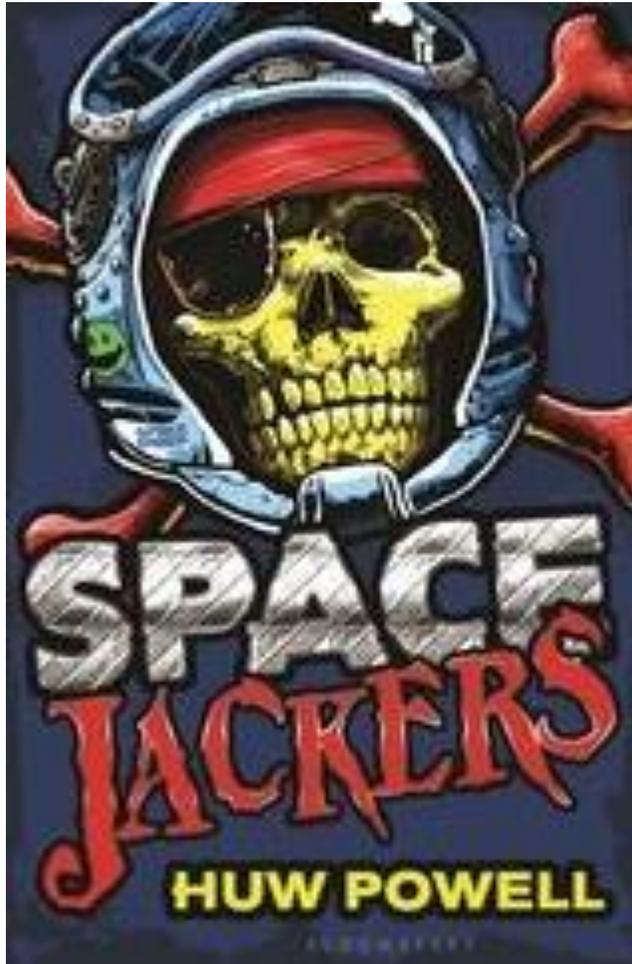
## Exercise 2

Assign audience and/or creator/contributor characteristics using the PDF list of LCDGT terms and the information provided for the following resources.



245 00 Out of the dump : \$b writings and photographs by children from Guatemala / \$c edited by Kristine L. Franklin & Nancy McGirr ; translated from the Spanish by Kristine L. Franklin.

520 \_\_ A compilation of poems with photographs by children who live in the municipal dump in Guatemala City.



*Information found on preliminary pages:*

Huw Powell is the author of the adult novel *Rush Hour Rules*, which was shortlisted for the International Thriller Awards' Best First Novel. *Spacejackers* is his first book for children. He lives in Somerset, England with his wife and two children.

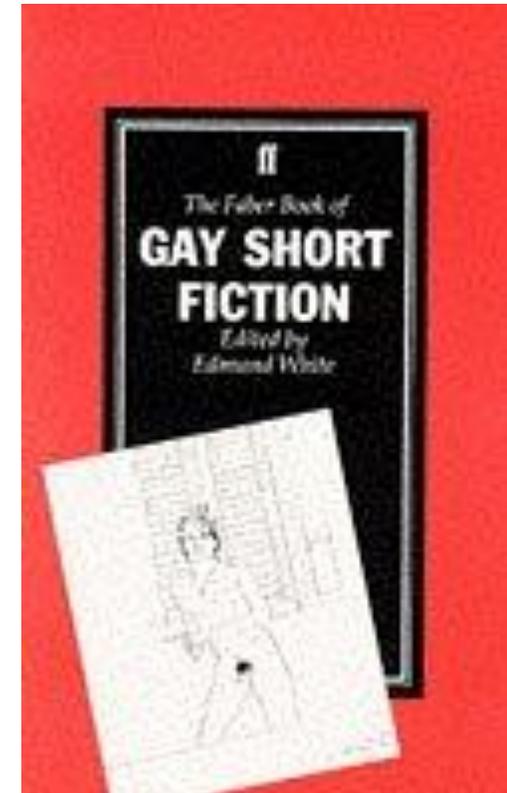
FORMAT: middle-grade novel

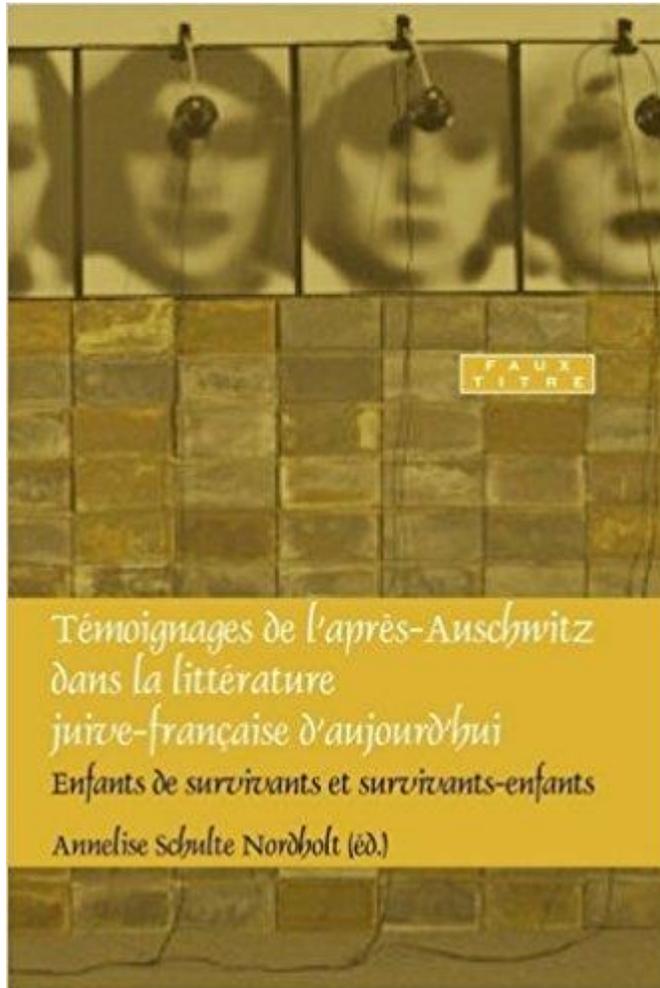
AGES: 8-12

GRADES: 3-6

245 04 The Faber book of gay short fiction / \$c edited by Edmund White.  
260 London ; \$a Boston : \$b Faber and Faber, \$c 1991.  
650 \_0 Gay men \$v Fiction.  
650 \_0 Gay men's writings, English.  
650 \_0 Gay men's writings, American.  
650 \_0 Short stories, American.  
650 \_0 Short stories, English.  
655 \_7 Short stories. \$2 lcgft

An anthology by 32 American and British male authors





- 245 00 Témoignages de l'après-Auschwitz dans la littérature juive-française d'aujourd'hui : \$b enfants de survivants et survivants-enfants / \$c Annelise Schulte Nordholt (éd.).
- 650 \_0 Jewish children in the Holocaust \$z France \$v Personal narratives.
- 650 \_0 Children of Holocaust survivors \$z France \$v Personal narratives.
- 650 \_0 Holocaust, Jewish (1939-1945) \$v Personal narratives.
- 650 \_0 Holocaust, Jewish (1939-1945) \$x Psychological aspects.
- 650 \_0 Holocaust, Jewish (1939-1945) \$x Influence.
- 650 \_0 World War, 1939-1945 \$x Children.
- 650 \_0 Children of Holocaust survivors, Writings of, French.
- 650 \_0 Holocaust survivors' writings, French.

100 1\_ Lowry, Todd, \$e composer, \$e author.

245 10 New Orleans piano styles : \$b a guide to the keyboard licks of Crescent City  
greats / \$c by Todd Lowry.

300 \_\_ 1 score (77 pages) : \$b illustrations ; \$c 31 cm + \$e 1 audio disc (4 3/4 in.)

348 \_\_ score \$2 rdafnm

500 \_\_ Accompanying CD contains demonstrations of all the musical examples in the book  
as recorded by Brent Edstrom.

500 \_\_ "Learn to play the piano styles of Jelly Roll Morton, James Booker, Fats Domino,  
Professor Longhair, Allen Toussaint, Harry Connick Jr., Dr. John, and more"--Page 4  
of cover.

650 \_0 Piano \$v Methods (Jazz)

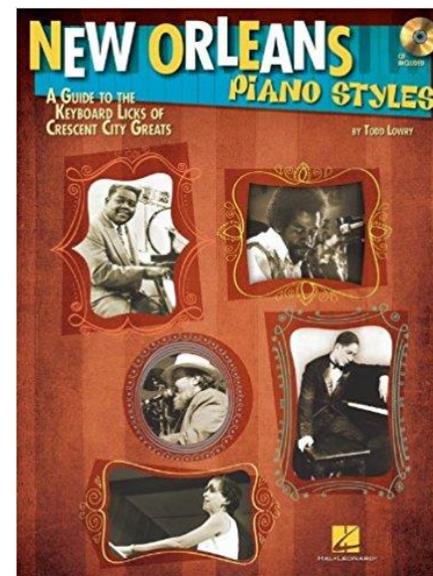
650 \_0 Piano \$v Methods (Jazz) \$v Self-instruction.

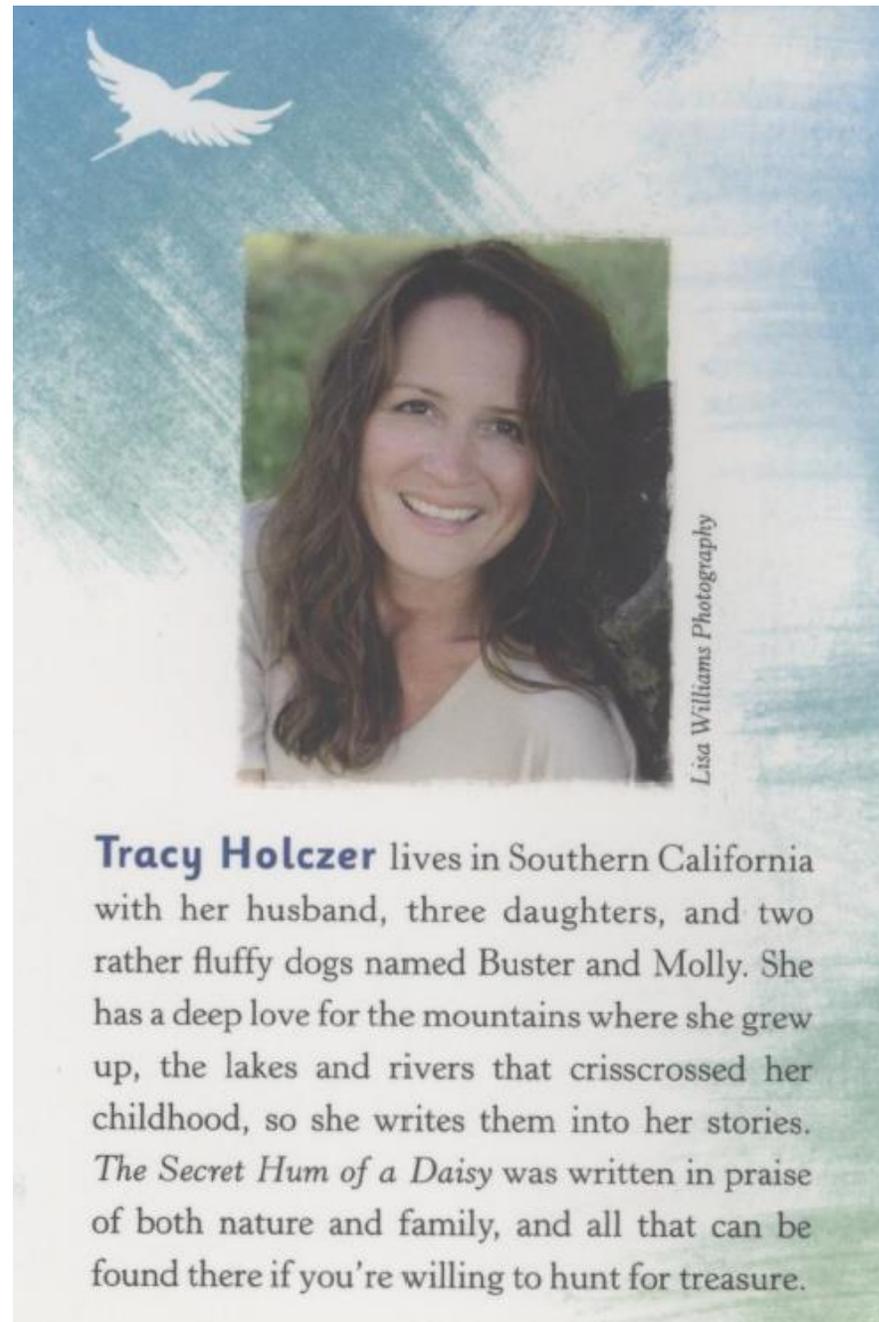
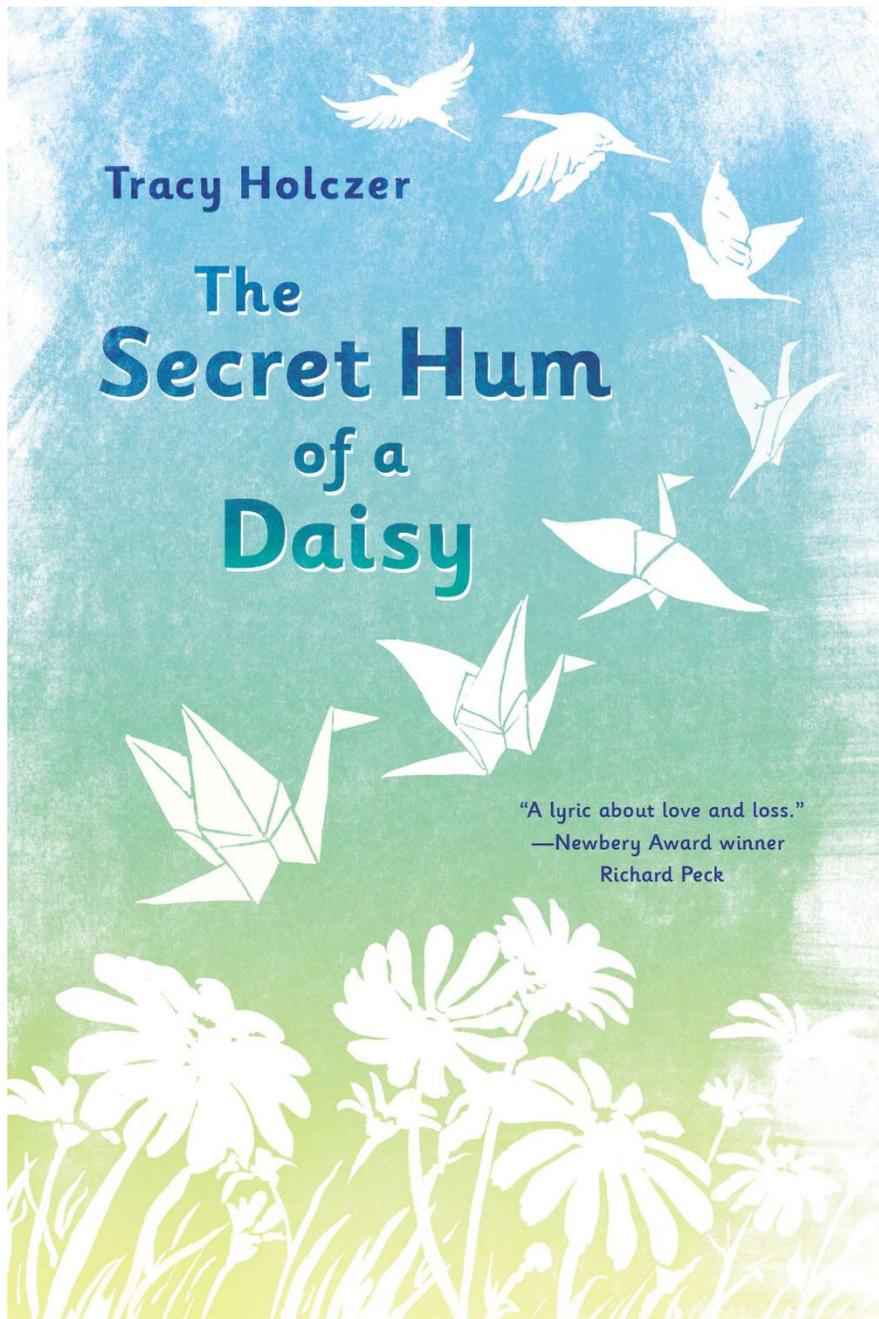
650 \_0 Jazz \$z Louisiana \$z New Orleans.

655 \_7 Jazz. \$2 lcgft

655 \_7 Methods (Music) \$2 lcgft

655 \_7 Scores. \$2 lcgft





*On book jacket:*

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Young Readers Group*

*Found on Goodreads  
website:*

"A wonderful middle  
grade book"

"This is a great book  
for a middle schooler"

"a middle grade novel"

ZHOU LONG

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总谱

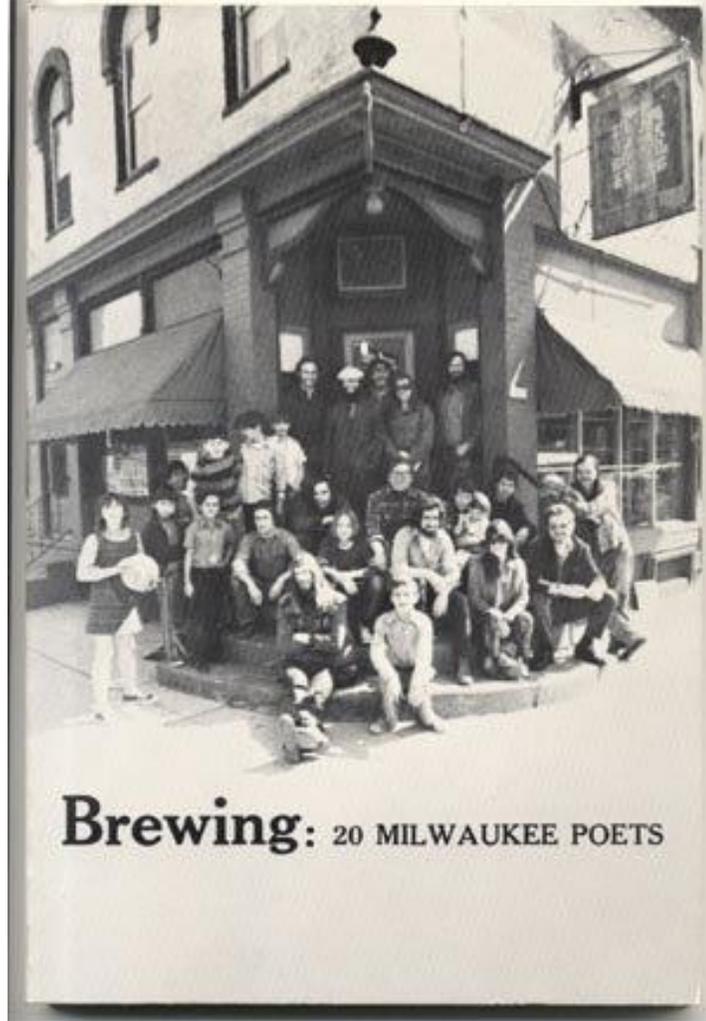
周龙

Zhou Long

Born in Beijing in 1953, Zhou Long graduated from the Central Conservatory in 1983, and served as the Composer-in-Residence with the China Broadcasting Symphony before he came to the United States in 1985. He has received a doctorate from Columbia University in New York in 1993, where he studied with Chou, Davidovsky and Edwards. In nearly 30 years as the music director of Music From China in New York, he has received Adventurous Programming Award (1998) and Concert Award (2011) from ASCAP. He has received numerous awards and commissions, including 2003 Academy Award in Music from the American Academy of Arts and Letters. His music of all genres has been widely performed and recorded. Mr. Zhou has become the first Asian American to win the Pulitzer Prize in Music with his opera *Madam White Snake* in 2011. Zhou Long is currently a Distinguished Professor of Composition at the UMKC Conservatory.

MUSIC DEPARTMENT

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245 00 Brewing : \$b 20 Milwaukee poets / \$c edited by Martin J. Rosenblum ; photographs by G. Reed.

246 30 20 Milwaukee poets

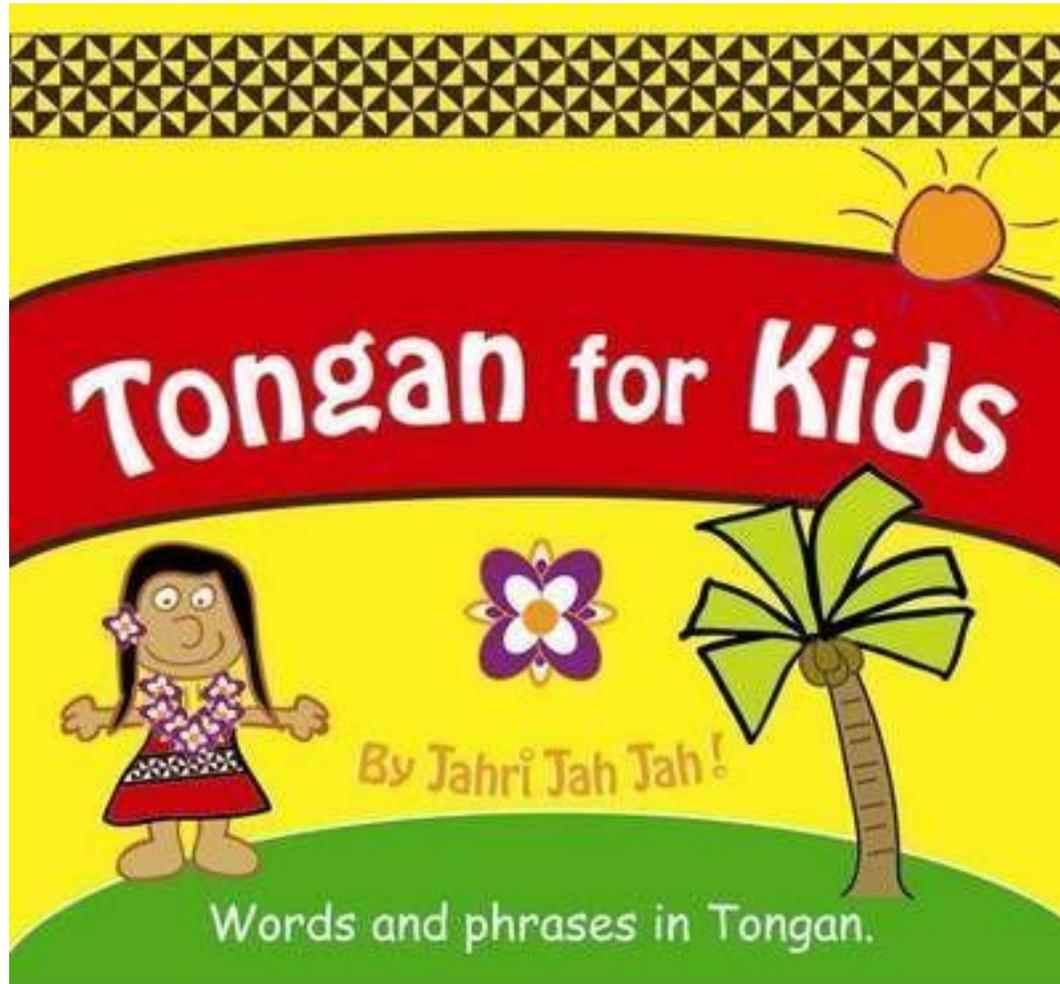
246 3\_ Twenty Milwaukee poets

490 1\_ The city anthology series of American poetry

650 \_0 American poetry \$z Wisconsin \$z Milwaukee.

650 \_0 American poetry \$y 20th century.

651 \_0 Milwaukee (Wis.) \$v Poetry.



- 100 0\_ Jahri Jah Jah, \$d 1968- \$e author.
- 245 10 Tongan for kids / \$c by Jahri Jah Jah!.
- 246 1\_ \$i Subtitle on cover: \$a Words and phrases in Tongan
- 246 1\_ \$i Subtitle on back cover: \$a Learn to speak words and phrases in Tongan
- 650 \_0 Tongan language \$v Terms and phrases \$v Juvenile literature.
- 650 \_0 Tongan language \$v Conversation and phrase books \$x English \$v Juvenile literature.
- 650 \_0 Tongan language \$v Glossaries, vocabularies, etc. \$v Juvenile literature.
- 650 \_0 Picture dictionaries, Tongan \$v Juvenile literature.
- 655 \_7 Picture dictionaries. \$2 lcgft
- 655 \_7 Phrase books. \$2 lcgft



245 00 Los Angeles sentinel.

310 \_\_ Weekly

362 1\_ Began in 1933.

650 \_0 African Americans \$z California \$z Los Angeles \$v Newspapers.

651 \_0 Los Angeles (Calif.) \$v Newspapers.

651 \_0 Los Angeles County (Calif.) \$v Newspapers.

655 \_7 Newspapers. \$2 lcgft

655 \_7 African American newspapers. \$2 ngl

*SEE ALSO NEXT SLIDE*



# Los Angeles Sentinel

The Los Angeles Sentinel is an African American owned and operated newspaper that puts emphasis on issues concerning the African American community and its readers. It's a highly regarded paper that significantly influences the perceptions, attitudes and buying decisions of its readership.



The first Los Angeles Sentinel staff, photo taken in 1933

The paper was established in 1933 by Col Leon H. Washington. Mrs Ruth Washington, the wife of Col Washington, remained the publisher until her death in 1990. Attorney Kenneth R Thomas (President/CEO 1990-1997), and his wife, Jennifer Thomas (President/CEO 1997-2004), purchased the newspaper in 1983 and remained the owners until 2004, when it was

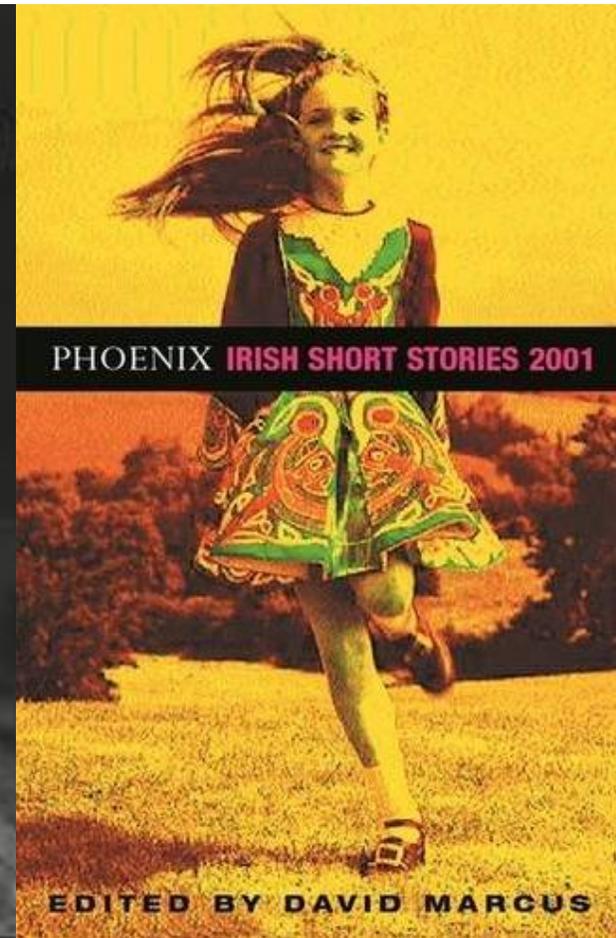
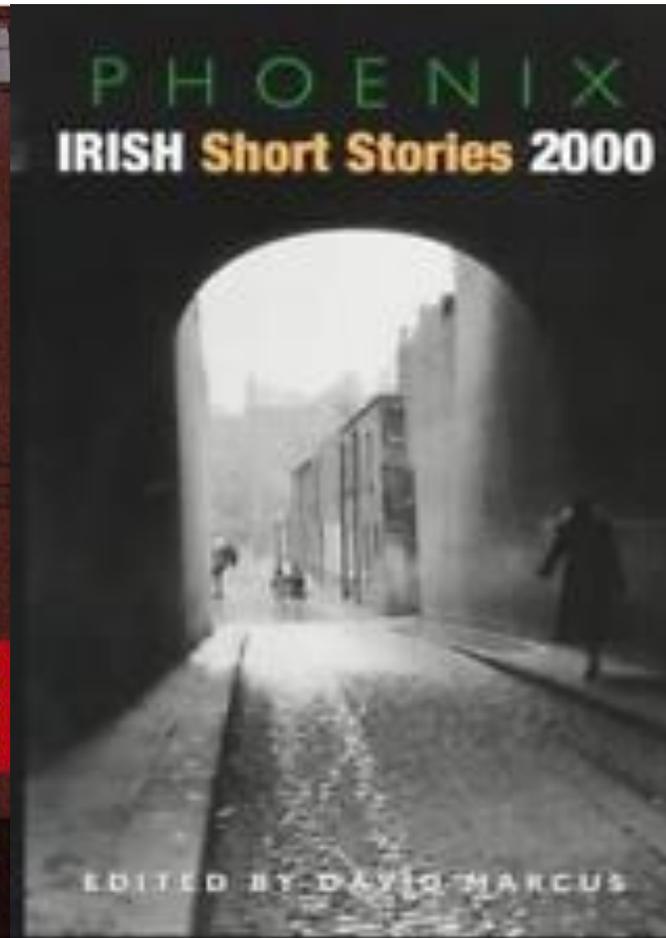
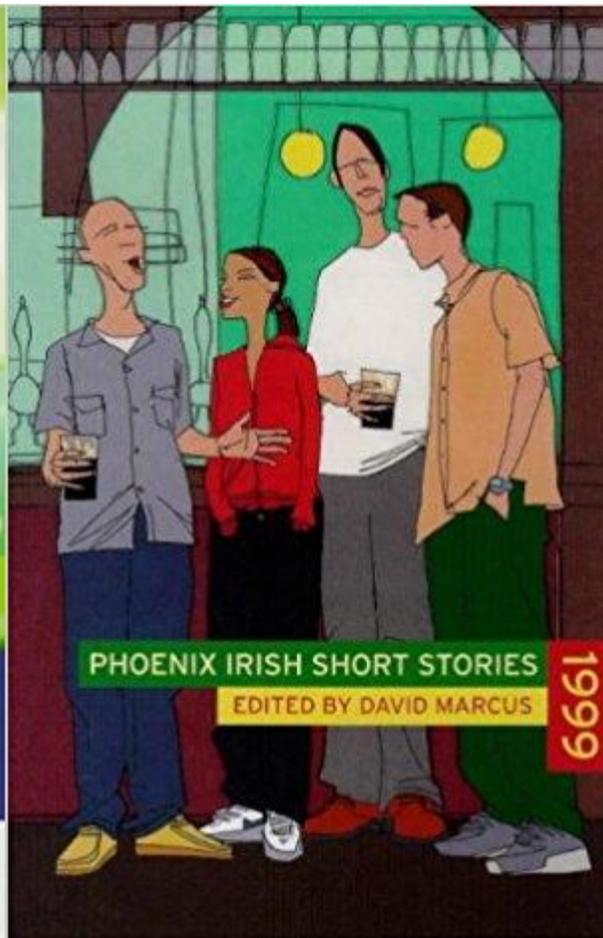
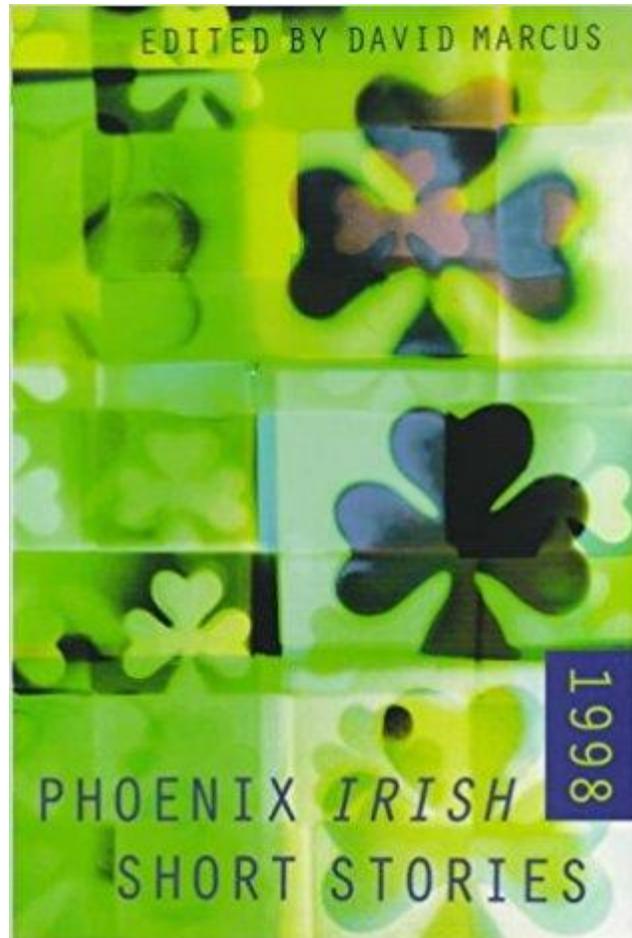
purchased by Danny J Bakewell, a well known and successful real estate developer, businessman, and philanthropist. Mr. Bakewell Sr. became the executive publisher, chairman and chief executive officer in March 2004.

OUR HISTORY

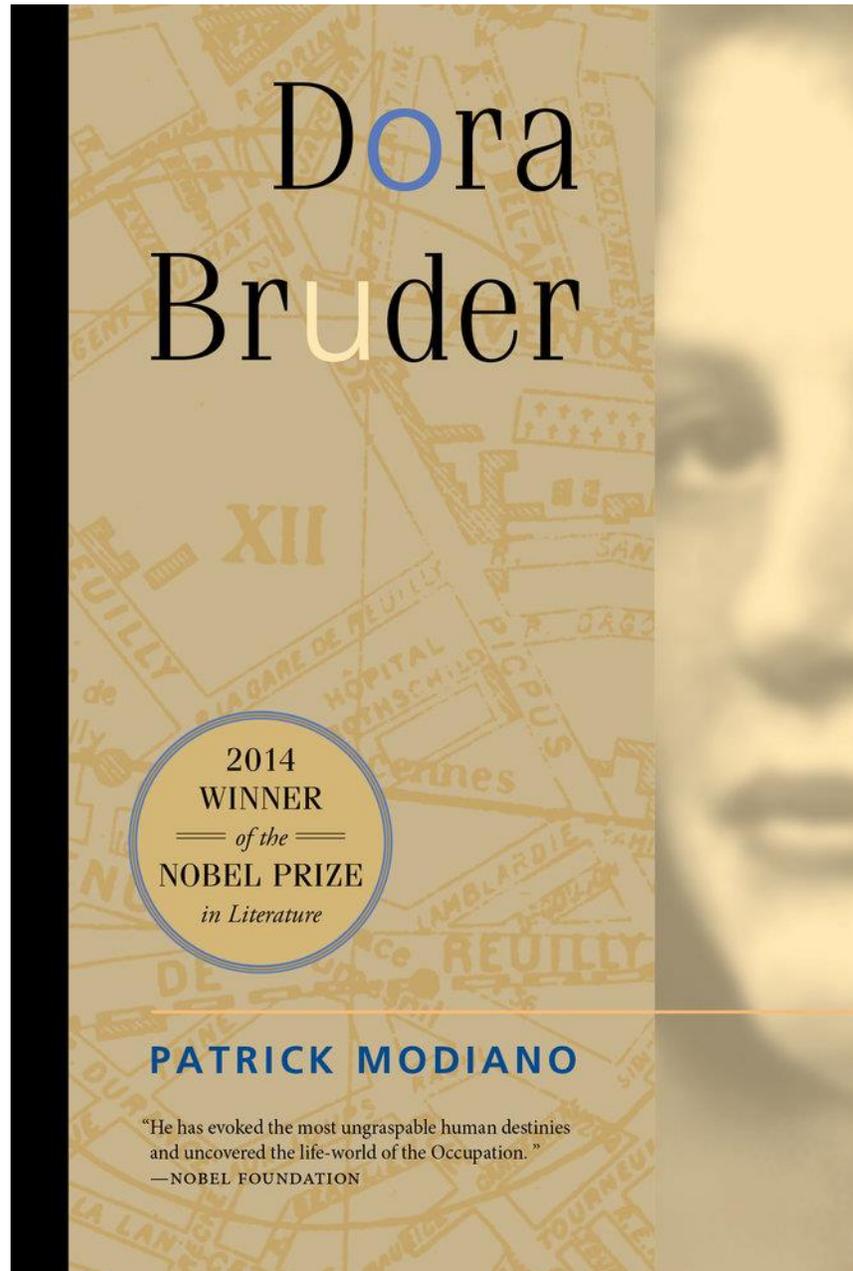
The Sentinel is published weekly on Thursdays and boasts a readership of over 125,000. Like a weekly magazine, The Sentinel stays in the home from week to week and is the largest paid African American owned newspaper in the West, having a paid ABC audited circulation.

- The SENTINEL is the largest Subscriber paid African American owned newspaper on the West Coast with a readership of 150,000.
- It is the only paid-circulation African American newspaper in Southern California.
- The SENTINEL is a broadsheet newspaper with specifications conforming to S.A.U. Standards.
- The Los Angeles Black consumer market is the second largest in the nation with income in excess of \$20 billion annually. SENTINEL readers' account for over \$7 billion in annual income, making our readership one of the most lucrative target markets in the U.S. Our advertising rates are the most reasonable, especially when compared to other media. Our advertisers reach a large, loyal audience with a full-page cost of less than two cents per reader.
- The SENTINEL has a documented history of over 70 years of service to the community. Supporting such civic organizations as: Brotherhood Crusade, Mothers In Action, Sabriya's Castle of Fun Foundation, African American Unity Center, NAACP, American Red Cross, S.C.L.C., UNCF, Urban League, YMCA and the Religious Councils of all denominations.

*An annual cataloged as a serial*

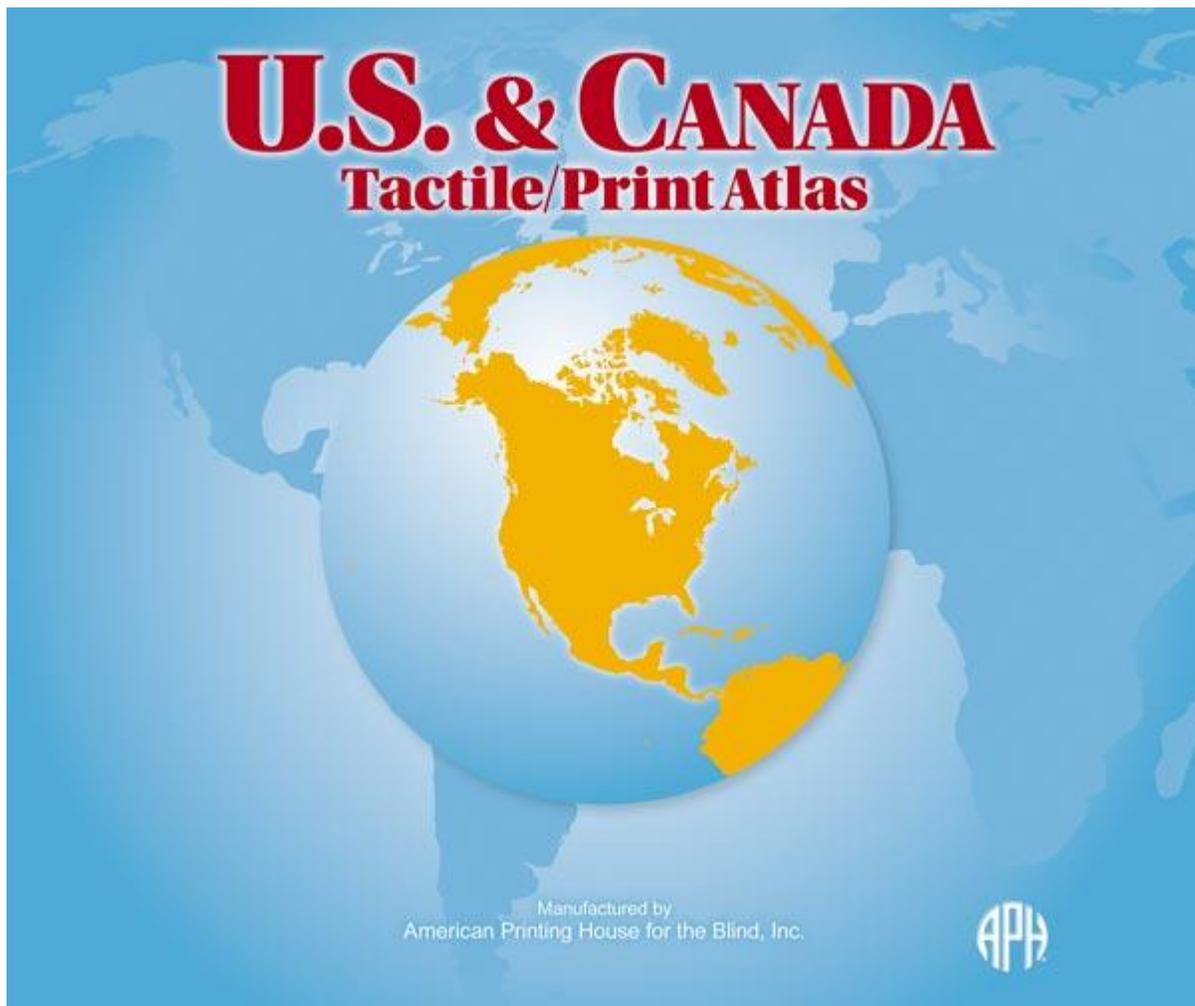


Most authors are from either the Republic of Ireland or Northern Ireland; others are of Irish heritage living in other countries.



*Back cover:*

PATRICK MODIANO was awarded the 2014 Nobel Prize in Literature and is one of the most celebrated French novelists of his generation. *Dora Bruder* has been translated worldwide into twenty languages.



## U.S. and Canada Tactile-Print Atlas

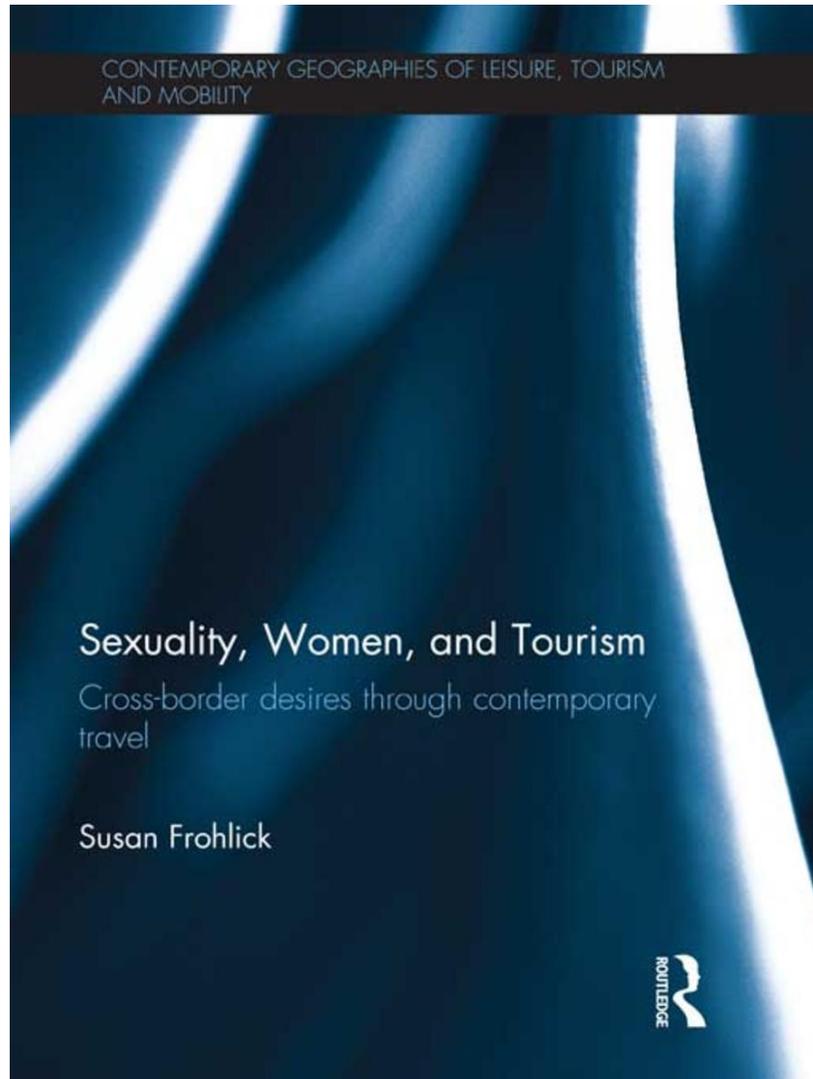
The U.S. & Canada Tactile/Print Atlas is a reference volume of thematic maps for use in geography, history, or social studies classes in middle grades or higher, or for general informational use outside the classroom.

Each page spread has a combined braille and print key paired with a print map in contrasting colors and a clear tactile overlay. The maps are held in a three-ring binder, so pages can easily be removed as needed. The page size is 11.5 x 11 inches, with some larger maps presented as foldouts.

### Included Maps

- North America
- Canada & the U.S. – Major Cities
- Canada & the U.S. – Land Regions
- Canada & the U.S. – Elevation
- Canada & the U.S. – Climate
- Canada
- Canada – Western Provinces
- Canada – Eastern Provinces
- The United States (foldout)
- Northeastern United States
- U.S. – Rivers (foldout)
- U.S. – Economy (foldout)
- U.S. – Northwest (two pages)
- U.S. – Southwest (two pages)
- U.S. – Midwest and Great Plains (two pages)
- U.S. – South (two pages)
- U.S. – Middle Atlantic
- U.S. – Middle Atlantic Coast
- U.S. – Northeast
- U.S. – New England Coast
- U.S. – Alaska
- U.S. – Hawaii

Age Range: 11 and Up



*Preliminary page:* “Susan Frohlick is Associate Professor of Cultural Anthropology at the University of Manitoba, Canada.”

*Page xv:* “like most anthropologists, I cherish being in the field above all”

*Page xvii:* “Many students in both undergraduate and graduate courses over the past few years have allowed me to discuss my work ...”

*Page 3:* “These observations of mine as a cultural anthropologist ...”

*Page 10:* “familiar to me as a white heterosexual Euro-Canadian woman ... My own history of traveling to Europe and other countries abroad as a young woman in the late 1970s ...”

# The Grass Flute Zen Master: Sodo Yokoyama

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*Back cover:*

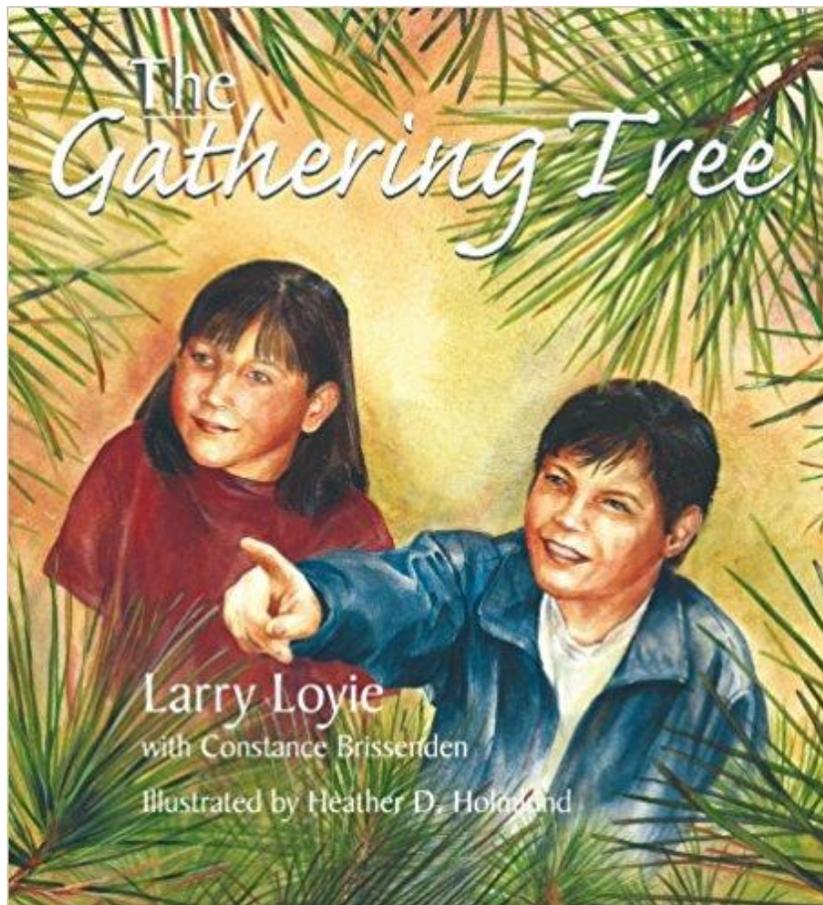
“Arthur Braverman is an American author and translator, primarily translating from Japanese to English. A Zen Buddhist practitioner, Braverman lived in Japan for seven years and studied at Antai-ji temple in 1969 training under Kosho Uchiyama. He lives in Ojai, California.”



Arthur Braverman

## A children's book about HIV with a First Nations storyline

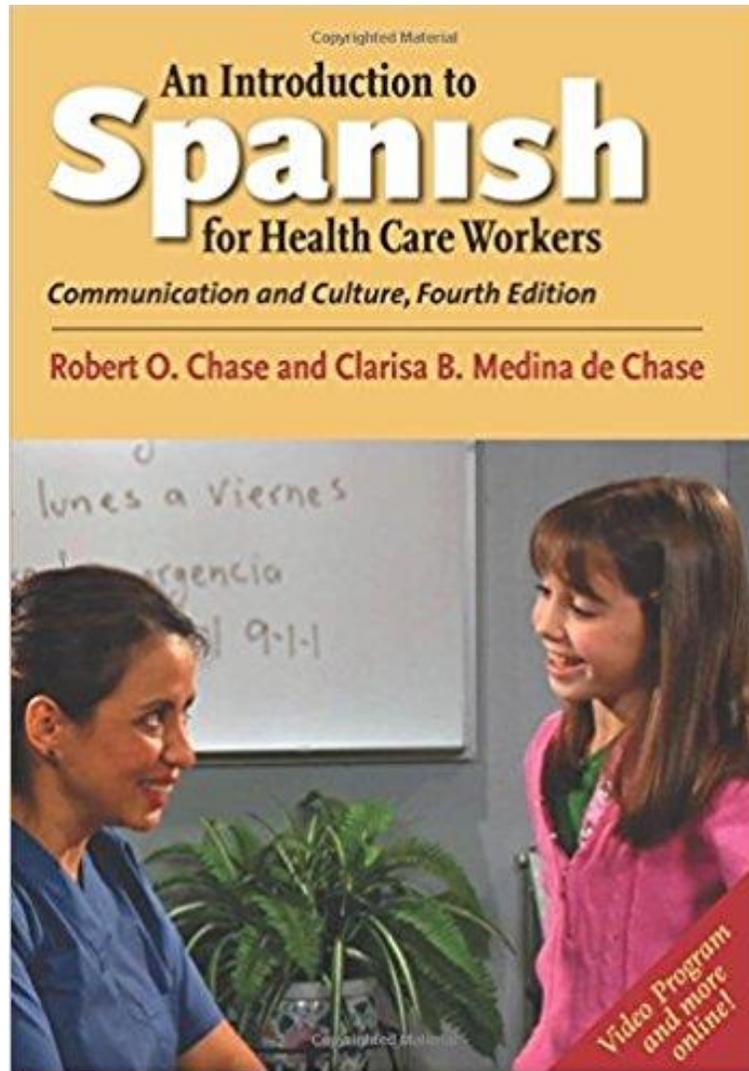
Includes study material for students, teachers, parents, health educators and others



**Author Larry Loyie** was born in Slave Lake, Alberta. He spent his early years living a traditional Cree life and treasures the lessons he learned from the elders. He went to residential school from the age of 10 to 14, then began his working life. Larry returned to school later in life to fulfill his childhood dream of becoming a writer. He received the 2001 Canada Post Literacy Award for Individual Achievement (British Columbia). In 2003, Larry was the first First Nations writer to win the Norma Fleck Award for Canadian Children's Non-Fiction for his first children's book *As Long as the Rivers Flow*.

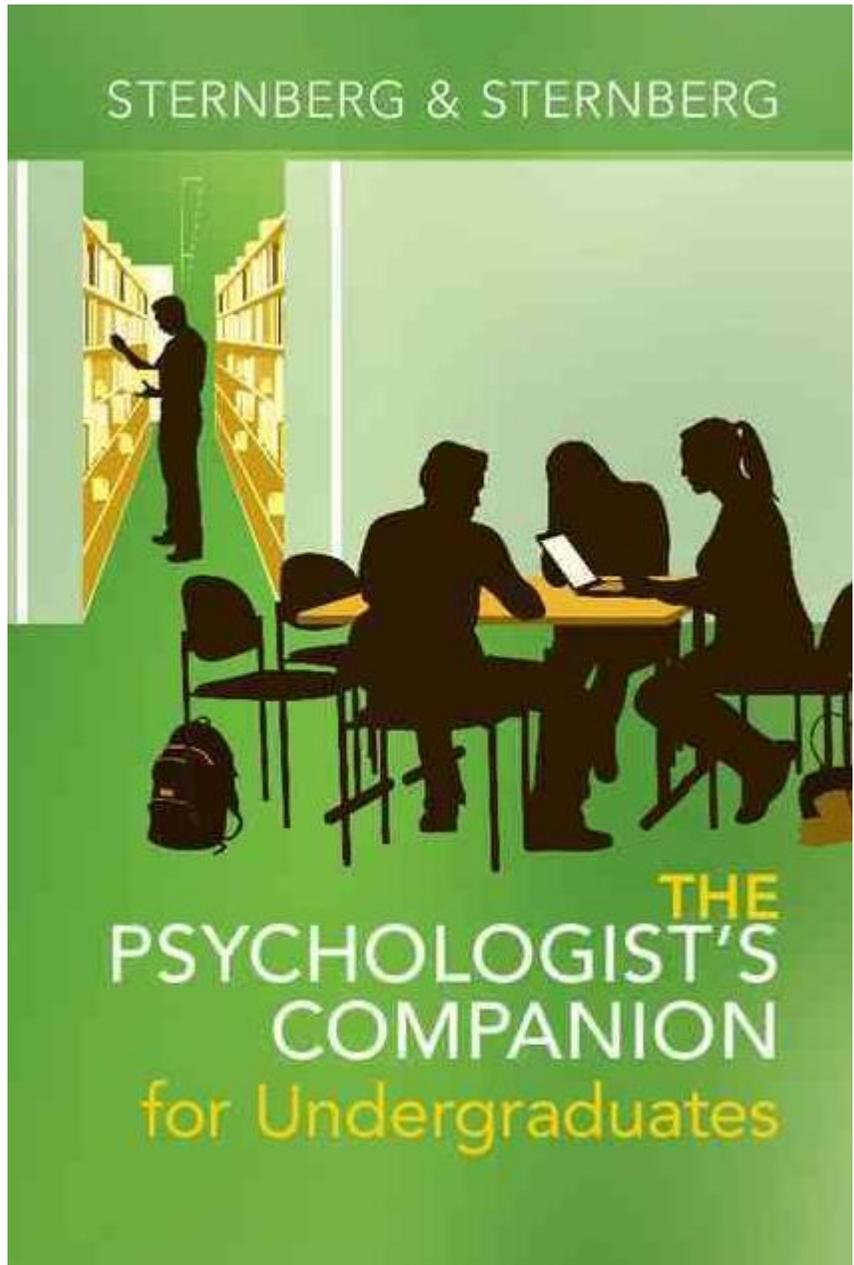
**Co-author Constance Brissenden** BA, MA is a freelance writer and editor. She is the author of 14 books of travel and history. In 1993, Constance and Larry formed Living Traditions Writers Group ([www.firstnationswriter.com](http://www.firstnationswriter.com)) to encourage First Nations people to write about their traditions and stories.

**Illustrator Heather D. Holmlund** has roots in the northern town of Fort Frances, Ontario, where she grew up. Her source of artistic vision has always been the spiritual essence of the Canadian landscape and its people. Heather attended York University in the visual arts program, before making her home in Pickering, Ontario. She is the award-winning illustrator of *As Long as the Rivers Flow*.



*An Introduction to Spanish for Health Care Workers* facilitates better communication between health care providers and the growing Spanish-speaking community in the United States. It is not a phrase book or a translator. It is a first course in Spanish, progressively merging conversation and a health care lexicon in various medical contexts. Although it does not call for a prerequisite knowledge of Spanish, this book is also helpful to people who speak limited Spanish and aspire to apply their Spanish in a medical setting. Topics include building the patient-practitioner relationship, the patient's chief complaint, taking medical history, and defining current symptoms. We progress to injuries, pharmacotherapy, diet and nutrition, tests and procedures, diagnoses, and specialized topics such as hospitalizations, dentistry, illnesses, tropical and infectious diseases, mental health, palliative care, maternity, and sexual protection.

**Robert O. Chase** is a social worker and a pretrial competency examiner for the Connecticut Department of Mental Health and Addiction Services. An American-Dominican citizen, he teaches Spanish at local hospitals and at Tunxis Community College, drawing on rich Latin-American immersion experiences. **Clarisa B. Medina de Chase** is a rehabilitation therapist at Connecticut Valley Hospital. A Dominican-American citizen, she appreciates the value and challenges of learning to successfully function in multiple sociocultural and linguistic contexts.



*Back cover:* “Tailored specifically for undergraduate students, this Companion offers uniquely comprehensive coverage of the topics necessary for successful communication in psychology, making it a valuable resource for research methods and introductory psychology courses.”

*Introduction:*

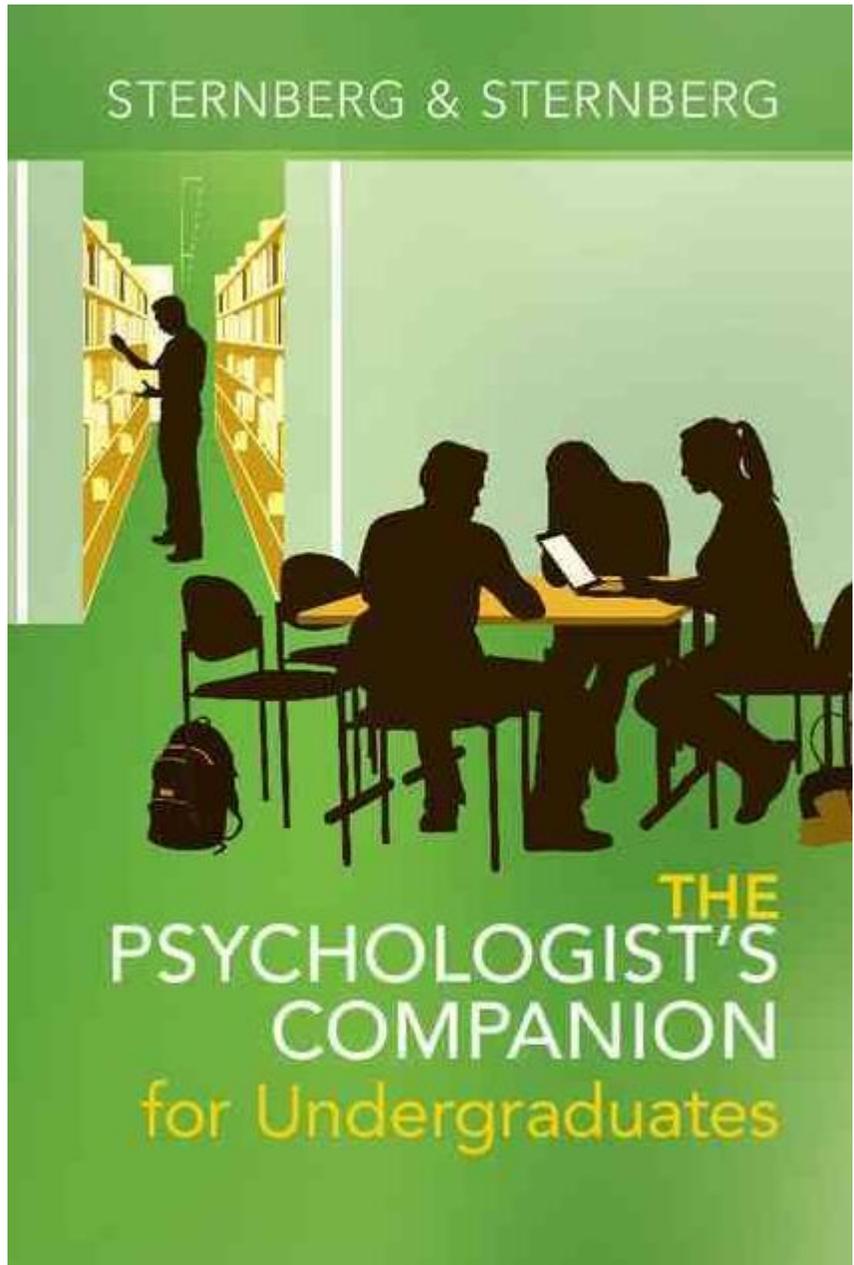
“Most students and even faculty in psychology and related disciplines receive little or no formal training in how to communicate effectively. ...

The purpose of this book is to provide the basic information that students and professionals alike need to communicate well and succeed in psychology and related disciplines. ...

Chapter 1 is on getting started. It discusses how you can learn about and communicate effectively in psychology and related fields. It contains tips for ensuring that you will make the very best use possible of your college experiences in psychology and related fields.

Chapter 2 presents and discusses eight common misconceptions that students hold about psychology papers. ...”

**SEE ALSO NEXT SLIDE**



*Back cover:*

Robert J. Sternberg is Professor of Human Development at Cornell University

Karin Sternberg is Research Associate in the Department of Human Development at Cornell University

**SEE ALSO NEXT SLIDE**

# Robert Sternberg

[CHE](#) > Human Ecology Bio Page

**SEE ALSO NEXT SLIDE**



## Robert Sternberg

Professor

B44 Martha Van Rensselaer Hall

Phone: (607) 255-1452 Fax: (607) 255-9856

Email: [rjs487@cornell.edu](mailto:rjs487@cornell.edu)

View Cornell University [Contact Info](#)

[Curriculum Vitae](#)

### Biographical Statement:

Robert J. Sternberg is Professor of Human Development in the College of Human Ecology at Cornell University. He was previously President and Professor of Psychology and Education at the University of Wyoming. Before that, he was Provost, Senior Vice President, Regents Professor of Psychology and Education, and George Kaiser Family Foundation Chair of Ethical Leadership at Oklahoma State University. He also is Honorary Professor of Psychology at Heidelberg University.

He was previously Dean of Arts and Sciences and Professor of Psychology and Education at Tufts University, and before that, IBM Professor of Psychology and Education, Professor of Management, and Director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University. He is a Past President of the American Psychological Association, the Eastern Psychological Association, Federation of Associations in Behavioral and Brain Sciences, and the International Association for Cognitive Education and Psychology, as well as Treasurer of the Association of American Colleges and Universities. He currently is Editor of Perspectives on Psychological Science. He holds 13 honorary doctorates and is a fellow of the American Academy of Arts and Sciences and the National Academy of Education. Sternberg has won both of the top awards from APS: the William James Award and the James McKeen Cattell Award. He is also the winner of the APA Div. 1 Ernest Hilgard Lifetime Achievement Award for Contributions to General Psychology

Sternberg is the author of over 1600 refereed publications. His H index is 166 and his i10 index is 828. He has been cited 116,674 times. His main research interests are in intelligence, creativity, wisdom, thinking styles, teaching and learning, love, jealousy, envy, and hate.

[College of Human Ecology](#)

[Department of Human Development](#)

**Teaching and Advising Statement:**

I taught HD 1150, Introduction to Infant and Child Development, and the accompanying section, HD 1160, in the fall of 2014. In the spring of 2015 I taught HD 4440 and HD 6440, the undergraduate and graduate sections of my course on The Nature of Intelligence. In the fall of 2015, I taught HD 1100, Lifespan Development, as well as HD 4450 and 6450, Ethical Challenges in the Behavioral and Brain Sciences. In the fall of 2016, I taught HD 1100 and also HD 4440 and 6440. I also advise 10 undergraduate students who come to my weekly lab meetings, some of whom sign up for credit through independent study. The lab meeting does not have a course number. I base my instruction on the augmented theory of successful intelligence, meaning that I emphasize in teaching and assessment creative, analytical, practical, and wisdom-based/ethical thinking.

Together with my wife, Karin Sternberg, I revised our cognitive-psychology textbook with Cengage

Cognitive Psychology (7th ed.).

With Karin, I also produced this year

The Psychologist's Companion (6th ed.)

The Psychologist's Companion for Undergraduates.

I also wrote three texts for advanced students and junior faculty:

Psychology 101 1/2 (2nd ed.)

Starting Your Career in Academic Psychology

Career Paths in Psychology (3rd ed.)

I was listed as one of the "top 33 psychologists for psychology textbook citations by Griggs & Christopher, 2016, in Teachign of Psychology. I was ranked #5, and #3 among those still living.

## BULLY- PROOFING OUR SCHOOLS



Dr. Len Fellez

Cheryl Drewel

## ABOUT THE AUTHORS

**Dr. Len Fellez has been an educator and administrator for the past thirty-five years, holding principalships at the elementary, middle and high school levels. Dr. Fellez presently works as a principal of an alternative school (grades 7-12) in the Seattle area. Dr. Fellez has authored several best selling books, including Guerrilla Parenting, Your Child's Self-Esteem, and The Impact of the School Climate on Achievement.**

**Cheryl Drewel has been an educator and administrator for the past thirty-three years. She currently is an instructor for Western Washington University. Ms. Drewel offers a broad base of experience serving as National Violence Prevention Trainer for the National Organization of Mothers Against Violence in America, member of the Washington State SPI Model Bullying Policy Committee, Washington DC Chief Council of Secondary School Officers Health Portfolio Assessment and served as a K-12 Health Education Curriculum Specialist, Prevention Intervention and Safe and Drug Free Coordinator, and classroom teacher.**

# SACO Exercise 1 - LCGFT

Based on the information provided in the following slides, you will create a SACO proposal.

You are cataloging an English translation of Machiavelli's play, *La mandragola*:

100 1\_ Machiavelli, Niccolò, \$d 1469-1527, \$e author.

240 10 Mandragola. \$l English \$s (Shawn)

245 14 The mandrake / by Niccolò Machiavelli ; translated by Wallace Shawn.

264 \_1 New York, N.Y. : \$b Dramatists Play Service, Inc., \$c [1978]

There's no mention of it in the text of your book, but you were an Italian major (lucky!) and you know that this play is an example of *commedia erudita*. You first search LCGFT to see if this genre/form is already established.

Comedy monologues

USE [Humorous monologues](#)

**Comedy plays**

UF Comedic drama

Comedic plays

Comedies (Drama)

Comedy drama

Comic drama

Comic plays

Humorous drama

Humorous plays

BT [Drama](#)

[Humor](#)

RT [Tragicomedies](#)

NT [Bawdy plays](#)

[Comedies of humours](#)

[Comedies of manners](#)

[Comedy sketches](#)

[Commedia dell'arte](#)

[Farces](#)

[Kotéba plays](#)

[Kyōgen plays](#)

[Sentimental comedies](#)

Comedy programs, Radio

USE [Radio comedies](#)

**Commedia dell'arte**

Scenarios, scripts, and lazzi of comedies popular in the 16th-18th centuries that were improvised by professional actors within a conventional framework of masked stock characters and rehearsed comic routines.

UF Arte, Commedia dell'

Commedia a soggetto

Commedia all'improvviso

Commedia all'italiana

Commedia dei maschere

Commedia dei zanni

Italiana, Commedia all'

Maschere, Commedia dei

Soggetto, Commedia a

Zanni, Commedia dei

BT [Comedy plays](#)

**Commemorative works**

Works produced as a memorial or in honor of a person, place, or event.

NT [Cremation volumes](#)

[Cruise books](#)

[Elegies](#)

[Epitaphs](#)

[Epithalamia](#)

[Eulogies](#)

[Festschriften](#)

[Obituaries](#)

[Scrapbooks](#)

[Toasts \(Speeches\)](#)

[Yearbooks](#)

Subject (left match) 

75 records per page 

**Commedia dell'arte**

[\[PQ4155-4159 \(History\)\]](#)

[\[PQ4236-4238 \(Collections\)\]](#)

UF Comic literature

Literature, Comic

BT [Acting](#)

[Comedy](#)

[Farce](#)

[Italian drama \(Comedy\)](#)

RT [Improvisation \(Acting\)](#)

NT [Pantaloon \(Fictitious character\)](#)

[Punchinello \(Fictitious character\)](#)

**Commedia dell'arte in art** (Not Subd Geog)

Commelina

USE [Dayflowers](#)

Commelina communis

USE [Asiatic dayflower](#)

Commelina debilis

USE [Asiatic dayflower](#)

# SACO Exercise 1 - LCGFT

Darn! The term you want to use isn't in LCSH either.

You could assign the broader term **Comedy plays**. But you really want to give the specific genre/form for this work, so you decide to do a SACO proposal. You know that LC won't just take your word for it, so you do some authority research in several dictionaries and encyclopedias.

*Hodgson, Terry. The Drama Dictionary, ©1988*

**Commedia erudita.** 'Learned comedy'. The written comedy of Italy in the early sixteenth century, as compared with the improvised Commedia dell'Arte. A realistic and sardonic form of comedy, best represented perhaps by *La Mandragola* (c.1518) by Machiavelli and *I Suppositi* (1509) by Ariosto. It derived from the Roman farce of Terence (c.190 or c.180-159 B.C.) and Plautus (c.254-184 B.C.).



# Commedia erudita

ITALIAN DRAMATIC FORM

WRITTEN BY: [The Editors of Encyclopædia Britannica](#)

[See Article History](#)

**Commedia erudita**, (Italian: “learned comedy”), 16th-century Italian dramatic form that, unlike its theatrical contemporary, the [vernacular](#) and improvisational [commedia dell’arte](#), followed scripts written in Latin or Italian that were based on the scholarly works of earlier Italian and ancient Roman authors. Because the language used in the commedia erudita was not easily comprehensible to the general public, these plays were performed for the nobility, usually by nonprofessional actors (*dilettanti*). Sources for commedia erudita included the comedies of the Roman dramatists Plautus and Terence and works of the 14th-century Italian humanist [Giovanni Boccaccio](#). Other dramas were contributed by [Ludovico Ariosto](#), considered the best writer of early Italian vernacular comedy and a principal figure in the establishment of this literary form; the philosopher-playwright [Giambattista della Porta](#), author of a number of stinging satires; and [Niccolò Machiavelli](#), whose *La mandragola* (1524; “The Mandrake”) was one of the outstanding comedies of the century.

Themes, motifs, situations, and the use of stock characters by the commedia erudita greatly influenced the commedia dell’arte, whose [repertoires](#), especially in northern Italy, resembled the commedia erudita in their tight structures based on the three dramatic unities (time, place, action).

*The New Penguin Dictionary of the Theatre, 2001*

**commedia erudita** An Italian theatrical form of the 16th century, a more scholarly counterpart to the commedia dell'arte. Unlike the commedia dell'arte, the commedia erudita was based upon written scripts (derived largely from the comedies of Plautus and Terence) and was intended for performance before educated audiences. Among those who wrote for the commedia erudita were Aretino, Ariosto, Della Porta, and Machiavelli.

*The Methuen Drama Dictionary of the Theatre, 2011*

**commedia erudita** In 16th-century Italy, a more scholarly version of the commedia dell'arte. Unlike the latter, it was performed to educated audiences and used written scripts, many derived from the comedies of Plautus and Terence. A representative play is Machiavelli's *La Mandragola* (1520), a satire on Florentine society in which a corrupt priest helps a woman's husband, lover, and mother to betray her. Other writers in the genre were Bernardo Bibbiena, whose *La Calandria* (1506) was adapted from Plautus's *Menaechmi*, Pietro Aretino, who based his *Il Marescalco* (1533) on Plautus's *Casina*, Giambattista Della Porta, who wrote over 30 plays of this kind, and the poet Lodovico Ariosto.

*Pavis, Patrice. Dictionary of the Theatre: Terms, Concepts, and Analysis, ©1998*

**commedia erudita** An Italian brand of comedy of intrigue from the Renaissance, often written by Humanists to counterbalance the rather coarse imitations of the comedies of Plautus and Terence and the popular genre of commedia dell'arte -- for example, *I Suppositi* by Ariosto (1509), *La Mandragola* by Machiavelli (1520).

# SACO Exercise 1 - LCGFT

Based on the information from the research you have done, prepare a SACO proposal:

155 ## \$a \_\_\_\_\_

455 ## \$a \_\_\_\_\_

455 ## \$a \_\_\_\_\_

555 ## \$w g \$a \_\_\_\_\_

555 ## \$a \_\_\_\_\_

670 ## \$a Work cat.: \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

675 ## \$a \_\_\_\_\_

680 ## \$a \_\_\_\_\_

952 ## \$a LCGFT pattern: \_\_\_\_\_

# SACO Exercise 2 - LCDGT

Based on the information provided in the following slides, you will create a SACO proposal.

You are cataloging a book, and so far your record looks like this:

**100 1\_ Blum, Shellie, \$d 1964- \$e author.**

**245 10 Waterski girl wonder : \$b a journey of perseverance / \$c Shellie Blum.**

**264 \_1 [United States] : \$b [publisher not identified], \$c [2012]**

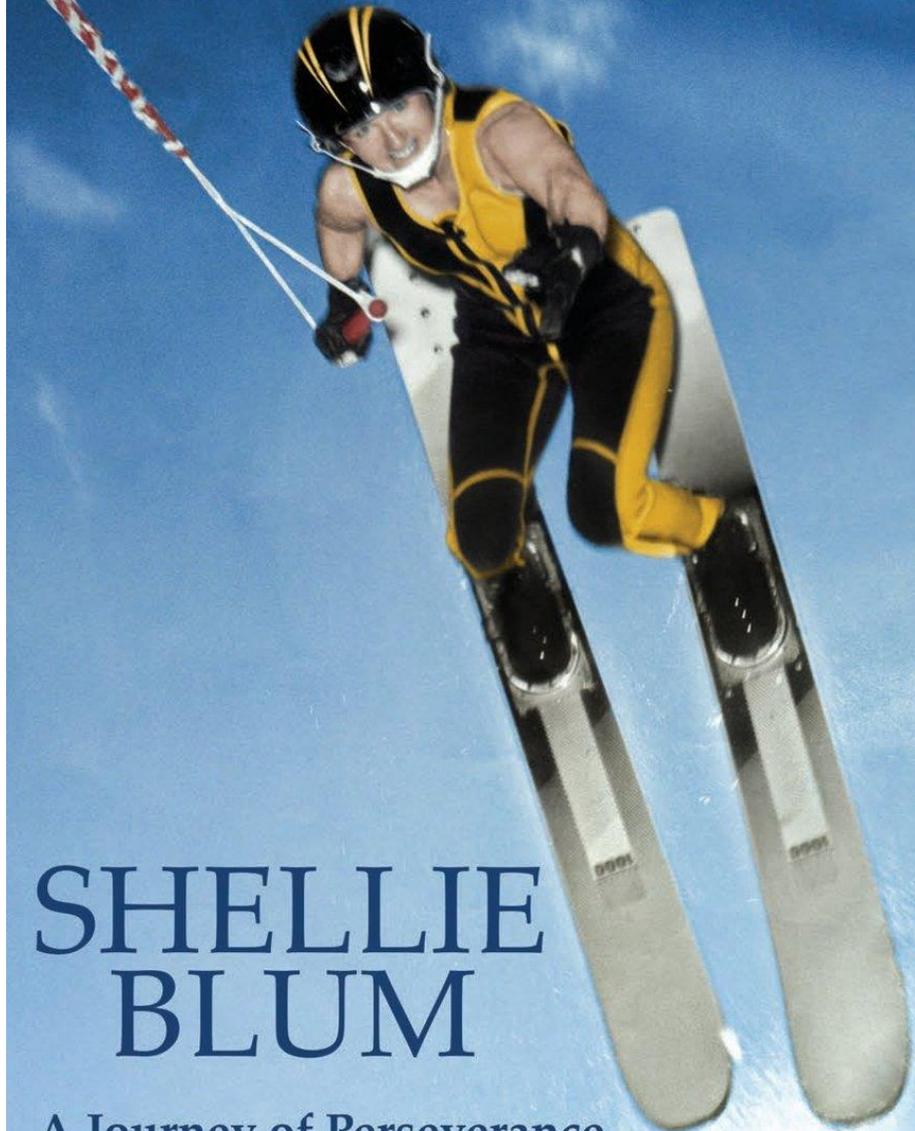
**264 \_4 \$c ©2012**

**300 \_\_ 231 pages : \$b illustrations ; \$c 24 cm**

**600 10 Blum, Shellie, \$d 1964-**

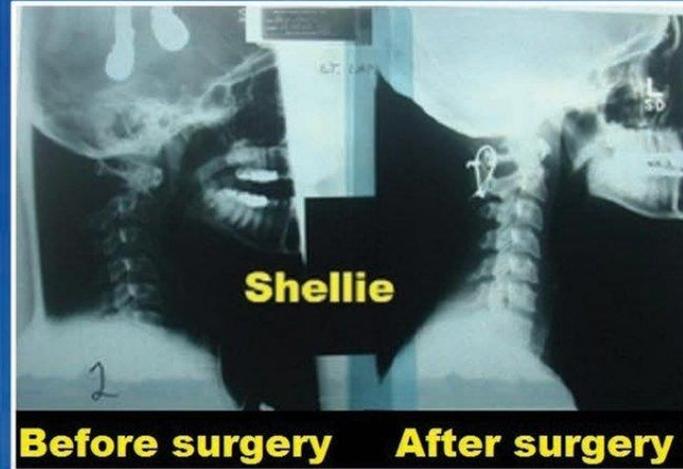
**655 \_7 Autobiographies. \$2 lcgft**

# WATERSKI GIRL WONDER



SHELLIE  
BLUM

A Journey of Perseverance.



Escaping instantaneous death and paralysis from a hangman's broken neck, and shattered right jaw endured in a horrific waterskiing accident is only part of this unbelievable story.

Follow Shellie on her journey from the Ozarks to Egypt and even the back alleys of Hollywood streets as she perseveres through more than her share of grueling set backs.

You don't have to be a waterskier to enjoy this inspiring true story told by the first female freestyle waterski ramp jumper in the World!

ISBN 978-0-9963669-0-8



9 780996 366908

# SACO Exercise 2 - LCDGT

*From inside the book*

*Page 2:* “I was born on Mother’s Day, May 10, 1964, at Camp Lejeune Marine Corps base in Jacksonville, North Carolina”

*Page 18:* “I learned to barefoot water ski from a slalom step off *longline* in back of the boat--on my first try!”

*Page 18:* “I was the only 12-year-old girl barefooting professionally in a ski show in 1976.”

*Page 26:* “The guy skiers’ pre-show duties were nothing compared with what we girls had to do.”

*Page 32:* “My obsession with sports--especially water-skiing”

*Page 39:* “my real joy was jumping the 6-foot jump ramp”

*Page 78:* “She is probably the best if not the only female freestyle skier in the world, and certainly one of the most versatile.”

## SACO Exercise 2 - LCDGT

Based on what you know so far, what demographic group characteristics would you like to record for the creator of this autobiography? Which ones are established already and which ones are not? (See the next screen in addition to your PDF of LCDGT)

# Screenshots from LCDGT in Class Web

## Astronomers

UF Astronomists

BT [Scientists](#)

NT [Planetary scientists](#)

## Astronomists

USE [Astronomers](#)

## Athletes

NT [Australian football players](#)

[Baseball players](#)

[Basketball players](#)

[Figure skaters](#)

[Football players](#)

[Gaelic football players](#)

[Hockey players](#)

[Ice dancers](#)

[Roller derby skaters](#)

[Rugby players](#)

[Soccer players](#)

[Swimmers](#)

## Attachés

USE [Diplomats](#)

## Skaters, Figure

USE [Figure skaters](#)

## Skaters, Roller derby

USE [Roller derby skaters](#)

## Skilled witnesses

USE [Expert witnesses](#)

## Slovak Americans

UF Americans, Slovak

## Slovak speakers

UF Slovakian speakers

Slovincina speakers

## Slovakian speakers

USE [Slovak speakers](#)

## Slovaks

BT [Europeans](#)

## Slovincina speakers

USE [Slovak speakers](#)

## Slovene Americans

USE [Slovenian Americans](#)

## Watanzania

USE [Tanzanians](#)

## Water-colorists

USE [Watercolorists](#)

## Water-colourists

USE [Watercolorists](#)

## Watercolor painters

USE [Watercolorists](#)

## Watercolorists

UF Water-colorists

Water-colourists

Watercolor painters

Watercolour painters

Watercolourists

BT [Painters](#)

## Watercolour painters

USE [Watercolorists](#)

## Watercolourists

USE [Watercolorists](#)

## Wayfarers

USE [Travelers](#)

# Screenshots from LCSH in Class Web

Skidrow

USE [Skid row](#)

**Skiers** (May Subd Geog)

[[GV854.2](#) (Biography)]

BT [Athletes](#)

RT [Skis and skiing](#)

NT [Ski jumpers](#)

[Ski patrollers](#)

[Skiers with disabilities](#)

[Women skiers](#)

Skiers—Wounds and injuries

USE [Skiing injuries](#)

**Skiers with disabilities** (May Subd Geog)

BT [Athletes with disabilities](#)

[Skiers](#)

**Skies in art** (Not Subd Geog)

Water shrew, Pacific

USE [Sorex bendirii](#)

Water shrew (*Sorex palustris*)

USE [Sorex palustris](#)

**Water skiing** (May Subd Geog)

[[GV840.S5](#)]

UF Skiing on water

Waterskiing

BT [Aquatic sports](#)

[Skis and skiing](#)

NT [Barefoot water skiing](#)

[Jet skiing](#)

Water skins

USE [Animal skin containers](#)

Water slides

USE [Waterslides](#)

Waterside workers

USE [Stevedores](#)

Waterskiing

USE [Water skiing](#)

Waterskins

USE [Animal skin containers](#)

**Waterslides** (May Subd Geog)

[[GV1860.W37](#)]

UF Slides, Water

Water slides

BT [Amusement rides](#)

# SACO Exercise 2 - LCDGT

## *Reference sources*

*Webster's New World College Dictionary, ©2010*

skier: a person who skis; related terms: Nordic skier; Jet Skier; heli-skier; water-skier

water-ski: to be towed for sport by holding onto a line attached to a speedboat while standing on water skis; derived form: water-skier

*The American Heritage Dictionary of the English Language, ©2000*

water-ski: To ski on water while being towed by a motorboat;  
—water-skier

# SACO Exercise 2 - LCDGT

Based on the information from the book and the research you have done, prepare a SACO proposal:

072 #7 \$a \_\_\_\_ \$2 lcdgt

150 ## \$a \_\_\_\_\_

450 ## \$a \_\_\_\_\_

450 ## \$a \_\_\_\_\_

550 ## \$w g \$a \_\_\_\_\_

550 ## \$a \_\_\_\_\_

670 ## \$a Work cat.: \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

675 ## \$a \_\_\_\_\_

680 ## \$a \_\_\_\_\_

952 ## \$a LCDGT pattern: \_\_\_\_\_

# SACO Exercise 3 - LCDGT

Based on the information provided in the following slides, you will create a SACO proposal.

You are cataloging a book, and so far your record looks like this:

**245 00 Counterpoint and other poems.**

**264 \_1 Nairobi, Kenya : \$b Oxford University Press, East Africa Ltd., \$c 2010.**

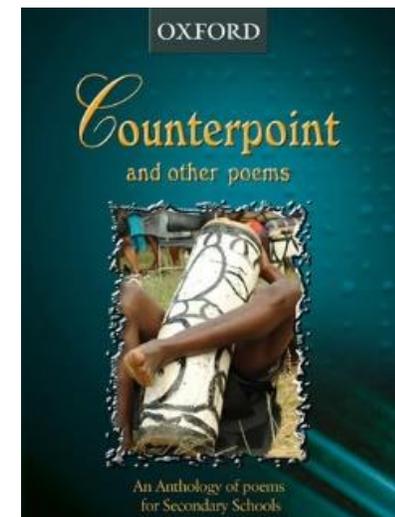
**300 \_\_ xii, 163 pages ; \$c 21 cm.**

**490 1\_ Contemporary African literature (CALi). Poetry**

**650 \_0 East African poetry (English) \$y 21st century.**

**655 \_7 Poetry. \$2 lcgft**

**830 \_0 Contemporary African literature. \$p Poetry.**



*From the foreword:*

Page x: “This anthology has been put together with the express aim of offering early twenty-first century East African readers of English language poetry opportunities for partaking in comprehensive poetic experience.”

Page xi: “The universality of the experience of being human together with the communicability of even the strangest of experiences across human groups partly account for the inclusion of poems by non-East Africans and of previously published poems by East Africans in this anthology. Early twenty-first century East African readers should not find it unduly difficult to understand these ‘strange’ utterances.”

The content of the anthology is chiefly poetry by male and female writers from East Africa, but it also includes a few poems by others (William Blake, Thomas Hardy, Wilfred Owen, Léopold Sédar Senghor, William Shakespeare, and Wole Soyinka)

*Questions:*

Is there a stated audience for this compilation?

Are there any creator/contributor characteristics that ought to be recorded?

**Africans**

NT [Algerians](#)  
[Angolans](#)  
[Basotho](#)  
[Batswana](#)  
[Beninese](#)  
[Burkinabe](#)  
[Burundians](#)  
[Cameroonians](#)  
[Central Africans \(Central African Republic\)](#)  
[Chadians](#)  
[Comorans](#)  
[Congoese \(Brazzaville\)](#)  
[Congoese \(Democratic Republic\)](#)  
[Djiboutians](#)  
[Egyptians](#)  
[Equatorial Guineans](#)  
[Eritreans](#)  
[Gabonese](#)  
[Gambians](#)  
[Ghanaians](#)  
[Guineans](#)  
[Ivoirians](#)  
[Kenyans](#)  
[Liberians](#)  
[Madagascans](#)  
[Mahorais](#)  
[Malawians](#)

[Malians](#)  
[Moroccans](#)  
[Mozambicans](#)  
[Nigerians](#)  
[Nigeriens](#)  
[Réunionese](#)  
[Rwandans](#)  
[Senegalese](#)  
[Seychellois](#)  
[Sierra Leoneans](#)  
[Somalis](#)  
[South Africans](#)  
[South Sudanese](#)  
[Southern Africans](#)  
[Sub-Saharan Africans](#)  
[Sudanese](#)  
[Tanzanians](#)  
[Togolese](#)  
[Tunisians](#)  
[Ugandans](#)  
[Zambians](#)  
[Zimbabweans](#)

Screenshots of LCDGT  
from *Classification Web*

**Balts**

Residents of Estonia, Latvia, and Lithuania collectively.  
UF Baltic States residents  
BT [Europeans](#)

**Carolinians**

Residents of North and South Carolina collectively.  
BT [Americans](#)

**Dakotans**

Residents of North and South Dakota collectively.  
BT [Americans](#)

**Southern Africans**

Residents of Africa south of Congo (Democratic Republic) and Tanzania. For residents of South Africa see South Africans.  
BT [Africans](#)

**Sub-Saharan Africans**

UF Subsaharan Africans  
BT [Africans](#)

East Africa

USE [Africa, East](#)

Screenshots of LCSH from  
*Classification Web*

**East Africa Revival**

UF Balokole

East African Revival

East African Revival Movement

BT [Africa, East—Church history—20th century Revivals—Africa, East](#)

East African art

USE [Art, East African](#)

East African Coast fever

USE [East Coast fever](#)

**East African drama (English)** (Not Subd Geog)

UF English drama—Africa, East

BT [East African literature \(English\)](#)

East African ebony

USE [African blackwood](#)

**East African fiction (English)** (Not Subd Geog)

UF English fiction—Africa, East

English fiction—Africa, English-speaking

BT [East African literature \(English\)](#)

**East African poetry (English)** (Not Subd Geog)

UF English poetry—Africa, East

BT [East African literature \(English\)](#)

**East African Safari Rally**

UF Coronation Safari

Safari Rally, East African

BT [Automobile rallies](#)

East African sculpture

USE [Sculpture, East African](#)

East African swine fever

USE [African swine fever](#)

East African yellow fat-tail scorpion

USE [Parabuthus pallidus](#)

**East Africans** (May Subd Geog)

UF Africans, East

BT [Ethnology—Africa, East](#)

**East Alvord Wilderness (Or.)**

UF East Alvord Wilderness Study Area (Or.)

BT [National parks and reserves—Oregon Wilderness areas—Oregon](#)



## Introduction

### East Africa

The coast until 1856

The interior before the colonial era

The colonial era

### The Horn of Africa

Aksum

The Somali

The Solomonids

Rise of the Oromo

Abyssinia

Revival of the Ethiopian empire

The birth of Somali nationalism

Italian rule

Pan-Somalism

Eritrean nationalism

Somalia irredenta

Cracks in the empire

Militarism in the Horn

Rise of the Dergue

# Eastern Africa

REGION, AFRICA

WRITTEN BY: [D. Anthony Low](#), [Harold G. Marcus](#)

[See Article History](#)

**Alternative Title:** East Africa

**Eastern Africa**, part of sub-Saharan Africa comprising two traditionally recognized regions: East Africa, made up of Kenya, Tanzania, and Uganda; and the Horn of Africa, made up of Somalia, Djibouti, Eritrea, and Ethiopia.

*Merriam-Webster's Geographical Dictionary. Third edition. ©1997*

**East Africa.** A term often used of the area now comprising the countries of Tanzania, Kenya, Uganda, Rwanda, Burundi, and Somalia; sometimes used to include also other neighboring countries of E Africa.

*The American Heritage Dictionary of the English Language. Fourth edition. ©2000*

**East Africa** A region of eastern Africa including southern Somalia, Kenya, Tanzania, and often other nearby areas.

*Oxford Dictionaries website, viewed October 5, 2017*

**East Africa** The eastern part of the African continent, especially the countries of Kenya, Uganda, and Tanzania.

# SACO Exercise 3 - LCDGT

Based on the information from the book and the research you have done, prepare a SACO proposal. Include a scope note.

072 #7 \$a \_\_\_ \$2 lcdgt

150 ## \$a \_\_\_\_\_

450 ## \$a \_\_\_\_\_

450 ## \$a \_\_\_\_\_

550 ## \$w g \$a \_\_\_\_\_

550 ## \$a \_\_\_\_\_

670 ## \$a Work cat.: \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

670 ## \$a \_\_\_\_\_

675 ## \$a \_\_\_\_\_

680 ## \$a \_\_\_\_\_

952 ## \$a LCDGT pattern: \_\_\_\_\_