

of people and the tabulation of results. Another project may be based on the study of manuscripts and/or newspapers and still another project may be based on government publications or those of some specialized agency. The following are fruitful sources of information for researchers in the social sciences:

- A. Newspapers, magazines, published letters, memos.
- B. Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
- C. Government publications (international, national, state, local)
- D. Publications by private agencies, physical remains (buildings, battle areas, artifacts)
- E. Oral interviews, polls and questionnaires, photographs, sound recordings, films

As a rule, a good researcher uses a variety of three, and the use of one leads to the use of another.

Students should consult general reference materials first if they have no background information at all or if the topic is not current. Some suggested reference sources of this type are:

- A. Encyclopedias
- B. Atlas and gazetteers
- C. Almanacs
- D. Yearbooks and handbooks
- E. Biographical dictionaries

If the information is very current, information can be found through the use of

- A. Reader's Guide to Periodical Literature
- B. Vertical files
- C. Newspapers or news magazines
- D. Current biography

One of the most powerful tools for library research, other than the librarian, is the card catalog. This invaluable tool will allow the student to locate information according to the title of a book, subject, or author.

Another excellent, often overlooked, source is community people who can offer oral information about a wide range of topics and events. Students with appropriate topics will find these people a fine source of information which can enrich their projects with unique and often unusual information unavailable from other sources. Other information can be secured from community people in the form of questionnaires or surveys.

Social studies and other teachers with responsibilities for developing skills should not miss the opportunity to provide appropriate instruction in these areas to students working on fair projects: reading, writing, research and reference, study, thinking, and other skills. Instruction should be coordinated with the development of social studies projects.