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Abstract

The computer program described is written in BASIC and, although it was developed for use at Slippery Rock State College, it could be adapted easily for other libraries using Library of Congress classification and cataloging rules. The program uses simple sequences of instructions and explanations followed by questions. Branching is employed to advance students who answer correctly to the next unit of instruction, or to send those who respond incorrectly to remedial questions. While remedial instruction has to be kept at a minimum because of the memory limitations imposed by the college's IBM 370-135 computing system, a special feature does allow students to repeat missed material. Software limitations also prevented automatic graphic presentation of instructional materials, and a manual was developed to accompany the program. Despite its limitations, the program has been highly rated by librarians, library science majors, and undergraduate students at the college and from other institutions. The basic units include a general introduction, drawer arrangement, guide cards, types of catalog cards, catalog card format, information found on a catalog card, filing rules, and subject headings. Sample pages from the program guide, the evaluation questionnaire, and an analysis of evaluation data are attached.

(BBM)
A COMPUTER-ASSISTED INSTRUCTION PROGRAM ON HOW TO
USE A LIBRARY CARD CATALOG: DESCRIPTION, PROGRAM,
AND EVALUATION

by

Richard J. Wood

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Richard J. Wood

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."
One roadblock to further use of computer-assisted instruction (CAI) on all educational levels is the unavailability of programs. Programs are usually developed by instructors for specific, course-related purposes. Thought is seldom given to making the program more widely available through publication, local reproduction and dissemination, or through ERIC. Often programs which could be acceptable to a national audience are not developed; rather, the only audience in the mind of the author is his class. The copyright question, largely unresolved, may prove to be a further hindrance to increased availability of CAI programs. They are virtually never available in any form, therefore, and deter potential authors from developing similar programs. Each time a new program is developed—the authors of CAI programs know, countless hours of reading, writing, and programming are involved. Evaluation, re-programming, and further evaluation occur continuously thereafter in developing an educationally sound and attractive instructional package. The ideal situation, then, is that the locally developed CAI program is made available to other educational institutions at little or no charge and with little or no change in the text. It is in this spirit that the program in this document is made available.

I believe that this program could be used at other colleges and universities with little change. The library at Slippery Rock State College follows ordinary Library of Congress classification and cataloging rules and is a member of the Ohio College Library Center. No strictly local cataloging or filing rules were included in the program. Further, the computer language used is BASIC, one of the most widely known and used languages today. Because programming for CAI is largely a mechanical exercise, it should not be trouble-
some to convert this program into another language in terms of the textual matter and questions which appear. Other features of the program may prove difficult to include. The advantages of BASIC over other languages such as COURSEWRITER in this regard is apparent.

A serious limitation of the program is the inability to achieve the state-of-the-art in computer-assisted instruction. This is the direct result of the limits of the college's IBM 370-135 computing system. The limitations in terms of available words of memory was severe. Sectioning of the material into distinct units and programs, computer-chained together, is one of the consequences. Such chaining itself space, or memory consuming. The repetition can be easily seen by looking at the program statements at the end of each section, or sub-program.

The program, therefore, is a straightforward one which uses simple sequences of instructions and explanations, followed by questions. Branching is employed to advance the student who answers correctly to the next unit or instruction, or used to send the user who answers a question incorrectly to a remedial set or set of questions. Remedial instruction had to be kept to a minimum because of the memory limitations imposed by the computer system. Software limitations were serious, therefore, and prevented automatic graphic presentation of instructional material in the forms of slide or microfiche projection of images. This restriction meant that a manual, or guide had to be developed also for the presentation of sample catalog cards, drawer arrangement, and other illustrations.

There are several features of the program which merit discussion. One feature allows the student to proceed to other units within the program. The basic units of the card catalog program are the following:

a. introduction to a card catalog
b. drawer arrangement
c. guide cards
d. types of catalog cards (author, title, subject, cross reference)
e. catalog card format
f. information found on a catalog card

g. filing rules, and

h. subject headings

When proceeding to another unit, however, the user must begin at the start of the unit. Another possibly unique feature of the program enables the student to backspace approximately ten, twenty, or fifty lines to the beginning of an instruction. This feature causes missed material to be repeated. The backspacing technique was added because remedial instructions had to be kept to a minimum in order to conserve computer memory. The user, however, cannot advance in a similar fashion if he feels that he knows the material which is presented. He can, though, advance to a new unit if the material is well known to him. A pausing feature was added because some instructions were too lengthy and not interrupted by enough questions. The user may hit any key in order to advance after a pause. Material was not interrupted by questions toward the end of the entire program since, to have done so, would have required more computer memory than was available to the author. These features are explained in the manual as well as the program.

Despite such limitations, the program has been rated highly by librarians, library science majors, and by undergraduate students at the college. Five librarians from other institutions, five undergraduate library science majors, and fifteen other college undergraduate students were asked by the author to evaluate the program in the summer of 1978. Eleven qualities of a good program were evaluated. The form and the data collected appear on the next three pages. In terms of organization (3.9), usefulness (3.9), quality (3.7), and comprehensiveness (3.6), a solid A grade was received, based on a 4.0 QPA-type of grade or scale. A high B grade was received for clarity (3.3), speed (3.5), and amount of instruction (3.4). B scores were given for amount of student participation (3.2), feedback (3.3), stimulation (3.2), and difficulty (3.2). Comments of evaluators are included. It should be noted that no evaluators were knowledgeable about CAI.
GUIDE

The following pages are from the Card Catalog Computer-assisted instruction program guide
INTRODUCTION

This guide has been prepared for use with the Computer Assisted Instruction (CAI) program about using the card catalog of Slippery Rock State College Library. It is essential that you have this guide with you when using the program. This program requires the user to respond, at times, with answers which can only be determined by referring to this guide.

TERMINAL LOCATIONS

Any of the teletype (hard copy) or cathode ray tube (CRT) terminals on campus may be used. Several are located in the World Cultures RJE room, the Education Building Math Lab (second floor), and in Vincent Science Hall. A portable unit which may be taken home is available in the Career Laboratory in Maltby Center also. Instructions for operating these terminals are located adjacent to each terminal. A copy of this guide can be borrowed for use outside of the Library.

The terminals located near the Instructional Materials Center circulation desk on the second floor of the Library are the most likely to be used; instructions for operating them are listed below:

OPERATION AND SIGN-ON INSTRUCTIONS:

The following instructions apply to the terminals in the Library:

1. Turn on the CRT unit by flipping the on-off switch to ON. This switch is located under the keyboard on the right side.

2. Take the phone off the hook; dial 7 794-3232. When a high pitched tone is heard, place the receiver, cord end toward you, in the coupling device beside the terminal.

3. If you have done this properly and if the system is operational, the user should be greeted as follows:

   WELCOME TO EDUCATIONAL COMPUTER SYSTEMS
   SLIPPERY ROCK STATE COLLEGE
   PLEASE SIGN ON
4. Type the following: SCARDCAT/BASIC

PRESS the CONTROL (CNTRL) key and then the letter S while holding down the CONTROL key. It is absolutely necessary that you do this after you typed a response; failure to do so will result in complete inactivity of the terminal, i.e., no response.

Wait for a terminal response such as READY, then type: OLD-CDCAT

Await the READY message, then type: RUN

N.B. If the user wants to continue the program from the beginning of the section where he/she last left off, type the number of that section after "OLD-CDCAT"

Example: OLD-CDCAT4
        OLD-CDCAT6

This will cause the program to advance to that numbered section.

If you do not receive this message or get the terror, call the Computer Center at 7 794-7326; the Center's staff will give you the necessary aid.

TYPING MISTAKES:

If you have caught a mistake in typing before depressing the CONTROL key and S, hit the shift key and type three (3) pound signs (###).

Example: YEA###

This should result in a PLEASE REPEAT MESSAGE for which you may type the correct response, or YES.

SPECIAL FEATURES OF THIS PROGRAM:

1. Correct answers are not always rewarded except by giving the user another question. This was made necessary to contain the size of the program.

2. A PAUSING feature exists when a set of instructions is very long. This feature was necessary so that these instructions would not go off the screen of the CRT terminals. After you have read the instructions, type GO or any other response.

3. A BRANCHING feature exists to enable the user to "jump around" the different programs or sections. The user can control where he wants to go by making one of the following responses at any
point where a question is asked:

END - This ends a section
B1 - This backspaces about 10 lines
B2 - This backspaces about 25 lines
B3 - This backspaces about 50 lines
S1,S2, S3,...S9 - This causes the designated section number to appear; the user is transferred to that section of the course.
S# - S# will cause a list of the sections to be printed so that you may make your choice.
The names of these sections are:
   S1 - Introduction
   S2 - The card catalog
   S3 - Location and arrangement of the card catalog
   S4 - Corporate authors
   S5 - The added entry and series cards.
   S6 - Drawer arrangement
   S7 - Filing rules
   S8 - Subject headings
   S9 - See and see also references

4. The user is asked to respond to questions about how he likes the program, how he thinks it could be improved, etc. This input is necessary, but confidential, for revision of the program at a future date. If the user has indicated his correct name, the author of the program, Richard Wood, may contact the user, if he is willing, for further input.
How to Read a Catalog Card

A - The call number. This number also appears on the spine of the book, and determines the order in which books are placed on the shelves.

B - The author's name.

C - The title of the book.

D - The number of pages in the book.

E - Notes giving important information about the book.

F - The place of publication.

G - The date of the book's publication.

H - The name of the publisher.

I - The height of the book in centimeters.

J - A list of additional names and terms under which this card will be filed in the card catalog.
Cakes and custard: children's rhymes
chosen by Brian Alderson and
illustrated by Helen Oxenbury. New
York: Morrow; 1975.
156 p.: ill. (chiefly col.); 25 cm.
Includes index.

1. Nursery rhymes. 2. Children's
poetry. I. Alderson, Brian W.
II. Oxenbury, Helen.
Abortion and the sanctity of human life

Brody, Baruch A.

1. Abortion—United States.
I. Title
**CARD CATALOG**

Sampling of drawers and labels.

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|    |     | Agriculture D - AIDL | AMEN - AMERICA S |   |   | AMERICA T - AMERICAN A |

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**ERIC**
The life and adventures of Black Hawk: with sketches of Keokuk, the Sac and Fox Indians, and the late Black Hawk war. By Benjamin Drake. 7th ed. improved. Cincinnati, G.


The fox.

The fox in the house; story and photos. by Charles Philip. Fox. Reilly & Lee.
FOXES IN ART

Varty, Kenneth.
100 p. col. front., 98 plates (incl. facsim.)

FOXES - HABITS AND BEHAVIOR

Dudley, Ernest.
124 p. illus. 22 cm. $1.25

FOXES - FICTION

Freeman, Barbara Constance.
Broom-Adelaide; written and illus. by Barbara C. Freeman. Little 1963

Foxe's Book of martyrs and the elect nation.
Haller, William, 1886-
Little 1965

Foxes and wolves.
Ripper, Charles L
Little 1968

Micro-Film
EEB Foxe, John, 1518-1587.
S7 Madison, John.
S9 Goudey, Alice E. 1898-
341 Gray and fox squirrels. East Alton, Ill., Conservation Club. 1964
Subdivisions Under Place Names

Since no geographical heading in the printed headings list shows all possible subdivisions appropriate to that category, we are listing all subdivisions which can be applied to names of (1) regions, countries, provinces, etc., and (2) cities.

I

UNDER REGIONS, COUNTRIES, STATES, ETC.

Abstracts and indexing
Abstracts
Addresses, essays, lectures
Administrative and political divisions
Aerial exploration
Aerial photographs
Air defenses
Air defenses, Civil
Air defenses, Military
Altitudes
Anecdotes, facetiae, satire, etc.
Annexation to [name of country]
Anniversaries, etc.
Antiquities
Appropriations and expenditures
Armed Forces
Bibliography
Bio-bibliography
Biography
Biography—Anecdotes, facetiae, satire, etc.
Biography—Portraits
Blizzard, [year]
Book reviews
Boundaries
Census, [year]
Centennial celebrations, etc.
Charters
Charters, grants, privileges
Church history
Civil defense
Civilization
Climate
Clubs
Coast defenses
Collected works
Colonies
Colonization
Commerce
Commercial policy
Congresses
Constitutional history
Constitutional law
Courts and courtiers
Cyclone, [year]
Defenses
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Description and travel—Aerial
Description and travel—Guide-books
Description and travel—Tours
Description and travel—Views
Dictionaries and encyclopedias
Diplomatic and consular service

Diplomatic and consular service—Privileges and immunities
Directories
Directories—Telephone
Discovery and exploration
Distances, etc.
Drama
Economic conditions
Economic integration
Economic policy
Emigration and immigration
Executive departments
Exiles
Exploring expeditions
Fairs
Famines
Fiction
Foreign economic relations
Foreign opinion
Foreign population
Foreign relations
Foreign relations administration
Forest policy
Frontier troubles
Gazetteers
Genealogy
Gentry
Gold discoveries
Government property
Government publications
Government vessels
Governors
Historical geography
Historical geography—Maps
Historiography
History
History—Anecdotes, facetiae, satire, etc.
History—Prophecies
History—Sources
History, Comic, satirical, etc.
History, Local
History, Military
History, Naval
Hurricane, [year]
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Imprints
Industries
Intellectual life
International status
Juvenile drama
Juvenile fiction
Juvenile films
Juvenile literature
Juvenile phonorecords
Juvenile poetry
Kings and rulers
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Manufactures
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Duty-free importation of containers (Direct)
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xx Duty-free importation of scientific equipment
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Duty-free importation of relief supplies (Direct)
x International relief
Duty-free importation of samples (Direct)
x Samples (Commerce)—Tariff
 Tariff on samples
Duty-free importation of scientific equipment (Direct)
x Duty-free importation of scientific equipment
xx Duty-free importation of surgical equipment
Tariff on medical instruments and apparatus
 Tariff on surgical instruments and apparatus
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Duty-free importation of wrapping materials (Direct)
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Dwellings (Direct)
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 NA7100-7566; Building: popular works, TH148; Building maintenance, TH8901; Domestic economy, TX301-339; Economics, HD1341; Folk-lore, GR490; Manners and customs, GT270-384)
 General works and works on dwellings in the United States are entered under this heading without subdivision.
 Works on dwellings in other countries are entered under Dwellings—country subdivision.
 xx Dwellings—Greece.
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 Apartment houses
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 Brick houses
 Bungalows
 Cave-dwellings
 Children's rooms
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<td>Here are entered works treating of the history, purpose, etc. of periodical publications issued by individual business concerns to disseminate information promoting their interests and success. Works on periodical publications issued by employees and devoted to their interests are entered under the heading Employees' magazines, handbooks, etc.</td>
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| Texture painting |
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| — Amateurs' manuals (TT720) |
| — Contracts and specifications (TT720) |
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| — Drawing |
| see House painting—Equipment and supplies—Drawing |
| xx House painting—Equipment and supplies—Drawing |
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| House plans |
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Spain. Ejército

— Commissariat
— Pay, allowances, etc.

Example under reference from Soldiers— Pay, allowances, etc.
— Recruiting, enlistment, etc.

Example under Military service, Compulsory; Recruiting and enlistment
— Transportation
xx Pack transportation

Spain in art

Spain in literature (PN56.8)
SPAN (Electronic computer system)
xx Statistical Planning and Analysis System

Spanish (DP4-453)

Spanish in America, Cuba, Florida, etc.

Legal status, laws, etc.

Spanish in Greece

xx Catalans in Greece

Spanish (SF429.57)

xx Brittany Spanish

Cavaller King Charles Spanish

Cock Spaniel

Detroit patrolman

English springer Spanish

Irish water spaniel

Japanese spaniel

Paper (Dog)

Pekingese spaniel

Spanish language

See Ladino language

Spanish American

See Latin America

Spanish America

— Latin American
— Hispanic American
— Latin American

Spanish American ballads and songs

(Collections, PQ7082,P7)

xx Argentine, Cuban, Mexican, etc.

xx Spanish ballads and songs

Spanish American consumers
See Spanish Americans as consumers

Spanish American fiction

Collections, PQ7083, History, PQ7083

xx Spanish fiction

Spanish American literature (PQ7081-8560)

xx America—Literatures

Argentine literature

Bolivian literature

Central American literature

Chilean literature

Colombian literature

Cuban literature

Ecuadorian literature

Guatemalan literature

Honduran literature

Mexican literature

Peruvian literature

Puerto Rican literature

Uruguayan literature

Venezuelan literature

xx America—Literatures

American literature

Spanish literature

Spanish American newspapers

(PN4960; Bibliography, United States, Z6935.5S; other countries, Z6954)

xx American newspapers

Spanish newspapers

Spanish American orations

Spanish American periodicals

(PN4950; Bibliography, United States, Z6935.5S; other countries, Z6954)

xx American periodicals

Spanish periodicals

Spanish American poetry

(Direct)

(Collections, PQ7084; History, PQ7084.27)

xx Negro poetry (Spanish American)

xx American poetry

Spanish poetry

Spanish American prose literature

(PQ7085)

xx Spanish prose literature

Spanish American War, 1898

See United States—History—War of 1898

Spanish American wit and humor

(PN6213-6215)

xx Spanish wit and humor

Spanish Americans

— (FP109)

Spanish American consumers

xx Consumers

Spanish Americans in Austria, Hungary, etc.

— Biography
— Juvenile literature
— Education
— Employment
— Juvenile literature, Pictorial works

Spanish-Arabic poetry

See Mozarabic poetry

Spanish architecture

See Architecture, Spanish

Spanish Armada

See Armada, 1588

Spanish arts and armor

See Arms and armor, Spanish

Spanish art

See Art, Spanish

Spanish bagpipe

See Gaita

Spanish ballads and songs

(Collections, PQ4835-6050; PQ6210; History, PQ6210-6091)

xx Ballads, Spanish

Folk-songs, Spanish

Ladino ballads and songs

National songs, Spanish

Political ballads and songs, Spanish

Songs, Spanish

Spanish American ballads and songs

Spanish bronze

See: Bronzes, Spanish

Spanish broom (SB317.5)

xx Brooms, Spanish

Spanish chronology

See: Chronology, Spanish

Spanish Civil War in literature

See Spain—History—Civil War, 1936-1939—Literature and the war

Spanish Civil War in motion pictures

xx Moving-pictures

Spain—History—Civil War, 1936-1939

Spanish civilization

See: Civilization, Hispanic

Spain—Civilization

Spanish drama (Direct)

(Collections, PQ6217-6241; History, PQ6099-6129)

xx Catalan drama

Spanish farces
— To 1500
— Classical period, 1500-1700

xx Entremés
— 18th century
— 19th century
— 20th century

Spanish drama (Comedy)

(Collections, PQ6233; History, PQ6130)

xx Entremés

Spanish drama (Tragedy)

Spanish-French War

See Anglo-Spanish War...

Spanish Empire (Chronology) (CS61.57)

xx Chronology, Spanish

Spanish essays (Collections, PQ6760; History, PQ6130)

Here are entered collections of essays by several authors.

Spanish farces

xx Catalan farces

Entremés

xx Farces

Spanish drama

Spanish fever
See Texas fever

Spanish fiction

(Direct)

(Collections, PQ6251-7; History, PQ6118-6117)

xx Historical fiction, Spanish

Spanish American fiction

— To 1500

(Collections, PQ6253; History, PQ6141)

— Classical period, 1500-1700

GENERAL SUBDIVISIONS

— Competitions

xx Premio Ciudad de Barakaldo

Premio Planeta

GENERAL SUBDIVISIONS

— Translations into Italian

Note under Translations

Spanish dir

xx Fit

Spanish Florida claims (FJ141; 1st Seminole War, 1817-1818)

xx Claims

Seminole War, 1st, 1817-1818

Spanish-French War, 1635-1659

See Franco-Spanish War, 1635-1659

Spanish-French War, 1657-1668

See Devolution, War of, 1657-1668

Spanish guitar

See Guitar
CARD CATALOG CAI PROGRAM EVALUATION FORM
EVALUATION OF THE CARD CATALOG COMPUTER-ASSISTED INSTRUCTION PROGRAM

Please answer the following questions in order to aid the author in developing an instructional unit which can better teach basic card catalog skills to undergraduate students at Slippery Rock State College.

1. Is this the first time you have experienced a computer-assisted learning program? Yes No (How many times?)

2. Considering that the objective of the program is to teach card catalog skills to undergraduate students, evaluate the program in terms of the following qualities: (Circle your rating)

   - Clarity:
   - Organization:
   - Difficulty:
   - Comprehensiveness:
   - Speed:
   - Feedback:
   - Usefulness:
   - Student participation:
   - Stimulation:
   - Amount of instruction:
   - Quality:

3. Does the program accomplish its goal? Yes No

4. How could the program be improved?
CAL PROGRAM EVALUATION DATA

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Librarians</th>
<th>Library Science Majors</th>
<th>Undergraduate Students</th>
<th>Mean total</th>
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<tr>
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<tr>
<td>Feedback</td>
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<tr>
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<tr>
<td>Participation</td>
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<tr>
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<td>3.6</td>
<td>3.8</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Mean total: 3.4

Does the program accomplish its goal? Yes (unanimous)

Is this the first time you have experienced a CAL program? Yes, 6-no (one librarian, one library science major, four students.)

COMMENTS:

"Could be longer--more comprehensive. Easier sign-on." (librarian)

"Increase number of responses students need to make--needs much more feedback opportunity. But definitely an excellent program-required little development. Phraseology could be improved in many places--favor shorter, less complex statements." (librarian)

"Overall rating is good to excellent. Could be improved by adding a section about how to use the LC system to find books. Student participation or chance for feedback is good in the beginning but decreases toward the end. I like the idea of being able to begin at different sections. Ask more questions, perhaps, of students and have the answers teach." (librarian)
"Provide more student participation which should also stimulate a student. An explanation of the Library of Congress Classification is missing. Let students who miss a question have a remedial type of question, or series of short explanations with multiple questions." (librarian)

"a) more participation, b) more questions, c) simpler explanations (librarian)

"I don't like to have an explanation of something I already know. I would like to be able to go ahead as well as back." (Library Science major)

"Explain: Library of C. classification, Standard subject headings, where folio books are, how a book is catalogued, how books are shelved." (Library Science major)

"More stimulating questions are needed." (undergraduate)

"Hard to read type." (undergraduate)

"Two difficult to refer to manual--must keep it on my lap or floor. Needs more questions. Explain why an answer is wrong and follow up with another question." (undergraduate)

"Hard to use the terminal and see the print." (undergraduate)

"Have CRT's available--easier to read." (undergraduate)

"I learned a lot." Goes to fast at times." (undergraduate)

"Student should know what a card catalog is—that section is not needed in so much detail. I wanted to know more about subject headings." (undergraduate)

"Some explanations are too lengthy—shorten to improve speed. Should be no more than one hour long." (undergraduate)

"Takes too long at one sitting." (undergraduate)

"Shorten sign on." (undergraduate)

"Not enough instruction when a answered wrong." (undergraduate)