Research Goes to School: Teaching Students To Go Online. Revised.

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Abstract:
Designed to assist teachers in teaching introductory courses in searching online databases at the adult or secondary level, this manual discusses very basic searching techniques and strategies and is intended to stimulate further study rather than teach in-depth searching skills. Examples in the manual are taken from databases in the Bibliographic Retrieval Services (BRS) system and Datatimes. The rationale and objectives for instruction are presented; the ERIC, Magazines (MAGS), and Datatimes databases are introduced; factors to be considered before going online are discussed; and specific procedures for going online with BRS and Datatimes are detailed. In addition, complete sample searches on six topics are presented, and sample school budgets are provided as well as materials from eight online programs in Washington State. A glossary and a 22-item annotated bibliography on student searching are also provided. Six appendices include a listing of Washington State online searching consultants K-12; examples of BRS logical operators; a listing of the names, labels, producers, and descriptions of databases available on BRS as of February 1987; a summary of BRS commands, logical operators, and print options; a listing of journals indexed in Magazine Index; and 20 additional search strategies. (KM)
RESEARCH GOES TO SCHOOL
Teaching Students To Go Online
(Under Chapter 2 - BCIA)

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INTRODUCTION

This edition of *Research Goes to School* is an update of previous handbooks by the same name, designed to assist the teacher in working with students or to serve as a reference tool for those who are learning to conduct their own searches.

Additions to this edition include: 1) Telemet and Tymnet telephone access numbers for Washington State; 2) 800 numbers for checking on changes or additions to those access numbers; and 3) a listing of people in the state who are actively involved in teaching students to search online.

This handbook has been made as practical as possible, for use by the practicing teacher. It includes many examples of real-life searches and their results. These examples may be used when results must be guaranteed, as in teaching or demonstrating to others. Each example also makes a particular point about the searching process and therefore serves as a learning guide in itself.

The glossary contains current terms used in online searching by microcomputer. Jargon changes often, of course, but the terms and definitions selected for inclusion have been made as down-to-earth as possible. (It might be noted, for instance, that Alfred Glossorenner, in his latest book *How to Look It Up Online*, now refers to Telemet and Tymnet as "packet switchers," but this handbook stays with the previous term "telecommunications network.")

The content of this handbook, except for the pages devoted to the mechanics of getting online, is equally applicable to searching on optical data disk (CD-ROM) in that the searching principles and process remain the same. (Commands, of course, may vary slightly depending on the database and/or vendor.)

Best wishes for good searching!
ACKNOWLEDGEMENTS

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## GLOSSARY

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FOR THE TEACHER

THE PURPOSE OF THIS MANUAL IS TO ASSIST YOU IN TEACHING AN INTRODUCTORY COURSE IN SEARCHING ONLINE DATABASES. IT IS DESIGNED TO HELP YOU TEACH STUDENTS WHETHER ADULT OR SECONDARY LEVEL TO USE ONLINE DATABASES FOR ACCESSING INFORMATION. BECAUSE IT IS JUST A BEGINNING, IT IS LIMITED TO DISCUSSING VERY BASIC SEARCHING TECHNIQUES AND STRATEGIES (LOG ON PROCEDURES, LOG OFF PROCEDURES, BASIC COMMANDS, BOOLEAN OPERATORS, ETC.). THE GOAL IS TO STIMULATE FURTHER STUDY RATHER THAN TEACH IN-DEPTH SEARCHING SKILLS.

THIS MANUAL WILL USE EXAMPLES FROM SOME OF THE DATABASES IN THE BIBLIOGRAPHIC RETRIEVAL SERVICES (OFTEN REFERRED TO AS BRS) SYSTEM AND DATATIMES (A DATABASE OF MIDDLE-SIZED METROPOLITAN NEWSPAPERS ACROSS THE COUNTRY).
Suppose students in a class are assigned a report on Education in Japan. They could use a computer terminal to access a database that has hundreds of publications on that subject. In minutes they could select ten or fifteen items most appropriate to their paper.

The beginning teacher of searching will need a clear rationale for instruction. The following is offered as a guide:

Access to information is widely recognized as a key determiner of whether or not a person or group of people will be able to progress toward personal and professional goals. In the school setting this means that:

- Students who are taught to identify, find and use information will be able to move ahead toward their own intellectual goals.

- Fresh and exciting new opportunities are available for teaching students to access a broad array of information sources and find answers to their questions about the world through electronic formats.

For these reasons, it seems essential that the vast collections of current educational, technical and socially significant information available in computer databases be brought to the attention of students.

Through online searching the user can:

- locate current information quickly
- scan a vast amount of information quickly
- identify the source of specific information easily
- use search strategy skills, Boolean logic
- expand his/her concept of available information
GOAL
To provide students with the knowledge and skills they will need to access, select and apply information from computer databases.

STUDENT LEARNING OBJECTIVES
Students will be able to describe a generic information database and how it is organized.

Students will be able to define terms related to information databases.

Students will be able to identify and refine questions for searching.

Students will be able to plan and conduct a successful search.

Students will be able to evaluate information resulting from a search.

Students will be able to present the selected information in one of several formats, for communication to others.
Before learning how to go online, students should become generally familiar with how databases are organized and with the vocabulary they will need to talk about searching.

A DATABASE is a collection of information records accessible by computer covering a particular area. For example, the ERIC database covers information in the area of education. ERIC contains professional information, however, it might be useful to a student making reports on topics such as "teacher burnout" or "student discipline." It would also be helpful for information on student organizations and activities. The MAGS database covers materials found in general interest magazines such as Time, Newsweek, Redbook, Life, etc., and the DATATIMES database covers information in various newspapers around the country.
DATABASES TO BE USED AS EXAMPLES IN THIS MANUAL

Databases that will be accessed in this course will be limited to ERIC, MAGS and DATATIMES.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)—Is a database found in BRS which collects, processes and makes available a wide range of educational documents. This database is generally for professional use. Included in the system are 16 clearinghouses, each specializing in a particular area of education. Documents processed by these clearinghouses are indexed in Resources in Education (RIE) and Current Index to Journals in Education (CIJE). RIE contains abstracts mainly of unpublished educational literature, while CIJE contains short annotations of published education journal articles. The contents of these two indexes can be retrieved online through the ERIC database.

MAGAZINES (MAGS)—Is another database found in BRS. It covers over 400 general interest magazines. (See Appendix A for a complete list of periodicals covered.) Full text is available for about 80 of these magazines through MSAP.

BRS has over 80 other databases in the areas of Sciences/Medicine, Business/Financial, Reference, Education, Social Sciences/Humanities, and BRS Special Files. (See Appendix B for a complete list of the BRS databases.)

DATATIMES———Is a full-text database—searchable by keywords, names and phrases—containing the Seattle Times (since 1984) and a collection of other daily newspapers across the country, such as the Chicago Sun, Houston Chronicle, Daily Oklahoman and San Francisco Chronicle, as well as the AP News Wire.
BETORE GOING ONLINE

Searching on-line with students is part of a total information-gathering and research curriculum which may be taught by the school library media specialist or by interested teachers working with the library media specialist. The objective of such a curriculum is to teach students to become knowledgeable users of information. The instructional activities should acquaint students with the full range of reference materials and networks available to them.

The most important factor in teaching students to use on-line searching as an information-gathering tool is the teacher's own knowledge of the database contents. What questions can be most successfully answered by an on-line search and what questions do not call for this approach? (No use sending a student to search ERIC for Senator Kennedy's home address or Washington State's divorce statistics.)

A beginning program for student searching might work best as follows:

<table>
<thead>
<tr>
<th>What the teacher (and/or library media specialist) will do</th>
<th>What students will do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with library media specialists on the selection of database(s), equipment and environment for teaching students to conduct a search.</td>
<td></td>
</tr>
<tr>
<td>Become familiar with the contents of databases to be used.</td>
<td></td>
</tr>
<tr>
<td>What the teacher (and/or library media specialist) will do</td>
<td>What students will do</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Learn basic techniques for going on-line and searching.</td>
<td>Select a topic; learn to narrow and specify.</td>
</tr>
<tr>
<td>Become familiar with available searching tools (Thesaurus).</td>
<td>Learn searching procedures for the specific search in question; run the search.</td>
</tr>
<tr>
<td>Work with students to narrow topics, refine research questions, specify information needed.</td>
<td>Learn selection procedures; select information (from search results) to be used; obtain full documents as necessary.</td>
</tr>
<tr>
<td>Coach and monitor searching activities of students.</td>
<td>Prepare report, paper, etc. using information received.</td>
</tr>
<tr>
<td>Teach students how to evaluate and select relevant information; how to adapt topic to information that is presented by the search.</td>
<td></td>
</tr>
<tr>
<td>Teach students ways to communicate that information.</td>
<td></td>
</tr>
</tbody>
</table>

As familiarity with searching increases, teachers may wish to work with the library media specialist to teach students more generic searching techniques and develop policies for more independent student use of the computer and database subscription(s).

Before going online ask yourself "Is going on-line the most efficient and effective method to find the information?" (If your purpose is to browse through a database, you should realize that this is an expensive use of online time.) If the answer is "Yes", then ask yourself "Which database should I search?"

Often the searcher begins with a question that is too general. It is important to be as specific as possible so that the necessary "key words" and "descriptors" can be defined and used.

THE QUESTION

"I would like information on pollution in Japan."

Refine—Redefine—Narrow It—Be Specific

I want information on air pollution in the Tokyo area. KEY WORDS FOR THIS SEARCH MIGHT BE: air pollution, Tokyo, from 1984 to 1986.
HOW TO BEGIN

- Write down your search strategy on paper after you have determined what "key words" and "descriptors" you will use.

- Use a database thesaurus (if available) for related words.

- Check out the ways you can search for materials on various databases—by date?
  - by descriptors?
  - by source of origin?
  - by title?
  - by author?
  - by language?

ASK YOURSELF

- What do I want to know?

- What do I need to know?

- What would be the title of the perfect answer to my question?

- What are some related words under which I might search?

- How am I going to use the information?
  - for a comparative analysis?
  - for research?
  - for a paper?
  - for a report?
  - for developing policy?
  - for state-of-the-art information?

- What type of information do I want?
  - curriculum guides? general articles?
  - research?
  - models?

- What is the most appropriate source (database) to find this information?

- Should I be going on-line for the information?
  - is there a more direct approach?
    (an index, a specific book, a personal call)

- Would it be more efficient to go directly to my school librarian or my public librarian or a subject area specialist?

-8-  16
SEARCHING STEPS

I. NEGOTIATE TOPIC

- Write down what you want to investigate.
- Clarify and refine focus of topic.

For example: Instead of pollution in Japan what the student is really looking for may be noise pollution in Tokyo as opposed to the entire country.

II. TRANSLATE TOPIC

- Transform topic into search statements which can be handled by the online system.
- Identify the appropriate database.

III. CHOOSE THE TERMS YOU WILL USE

- List pertinent terms and phrases.
- List synonyms.
- Check database Thesaurus (if available) for descriptors.
- Decide terms that will not be used.
- Decide time period of documents desired.
TYMNET AND TELENET

TYMNET and TELENET are dedicated telephone networks. Telephone access to the major databases is generally made less expensive by placing the call through one of these telecommunications networks. The telephone charge is included in your billing from the database vendor. You will want to select the network which has a number as close to your work site as possible, as your work telephone will have to bear the cost of any long distance charges to the network number.

TELENET AND TYMNET ACCESS NUMBERS:

<table>
<thead>
<tr>
<th>TELENET</th>
<th>TTYMNET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auburn</td>
<td>Auburn</td>
</tr>
<tr>
<td>Bellingham</td>
<td>206-336-0000</td>
</tr>
<tr>
<td>Everett</td>
<td>Bellevue/Seattle</td>
</tr>
<tr>
<td>Longview</td>
<td>206-336-0000</td>
</tr>
<tr>
<td>Olympia</td>
<td>206-735-3975</td>
</tr>
<tr>
<td>Richland</td>
<td>206-735-3975</td>
</tr>
<tr>
<td>Seattle</td>
<td>206-735-3975</td>
</tr>
<tr>
<td>Spokane</td>
<td>206-735-3975</td>
</tr>
<tr>
<td>Tacoma</td>
<td>206-735-3975</td>
</tr>
<tr>
<td>Wenatchee</td>
<td>206-735-3975</td>
</tr>
</tbody>
</table>

Telenet Customer Service: (800) 336-0437

Tymnet Customer Service: (800) 336-0149
LOG ON PROCEDURES ON MUM SYSTEM

After typing the appropriate telephone number

<table>
<thead>
<tr>
<th>Screen Shows</th>
<th>User Types</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please type your terminal identifier</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Please log in</td>
<td>BRS (CR)</td>
<td>CR means strike RETURN key</td>
</tr>
<tr>
<td>+</td>
<td>CR</td>
<td></td>
</tr>
<tr>
<td>P13 BRS is online</td>
<td>Xxxxxxx (CR)</td>
<td>Type in password</td>
</tr>
<tr>
<td>Enter BRS Password</td>
<td></td>
<td></td>
</tr>
<tr>
<td># # # # #</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LOG ON PROCEDURES ON TELNET SYSTEM

After typing the appropriate telephone number

<table>
<thead>
<tr>
<th>Screen Shows</th>
<th>User Types</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CR)(CR)(CR), (CR)</td>
<td>Strike RETURN key twice</td>
<td></td>
</tr>
<tr>
<td>TELENET</td>
<td>(CR)</td>
<td></td>
</tr>
<tr>
<td>206 36B TERMINAL =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>@</td>
<td>405500</td>
<td></td>
</tr>
<tr>
<td>31520B CONNECTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTER BRS PASSWORD</td>
<td>Type in password</td>
<td></td>
</tr>
<tr>
<td># # # # #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign on is complete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXPLANATION OF USER PROMPT

After the user has successfully signed on the USER PROMPT will appear.

The USER PROMPT is a number followed by a line and a colon. It looks like this: 1:. The appearance of the USER PROMPT means that you can enter a search statement. After the search statement is typed, strike RETURN.

EXPLANATION OF COMMANDS (Demonstrate all commands)

About 20 different commands are used by BRS. This manual addresses four essential commands. (See Appendix for complete summary of BRS commands) The command is always preceded by two periods (dots) in BRS. There are no spaces between the periods and the command letter or word.

<table>
<thead>
<tr>
<th>COMMAND ABBREVIATION</th>
<th>FUNCTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>..PRINT ..P</td>
<td>This command is used to display information (not to activate the printer.)</td>
<td>..P 2 BIBL/DOC=1</td>
</tr>
</tbody>
</table>

See example: You may wish to print the BIBLiographic information from DOCUMENT 1 of Statement 2.

..SEARCH ..S            | This command allows you to return from the print mode back to the search mode. | ..S |

When you sign on to the BRS system it automatically defaults to the search mode and you will get the user prompt (1:).

SEE EXAMPLE: If you wish to type in a search statement and do not see the prompt, type ..S or ..SEARCH.
<table>
<thead>
<tr>
<th>COMMAND</th>
<th>ABBREVIATION</th>
<th>FUNCTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>..CHANGE</td>
<td>..C</td>
<td>This command is used to change databases.</td>
<td>..C/ERIC</td>
</tr>
</tbody>
</table>

See example: You may be in MACS and wish to change to ERIC. In order to do this you would execute the ..C command.

| ..OFF    | ..O          | This command allows you to sign off the IRS system, ending the online search process. | ..O        |

SEE EXAMPLE: When you type ..O the computer will show the date, time and length of time you were online. The time will be reported in hours and minutes.
EXAMPLE

USING 4 COMMANDS: ..C (Change), ..P (Print), ..S (Search), ..O (Off)

You are in the ERIC database. You are in the SEARCH mode.

1: computers ------------------------
RESULT 8444 DOCUMENTS

2: technology ------------------------
RESULT 24438 DOCUMENTS

3: computers and technology
RESULT 2341 DOCUMENTS -------

4: ..C A400 ------------------------

ENTER DATABASE NAME__: A400

1: computers
RESULT 5363 DOCUMENTS

2: technology
RESULT 15879 DOCUMENTS

3: computers and technology
RESULT 1336 DOCUMENTS

4: ..P 3 BIBL/DOC=1 -------------
(means you wish to print BIBLiographic information from DOCument 1 of Statement 3)

Statement 4__: (..P 3 BIBL/DOC=1) will result in the following information

1.

AU AUTHOR/S  Russell, Sabin
TI TITLE: Life After Memorex
SO SOURCE: Venture V6 August 1984 p 44(3)

You are in the print mode if you wish to do more searching TYPE ..S (search) and you will receive a prompt 5__:

Whenever you wish to stop searching TYPE ..O (off).
EXPLANATION OF BOOLEAN OPERATORS:

Boolean operators are used to indicate the presence or absence of particular terms within a group of documents.

OR The operator "OR" retrieves any citation containing at least one of the terms "ORed" together. The "OR" operator is often expressed in everyday speech as "and". In executing a search you type the word or between the articles. For example: If you want material on CARS and MOTORCYCLES and BICYCLES, you would type CARS or MOTORCYCLES or BICYCLES. Spaces are also read as "OR", so if you typed CARS MOTORCYCLES BICYCLES, the computer would read it as though there were an OR between cars and motorcycles and an or between motorcycles and bicycles. "OR" always expands the result statement since the computer will look for any or all three words.

AND The operator "AND" restricts searches to retrieve only documents containing the terms "ANDed" to each other. "AND" always reduces the size of the result statement since all terms that are "anded" need to be present.

NOT The operator "NOT" excludes citations containing the terms "NOTed". Use caution in using the "NOT" operator.
EXPLANATION OF TRUNCATION

More sophisticated understanding of the searching operation requires that students understand TRUNCATION.

Truncation allows the user to retrieve all keywords in the alphabetical file beginning with the word stem that is entered. In IRS the sign for truncation is $. If you typed HORSE$, you would retrieve all the words (followed by the number of documents) of the terms beginning with HORSE, i.e.,

1. HORSE, 78 documents;
2. HORSEBACK, 25 documents;
3. HORSEBACK-RIDING, 6 documents;
4. HORSEHEADS, 5 documents;
5. HORSEMAN, 2 documents.

If you wanted only HORSE or HORSES you would truncate this way: HORSE$. This shows that you want to go just one letter past the E in HORSE.
EXPLANATION OF PRINT ALTERNATIVES

When the print command is executed, there are many options of PARAGRAPHS TO BE PRINTED. Some of the options are:

- Entire citation.........................type ALL
- Title paragraph.........................type TI
- Several paragraphs......................type AN, AU, TI

  AN will give the CIJE or RIE number
  AU will give the author
  TI will give the title

- Basic bibliographic information..........type BIBL

When the print command is executed, there are many options of CITATIONS TO BE PRINTED. Some of the options are:

- All citations.............................type DOC=ALL
- Single citation..........................type DOC=1 or DOC=2, etc.
- Sequential citations.....................type DOC=1-10
- Non-sequential citations...............type DOC=1, 3, 5, 10

This is an example of a print command: ..P 1 ALL/DOC=ALL

or

..PRINT 1 ALL/DOC=ALL

This means:

..P = PRINT

1 = search statement number

ALL = paragraphs in the citation to be printed

DOC=ALL = number of citations to be printed

Note: The print command will not activate your printer. It tells the computer to display material on the screen.
EXPLANATION OF DATATIMES (NEWSPAPER DATABASE)


A student can search DATATIMES to search for information about individuals and/or specific topics for social studies, health, debate, English and other curriculum areas.

For local information the SEATTLE TIMES (since Fall 1984) database can be searched by person, subject or company, offering complete coverage of national and state-wide events from politics and economics to public interest news. The SEATTLE TIMES contains...Key Issues...Business...Regional News...Local News...Government...Sports...National News...International News.
LOG ON/LOG OFF PROCEDURES FOR DATATINES

LOG ON PROCEDURES ON TELENET SYSTEM

After typing the appropriate telephone number

<table>
<thead>
<tr>
<th>Screen Shows</th>
<th>User Typ-e-s</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CR). (CR)</td>
<td>Strike RETURN key, type period, strike RETURN key</td>
<td></td>
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</tbody>
</table>

TELENET
206 36B
TERMINAL =

@ 405500

405500 CONNECTED

USER NAME

PASSWORD

Type in user name

Sign on is complete .

LOG OFF PROCEDURES

To log off type the appropriate EXIT selection from the menu. The terminal will display, for example:

ESTIMATED SESSION TIME IS 1 MINS. 31 SECS.
SEAJOAN logged out at 11-MAY-1987 16:38:08.51
405 500 DISCONNECTED 00 40 00:00:02:23 69 44
EXPLANATION OF LINE NUMBERS

The numbers that appear in front of the "/" mark are termed SET NUMBERS or COMMAND LINES. They serve the same purpose as the prompt (1__) in BRS. The SET NUMBER or COMMAND LINE tells the user to "ENTER YOUR REQUEST".

EXPLANATION OF "FIND" COMMAND

The FIND command helps you locate articles in which the subject being researched occurs.

DEMONSTRATE

1/ FIND JAPAN*------(user types in FIND JAPAN)
   * 2090 /JAPAN------(DATATIMES replies that there are 2090 hits for JAPAN* The asterisk is used as the truncation symbol in Datatimes)

EXPLANATION OF PROXIMITY SEARCHING

If the topic you are searching consists of more than one word, you must enclose the group of words in quotes. The computer will search for words in close proximity to one another usually within the sentence of a particular article.

DEMONSTRATE

2/ FIND "SOCIAL CHANGE"----(user types FIND "SOCIAL CHANGE")
   * 136 2/SOCIAL CHANGE------(DATATIMES replies that there are 136 "hits" for SOCIAL CHANGE) "Hit" sentences are the sentences surrounding and including the topics being searched. "Hits" are usually 3-5 sentences of text.
EXPLANATION OF DATATIMES LOGIC: AND, AND NOT, OR

Use **AND** when you wish to find two or more words occurring in the same article.

<table>
<thead>
<tr>
<th></th>
<th>FIND NAKASONE AND REAGAN</th>
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<tbody>
<tr>
<td>1</td>
<td>97</td>
<td>1/ NAKASONE</td>
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<tr>
<td>2</td>
<td>5927</td>
<td>2/ REAGAN</td>
</tr>
<tr>
<td>3</td>
<td>42</td>
<td>3/ NAKASONE AND REAGAN</td>
</tr>
</tbody>
</table>

Use **AND NOT** to locate articles mentioning a certain subject, but not including a specific area within that subject.

<table>
<thead>
<tr>
<th></th>
<th>FIND NAKASONE AND NOT REAGAN</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>97</td>
<td>2/ NAKASONE</td>
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<tr>
<td>3</td>
<td>5927</td>
<td>3/ REAGAN</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>4/ NAKASONE AND NOT REAGAN</td>
</tr>
</tbody>
</table>

Use **OR** to find all stories involving a broad subject area.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
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<td>17</td>
<td>238</td>
<td>17/ PLANE CRASHES</td>
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<tr>
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<td>18/ PLANE DISASTERS</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>19/ AIRPLANE DISASTERS</td>
</tr>
<tr>
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<td>256</td>
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<td>21</td>
<td>FIND JAPAN</td>
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<td>1649</td>
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<tr>
<td>22</td>
<td>FIND 20 AND 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>22/ 20 AND 21</td>
</tr>
</tbody>
</table>
EXPLANATION OF DISPLAY COMMAND

The DISPLAY command allows the searcher to view articles in part or full. There are several ways you can have the material DISPLAYed.

1/ DISPLAY HEAD, DATE, LENGTH
This command will printout the headline, publication date, and story size of the stories in the story group. The most recent story is listed first.

14/ DISPLAY HEAD, DATE, LENGTH

<table>
<thead>
<tr>
<th>STORY 1</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
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<td>PACIFIC BALANCE OF POWER -- STRATEGIC REALITIES IN THE PHILIPPINES</td>
<td>12/94/85</td>
<td>30 INCHES</td>
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<td>HEADLINE</td>
<td>IMPORTS GROW IN IMPORTANCE</td>
<td>11/24/85</td>
<td>54 INCHES</td>
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<td>BARRIERS TO TRADE -- RISING TIDE OF PROTECTION -- THREAT TO U.S.-JAPAN RELATIONS</td>
<td>10/13/85</td>
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<td>STORY 8</td>
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<tr>
<td>HEADLINE</td>
<td>FOCUS ON JAPAN -- JAPAN CONSIDERED BUILDING ITS OWN AIRLINER INDUSTRY, THEN SETTLES FOR BOEING DEAL</td>
<td>9/29/85</td>
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<td>U.S. MUST IMPOSE WHALING SANCTIONS AGAINST JAPAN, COURT RULES</td>
<td>8/6/85</td>
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"PEACE PARK": A SEATTLE CAMPAIGN TAKES ROOT IN NEW YORK CITY

HEADLINE
'PEACE PARK': A SEATTLE CAMPAIGN TAKES ROOT IN NEW YORK CITY

PUBLICATION DATE
8/15/85

FILE NUMBER
38221

PUBLICATION DATE
8/15/85

NEWSPAPER
THE SEATTLE TIMES, COPYRIGHT 1985

PAGE
B2

STORY SIZE
21 INCHES

HEADLINE
'PEACE PARK': A SEATTLE CAMPAIGN TAKES ROOT IN NEW YORK CITY

BYLINE
MICHAEL SION, TIMES STAFF REPORTER

SUBJECT
PARKS AND PLAYGROUNDS: PEACE: CLUBS AND SOCIETIES: MAYORS

STORY EXTRACT
New York City's first "peace park" was dedicated yesterday at a site across from the United Nations building in a move inspired by a Seattle-based peace group's efforts to create a U.S.-U.S.S.R. peace park in the Soviet Union. "It is my earnest hope that we will soon have other peace parks here and in other parts of the world," New York Mayor Ed Koch told more than 100 people gathered at Ralph J. Bunche Park, now the Ralph J. Bunche peace park, on the 40th anniversary of the end of World War II. Three hundred white balloons rose against the city's towering skyline as 40 children from a Park Department day camp sang "We Shall Overcome" in the park named for Bunche, the 1950 Nobel Peace Prize recipient. Koch was joined at the ceremony by U.S. delegate to the U.N. Harvey Feldman and other dignitaries, including Seattle attorney Fred Isbjud and other peace activists, including Seattle attorney Fred Isbjud and founder of the group Ploughshares, which is made up of about 50 former peace Corps members.

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ERIC
KEYWORD-HIT
TOKYO (UPI) — The Japanese are finding that their schools, praised worldwide as models of discipline and unparalleled in their production of mathematicians and scientists, have a vicious underside that drives some students to bullying and others to suicide because of tough competition and pressure to succeed.

Lawyers, education experts and police warn that beatings in schools are increasing due to the intense pressures on Japanese schoolchildren. One expert says half the nation's students have been victims of bullying. Five students killed themselves last year.

Former U.S. Secretary of Education Forrekl Bell, on a recent visit to Japan, lavished praise on the school system that has produced students recognized worldwide for their excellence in science and math.

"There is much more emphasis on order and discipline" than in the United States, he said.

But the experts say that severe discipline is driving elementary students to violence against each other.

A report issued this summer by the National Police Agency cited numerous examples of brutality.

In one case in the western city of Ube, four teenagers took a 12-year-old classmate to a temple, undressed her, burned her with candles and repeatedly struck her with a stool bar, the report said. She was seriously injured.

Police say there were 567 cases of abuse by elementary, junior high and high school students reported in the first six months of this year. They said nearly 1,000 youths had been arrested in connection with bullying.

"Police reveal only the cases that have been reported, but I know that 50 percent of Japanese school-age children have been victims of serious bullying," says Tamotsu Sogoku, sociology professor at the Japan Youth Research Institute.

In Japan, where individualism is frowned upon, most schools have strict dress codes. Restrictions extend to students' hair. Boys must be able to tuck their hair under their caps and permanents are forbidden. Girls with naturally reddish or curly hair must carry permits saying they are natural.

Students must cope with pressure from teachers and families to study hard to pass the arduous entrance examinations to the best universities.

Preparations begin as early as kindergarten. Parents vie to get their children into institutions with the highest rate of entry to the best elementary schools, beginning a pattern that continues all the way to college.
Hebuvoshi Inuchi, head of the Japan Parent Teacher Association, and other educators also attribute the violence to the profound social changes that have taken place in Japan after World War II.

The decreasing size of families and dwindling contact with neighbors in cities have created a generation that is unfamiliar with acceptable group behavior, Inuchi said.

"Bullying in Japan is not like in the United States or China," where children tease one another, said Sengo. "Here the problem is more severe."

Sugito, a 14-year-old boy who could no longer handle repeated threats and beatings from his classmates, hanged himself near his home. He was one of five children who have committed suicide this year after being bullied.

Sugito's parents said they found a note from his classmates in his school bag that said: "We will beat you tomorrow if you do not bring 13,000 yen ($70) and a motorcycle."

They said their son had repeatedly received threats but school authorities were of no help.

"The five children killed themselves because they couldn't talk to anyone, or even if they did the bullies were stronger than their teachers," Sengo said.

The most recent suicide brought the issue to the attention of the government. Prime Minister Yasuhiro Nakasone has instructed the Education Ministry to deal with the problem.

"In the 21st century, we have to bring up children who can cope with the international community," said Inuchi. "Using an economic model is not good enough."

*END OF STORY REACHED*

** Retrieved through Datatimes.
SAMPLE SEARCHES
Search Strategy
by Mary Webster

Search Topic: Teaching the Writing of Haiku
Curricular Area: Language Arts
Database: ERIC

1: Haiku Same Teach$3
2: 1 Same Writing
3: ..P 2 BIBL/DOC=1-10

---

1
AN ED252486.
AU Bernson, Mary Hammond, Ed.; Magnusson, Elaine, Ed.
IS RIEMAY85.
YR 84.

2
AN ED239968.
AU Sauer, Susan.
TI A Study of Japan for the Intermediate Grades.
IS RIEJUN84.
YR 80.

3
AN EJ291929.
AU Owens, Peter.
TI Creative Writing with Computers.
IS CIJAPR84.
YR 84.

4
AN ED219978.
AU Galloway, Vicki; And Others.
TI Around the World: Japan. An Exploratory Unit for Middle School Students.
IS RIEJAN83.
YR 80.

5
AN EJ244084.
AU Yahnke, Robert.
TI Teaching Haiku Poetry in the Humanities Classroom.
SO Improving College and University Teaching; v29 n2 p71-77 Spr 1981. 81.
IS CIJAUG81.
YR 81.
AN ED198548.
AU Bush, Gloria S. Ed.
TI From Fluorescent Sandpaper to Shiny Orange Poems.
IS RIEJUL81.
YR 74.

7
AN ED193965.
AU Hiller, Janet Prus.
TI Poetry-Writing in the Foreign Language Classroom.
IS RIEMAR81.
YR 80.

8
AN ED170765.
AU Matthews, Dorothy, Ed.
IS RIEOCT79.
YR 79.

9
AN ED161629.
TI SCDC Spanish Curricula Units. Language Arts, Unit 6, Grade 2.
Teacher's Guide.
SN Office of Bilingual Education (DHEW/OE), Washington, D.C.
(EEE12883).
IS RIEMAR79.
YR 77.

10
AN ED150782.
AU James, Sally; Gaab, Carolyn.
TI PROJECT SUCCESS: Language Arts. (Introductory Packet, Short Stories,
Poetry, Drafting-Editing-Preserving, Newbery Award Winning Books,
Writing for the Theater, Bibliography).
SN Bureau of Elementary and Secondary Education (DHEW/OE), Washington,
D.C. (EEE00077).
IS RIEJUL78.
YR 77.

END OF DOCUMENTS
ENTER DOCUMENT SELECTION.: .5
ABSTRACT: The Soviet Union and the United States must negotiate and improve their foreign relations before one of them triggers off a nuclear war. The Soviet Union has withdrawn from the intermediate range nuclear forces talks and will react to the deployment of U.S. cruise missiles. Talks in Geneva, Switzerland, have also broken down. By reducing their forces, the U.S. and the Soviet Union would still be powerful enough to destroy each other. The 44,000 warheads of both forces are far more powerful than those used on Hiroshima, Japan. The arms race continues as the U.S. strives for superiority. It is unlikely that this will lead to a nuclear war, but an increase in weapons and defenses. Space weapons would probably ruin arms control. Both sides are suspicious of each other and relations are damaged by the arms race. A nuclear war would be disastrous to both sides and the money spent on weapons should be used to improve education, social welfare and employment. Trust is essential, as is the Soviet Union's willingness to improve relations with the U.S. 0.0'0.


CLASSIFICATION CODEs: Science & Technology (ST). Political Science (PS).
of Japanese involvement in past wars. Japan has the biggest anti-nuclear movement. Anti-nuclear groups gained 80 million signatures supporting a ban on nuclear arms, but conflict among the groups led to this exaggeration in numbers. Since the ban of nuclear weapons in Japan in 1954, the majority are still in favor of this. In 1983, the landing of the United States ship Enterprise in Sasebo caused less public uproar than it did in 1968. Yasuhiro Nakasone, prime minister and a liberal democrat, decided to supply the U.S. with weapons-making technology. 0.0.0.

DE DESCRIPTORS: Atomic weapons and disarmament; Public opinion.
ID IDENTIFIERS: Anti-nuclear movements: Japan.

AN ACCESSION NUMBER: 90653. 8412.
AU AUTHOR/S: Toyoda, Toshiyuki.
TI TITLE: Scientists look at peace and security. (Japan).
GR GRAPHICS: Photograph (PH).
AB ABSTRACT: Scientists play an important role in maintaining peace and security in Japan while its government favors armament. Yoshio Nishima and Hideki Yutawa were among the many scientists involved in military research and development during World War II. After the bombing of Hiroshima, they did intensive studies of the effects of radiation, but were then forbidden to continue until 1951. Most Japanese scientists and engineers turned to manufacturing non-military products. The Japanese Constitution, formed in 1946, stated that the country would avoid involvement in international wars. Japanese scientists formed the Peace Study Group in 1950. Public support was strong, but international unrest increased. There was intense anti-nuclear feeling in Japan in 1954 as fishermen experienced radiation and tuna were poisoned. The Kyoto Conference of Scientists, formed by Yukawa in 1962, laid out 3 non nuclear principles which states that Japan would not possess, manufacture or transport nuclear weapons. Japanese civilian support was high. Support for militarization is growing among scholars and the Japanese government. The latter, under Prime Minister Yasuhiro Nakasone, is considering conventional militarization in return for protection from the U.S. 0.0’D.

NP NAMED PERSON/S: Yukawa, Hideki.

AN ACCESSION NUMBER: 83732. 8412.
AU AUTHOR/S: Mackay, Gillian.
TI TITLE: Nuclear carnage on film.
PT PUBLICATION TYPE: News report (NE).
Herbert Sussan, now a famous figure within the antinuclear movement, fought for 30 years to retrieve the film he made in 1946 of the aftermath of the atomic bomb attack on Hiroshima and Nagasaki. Sussan was director of the army film unit to record the events. He hoped to use the film as a weapon against nuclear war but the war department classified the film and Sussan did not see it again until 1979 when it was discovered in the National Archives in Washington, D.C. It has since been used for some 6 antinuclear documentaries. Sussan believes public viewing of the footage aided the antinuclear cause and for him that cause is all important. In 1981 Sussan discovered he had cancer of the lymph glands, prevalent among bomb survivors in Japan. With only from 2 to 5 years to live, his sole interest is the abolition of nuclear weapons. D.D.

NP NAMED PERSON/S: Sussan, Herbert.
CC CLASSIFICATION CODES: Political Science (PS).

AN ACCESSION NUMBER: 75421. 8501.
AU AUTHOR/S: Corson, Ross.
TI TITLE: What did you do in the war, Daddy?.
YR YEAR: 1983.

AB ABSTRACT: Nagasaki and Hiroshima may be symbols of American scientific and military achievements but they are not worthy of glory and honor. A small military outfit, the 509th Composite Group, was created to prepare the "Enola Gay" for her mission. Security and secrecy were extremely tight. Members of the 509th did not know the goal of their mission. On August 6, 1945, the "Enola Gay's" bomb killed approximately 100,000 Japanese. Harry Truman described the bomb as a weapon in the arsenal of righteousness. Modern historians have severely criticized this opinion. Abe Spitzer, pilot on the Nagasaki mission, said the missions were nothing to be proud of and should never be repeated. Those working in the nuclear weapons industry may consider whether posterity will curse or praise their work. D.E.

CC CLASSIFICATION CODES: History (HI).
IN ACCESSION NUMBER: 125480. 8502.
AUTHOR/S: Seamonds, Jack A.
TITLE: A resurgent auto industry - a phenomenal recovery. It now must face auto market still faces severe competition from small-car market, and import quotas. General Motors (GM) and Ford face union employees will demand a share of the $3.7 billion on revenues of 74.6 billion almost went to the wall, earned $700 million last year. Although sales increased last year they are 26% lower than in 1978. But profits are higher because of cost-cutting. Ford claims to have reduced costs by $1 billion a year between 1979 and 1983. Increased automation, lower absenteeism and better productivity also contributed to increased profits. In the future, Japan could take over the small car market and leave the market for large cars to American auto producers M.M.
ABSTRACT: The United States automobile industry faces severe competition from small-car market, and import quotas. General Motors (GM) and Ford face union employees will demand a share of the $3.7 billion on revenues of 74.6 billion almost went to the wall, earned $700 million last year. Although sales increased last year they are 26% lower than in 1978. But profits are higher because of cost-cutting. Ford claims to have reduced costs by $1 billion a year between 1979 and 1983. Increased automation, lower absenteeism and better productivity also contributed to increased profits. In the future, Japan could take over the small car market and leave the market for large cars to American auto producers M.M.
DESCRIPTOR: Automobile industry and trade: General Motors Corp.
Ford Motor Co.
CLASSIFICATION CODES: Business & Economics (BE).

IN ACCESSION NUMBER: 125398. 8502.
AUTHOR/S: Fleming, James.
TITLE: The fight over import quotas.
GRAPHICS: Photograph (PH).
ABSTRACT: A survey carried out by the Automobile Importers of Canada shows that import quotas reduced Japanese car sales by 1/3 since 1983. The Canadian Association of Japanese Automobile Dealers were outraged at the decline in sales which they blame on import quotas. They want an increase in import quotas but Canadian automakers and the auto union want the quotas to remain as they are. Discussions have been complicated by Canada's demand that in return for an increase in quotas, Japanese companies must invest more in Canada. Canadians fear that extending quotas might lead to Japan flooding the Canadian market with autos that it cannot sell to other countries that have import quotas. Quotas have greatly benefited the North American auto industry. Leading automakers in Canada and America made huge profits in 1983. However Canadian consumers had to pay higher prices for their autos because of a lack of competition from Japanese cars. The Canadian Association of Japanese Automobile dealers has prepared an advertising campaign to convince Canadians of the disadvantages of import quotas. A.T.
CLASSIFICATION CODES: Business & Economics (BE).
ABSTRACT: The automobile industry's ability to compete with Japanese imports depends on negotiations with the United Auto Workers (UAW) this summer. Workers at General Motors (GM) are already on the defensive, due to the leakage of the company's plans for the forthcoming negotiations. The plan contained a productivity clause which would reduce GM's hourly American work force by 60,000-120,000 over the next 2 1/2 years. Lower labor costs and higher productivity in Japan account for over half the difference between the Japanese cost of producing a car and the American cost. Wages and benefits will be the core issues during bargaining. Many workers now consider job security more important than wages. UAW Vice President Donald Ephlin is one of the few union officials who realizes that the good days are over and he favors profit sharing as a solution. Local 160 President Peter Kelly is a radical who opposes both concessions and profit sharing. Worker participation in some plants has made it easier for management to get concessions on work rules but unions oppose this as it undermines their function.

DESCRIPTORS: Automobile industry and trade. General Motors Corp. United Automobile Workers of America. Collective bargaining: Automobile industry.

CLASSIFICATION CODES: Business & Economics (BE).
ABSTRACT: This article describes and prices most of the 1984 automobile imports. They will often sell at above the 'suggested list price' so it is wise to shop around. Cars from Japan, Italy, Great Britain, Germany, France, and Sweden are covered. P.R.

DESCRIPTORs: Automobiles, Foreign: Prices. Automobile industry and trade.


ABSTRACT: The United States auto industry is changing and is under attack from its Japanese rivals. The U.S. auto industry was the world leader until 4 years ago. The trouble began with the 1979 oil crisis. The 1979 oil crisis and other economic problems caused the major slump which still continues. Foreign competitors took advantage of this slump. The American auto industry was compelled to become more efficient; this they have done. Japan is successful in the auto industry not because they have a better workforce and management, but because of their government's policy on industry and trade. It is essential that Congress change their policy on Japanese auto imports so as to give an equal opportunity to American manufacturers. If the U.S. auto industry is to compete effectively action must be taken now. B.F.

DESCRIPTORs: Automobile industry and trade. Automobile industry and trade: Japan.

CLASSIFICATION CODES: Business & Economics (BE).
1. Japan$3
RESULT 2693 DOCUMENTS

2. women feminist$1
RESULT 5849 DOCUMENTS

3. role$1
RESULT 3341 DOCUMENTS

4. 1 and 2 and 3
RESULT 8 DOCUMENTS

5. ..p 4 all/doc=1-8

SEARCH STRATEGY
by Mamie Jackson

Search Topic: Modern Japanese Women
Curricular Area: Social Studies
Database: A400

1. Japan$3
2. Women or Feminist$1
3. Role$1
4. 1 and 2 and 3
5. ..p 4 ALL/DOC=1,2,5,6

1
AN ACCESSION NUMBER: 111766. 8412.
AU AUTHOR/S: Wright, Louisa.
TI TITLE: Goodbye Kimono.
YR YEAR: 1983.
GR GRAPHICS: Photograph (PH).
AB ABSTRACT: Career-minded Japanese women are bypassing clerical roles
in Japanese firms in favor of foreign companies which offer better
pay and promotion prospects. It is estimated that 80% of the 1,118
major Japanese companies will not hire any women graduates this year.
Even if hired, women are largely excluded from training programs.
Their earnings are less than half that of male colleagues.
Employers maintain that most women leave their jobs for marriage.
Foreign firms are slow to allow women into marketing and other
traditionally male roles. The Japanese government is more inclined
to hire women, but very few hold managerial positions. B.K.
DE DESCRIPTORS: Women: Employment -- Japan. Japan: Social life and
customs -- 20th century.
CC CLASSIFICATION CODES: Business & Economics (BE). Sociology (SO).

2
AN ACCESSION NUMBER: 102331. 8412.
AU AUTHOR/S: Richie, Donald.
TI TITLE: Geisha.
PT PUBLICATION TYPE: Book Review (BR).
GR GRAPHICS: Photograph (PH).
AB ABSTRACT: Liza Crithfield Dalby's book is the first real glimpse
the West has had into the geisha world. She entered the geisha
world of Ponto-cho to study this closed world. The geisha's role is
social and they are trained to gain the confidence to talk and joke
with a man. The authors' sensitive observation and common sense
allows the reader to enter this unusual world. She found the geisha
to be an intelligent and dedicated group of women living profitable
lives in the midst of a male dominated society. E.M.
NP NAMED PERSON/S: Crithfield, Dalby, Liza.
CC CLASSIFICATION CODES: Sociology (SO).
YEAR: 1983.
PUBLICATION TYPE: Book Review (BR).
ABSTRACT: 'Currents in Japanese Cinema' is the first critical work available to English readers by Japan's best film critic, Tadao Sato. The book contains a series of essays, which cover the whole range of Japanese cinema, and especially the post-war Japanese era. Throughout the book, Sato looks on Japanese film and society in terms of 2 Japanese heroes, the 'Tateyaku', the 'bold samurai' type, and the 'nimaime', his more effeminate and amorous counterpart. Sato also deals with Japanese women and the role of the suffering heroine. He holds that Japanese cinema has realized its own, and Japan's, lack of identity and hopes that this knowledge will make for its future importance. L.C.
NAMED PERSON/S: Sato, Tadao.
CLASSIFICATION CODES: Performing Arts (PA).

TITLE: Currents in Japanese cinema.
PUBLICATION TYPE: Book Review (BR).
ABSTRACT: 'Currents in Japanese Cinema' is a very informative collection of essays on Japanese films. There is good insight into Japanese cultural character. The role of women in films and Japanese life is analyzed. Other themes covered are family relationships and American Japanese relations. The historical background of the cinema from 1896 to 1981 is treated comprehensively. P.F.
NAMED PERSON/S: Sato, Tadao.
CLASSIFICATION CODES: Performing Arts (PA). Language & Literature (LL).
1. **visual arts**

RESULT 16504 DOCUMENTS

2. **handicraft$1**

RESULT 185 DOCUMENTS

3. **Japan$3**

RESULT 2693 DOCUMENTS

4. 1 and 2 and 3

RESULT 3 DOCUMENTS

---

**SEARCH STRATEGY**

by Dale Keith

Search Topic: Japanese Handicrafts
Curricular Area: Social Studies/Art
Database: A400

1. **visual arts**

2. **handicraft$1**

3. **Japan$3**

4. 1 and 2 and 3

5. ..P 4 ALL/DOC=1-3

---

1. **ACCESSION NUMBER:** 47918. 8501.
2. **AUTHOR/S:** Fujii, Jocelyn.
3. **TITLE:** Todays Temari for yesterday's craft.
5. **YEAR:** 1983.
6. **GRAPHICS:** Photograph (PH).
7. **ABSTRACT:** The Temari Center for Asian and Pacific Fibers in Kaimuki, HI, offers classes involving the fiber arts of Asia and the Pacific to some 500 students. These range from the technology of dyeing to traditional Japanese bookmaking. Takashi Yotsumoto, a professor of art at Tokyo Zokei University visited the center to give lectures and demonstrations on his technique of using 'mochi', a paste made from rice and flour, to dye fabrics. This technique is called 'ironori' and though it was used since the 1800s, Yotsumoto is credited with being the first to use it in contemporary way. Ann Kimura founded the school. Four years ago she opened it with Reynold Choy. The programs are devised to sustain a balance between the serious undertaking of craft, the development of artistic awareness and carefree enjoyment. P.O'R.
8. **NAMED PERSON/S:** Yotsumoto, Takashi.

2. **ACCESSION NUMBER:** 16745. 8412.
3. **AUTHOR/S:** Morse, Samuel C.
4. **TITLE:** Living national treasures of Japan.
5. **SOURCE:** American Craft. v43. April, 1983. p2(6).
6. **YEAR:** 1983.
7. **GRAPHICS:** Photograph (PH).
8. **ABSTRACT:** The museum of Fine Arts, Boston presented 'Living National Treasures', the first exhibition in the United States by esteemed Japanese traditional artists. Ceramics and textiles, the most important traditional crafts in Japan, comprised the largest part of the exhibition. The works included ceramics by Toyozo Arakawa, Toyo Kanashige, Shoji Hamada, Kenkichi Tomimoto, Hajime...
Kato and textiles by Kako Moriguchi, Katsuma Nakamura, Keisuke Serizawa, and Rikizo Munehiro, often using the yuzen technique. Lacquerwork is also featured but unfortunately their decoration often detracts from the technical quality. The craftsmen working in ceramics and textiles are definitely the most imaginative and original. D.D. 


CLASSIFICATION CODES: Art & Architecture (AR). 

ACCESSION NUMBER: 1975. 8412. 

TITLE: The treasures in person. 


GRAPHiCS: Photograph (PH). 

ABSTRACT: The Museum of Fine Arts in Boston and Japan’s Living National Treasures Exhibition Committee have cooperated to produce an exhibition of 160 traditional craft objects running through Jan. 2, 1983. In 1935, the Japanese government established ‘Intangible Cultural Property’ to ensure the survival of traditional craft techniques. The title ‘Living National Treasure’ is assigned to artisans who make new objects using ancient methods. D.H. 


END OF DOCUMENTS IN LIST 

SEARCH MODE - ENTER QUERY
Search Mode - Enter Query
9: quality adj circle$1

RESULT
10: ..p 9 ti/doc=all
1
TI TITLE: The Japanese manager
2
TI TITLE: Square holes for quality circles.
3
TI TITLE: Creativity: moving beyond linear logic.
4
TI TITLE: The management club: A quality circle for managers.
5
TI TITLE: Are you guaranteed a raise this year?
6
7
TI TITLE: In praise of quality circles.
8
TI TITLE: Quality circles - the latest fad or a real winner?
9
TI TITLE: Putting quality into quality circles.
10
TI TITLE: Corporate esprit de corps languishes.
11
TI TITLE: Putting quality circles to work.
12
TI TITLE: What's happening in...District 11, New York City?
13
TI TITLE: A Japanese management import comes full circle.
14
TI TITLE: Can we learn a lesson from Japan?
15
TI TITLE: Paying for productivity.

Search Strategy
by Beverly Y. Kooi

Search Topic: Employee Management in Industry using Quality Circles
Curricular Area: Business or Economics
Database: A400

9: Quality Adj Circle$1
10: ..p 9 ti/doc=all
TI TITLE: The 'Japanese miracle'.

TI TITLE: Participative and flexible decision making.

TI TITLE: Quality's vicious circles.

TI TITLE: Which productivity solution will work?.

END OF DOCUMENTS IN LIST

AN ACCESSION NUMBER: 99513. 8412.
p74(2).
YR YEAR: 1983.
PT PUBLICATION TYPE: Interview (IN).
GR GRAPHICS: Portrait (PO). Photograph (PH).
AB ABSTRACT: The best firms never neglect the small or simple things. Continuous innovation, good customer service, high productivity and activated employees are the ingredients of a good company. Good company leadership reflects the core values of the organization and gives rise to a strong corporate culture. Great danger lies in using foreign management styles that work in alien cultures. New techniques like quality-circles are very useful; do not overrate them or perceive them as cure-alls. Encourage innovative employees, even those who challenge corporate bureaucracy. Eliminate bureaucratic obstacles, listen to peoples' suggestions and expect creativity. New technology plays a useful but minor part in productivity improvement. D.E.
NP NAMED PERSON/S: Peters, Thomas.
CC CLASSIFICATION CODES: Business & Economics (BE).

AN ACCESSION NUMBER: 96018. 8412.
AU AUTHOR/S: Lung, Chun Kai.
TI TITLE: In praise of quality circles.
YR YEAR: 1983.
PT PUBLICATION TYPE: Letter to Editor (LE).
GR GRAPHICS: Photograph (PH).
AB ABSTRACT: When thinking of introducing quality circles (QC’s) a management consultant can advise on their cost and feasibility. The success of QC’s relies on tangible rewards. Training of leaders can
Quality circles, a recent import from Japanese industrial practice, have been losing favor with American management. Quality circles have failed in many companies because of management cynicism. The circles are branded symbols of weak management. Unions doubt the effectiveness of the circles in solving labor problems and see them as temporary ways of keeping the workers quiet. The quality circles can be made more effective by broadening their scope, including the unions as full partners and making them a line responsibility rather than a staff assignment. Information sharing between management and workers lays a solid foundation of trust for the circles. 

T.McG.


CC CLASSIFICATION CODES: Business & Economics (BE).

American educational and business management lack Japan's participative approach which improves morale, and long term effectiveness of programs. Japanese management involves workers at all levels. Lack of discipline, low standards, high staff turnover and frustration mark American education. Top-down orders reduce morale and waste time with useless paperwork. American management concentrates on short-term performance, overburdens workers and excludes them from decision-making. Japanese management is long-term, promotes teamwork through Quality Circles (Q.C) and provides incentives and slow promotion. Q.C.'s encourage entrepreneurial spirit and increase communication and worker's morale. Over 6,000 American businesses have Q.C.'s. U.C.

DE DESCRIPTORS: School management and organization. Employees' representation in management: Japan.

CC CLASSIFICATION CODES: Business & Economics (BE). Education (ED).
ABSTRACT: Japanese workers are said to be hard-working, cooperative and always helping to improve productivity. They also work for low wages and obey all orders. In return they receive a guarantee of life employment. Because of these attitudes Japanese economic growth and productivity is way ahead of any other country. Some of these ideas may not be true. Not every Japanese worker is guaranteed full employment. In Japan there are temporary or sub-contract employees who have no job security and do the dirty work. Such workers are not included in productivity figures which accordingly remain high. Only 1 in 8 workers takes part in quality circles, contrary to popular belief. The pressure of Japanese factories produces high suicide rates and factory accidents are common. E.N.


CC CLASSIFICATION CODES: Business & Economics (BE). Sociology (SO).
SAMPLE ONLINE PROGRAMS IN WASHINGTON STATE
### SAMPLE SCHOOL BUDGETS

#### START-UP BUDGETS FROM WASHINGTON SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple IIE with 2 Disk Drives</td>
<td>$1,000</td>
<td>$1,400</td>
<td>$1,000</td>
</tr>
<tr>
<td>Modem</td>
<td>$375</td>
<td>$300</td>
<td>$169</td>
</tr>
<tr>
<td>(300/1200 baud)</td>
<td>(300/1200 baud)</td>
<td>(300 baud)(internal, including software)</td>
<td></td>
</tr>
<tr>
<td>Super Serial Card for Modem</td>
<td>$100</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Modem Software</td>
<td>$60</td>
<td>$80</td>
<td></td>
</tr>
<tr>
<td>Estimated Online Cost</td>
<td>$500</td>
<td>$1,000</td>
<td>$800</td>
</tr>
<tr>
<td>Phone Installation</td>
<td></td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Printer with Super Serial Card</td>
<td>$1,200</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$3,235</strong></td>
<td><strong>$3,880</strong></td>
<td><strong>$2,469</strong></td>
</tr>
</tbody>
</table>
WHAT CAN I WRITE ABOUT?

These topics might stimulate your thinking and provide some interesting ideas to write on or give a speech on:

Abortion
Acid Rain
Adoption
Air Traffic Controllers
Alcoholics, Drunk Drivers, etc.
Allergies
Amphetamines, Drugs, etc.
Animals-Rare, Extinct, Mythical
Anorexia Nervosa, Bulimia
Arms Control, Nuclear Freeze
Atlantis, the Lost Continent

Battered Women, Wife Abuse
Bandidos (Gang)
Basketball (or other sports) People, Problems
Bellingham - Downtown Shopping, Development

Biological Rhythms
Birth Defects
Birth Control
Brain Research
Budgeting, Personal
Business Cycles, Depressions
Beatles

Cable TV
Caffeine
Cancer, Patients, Research, Inhibitors
Capital Punishment
Cats and Other Pets
Censorship
Chemical & Biological Weapons
Child Abuse, Neglect, Welfare
Church & Disarmament
CB Radio
Cocaine & Other Drugs
Computers & Video Games
Cosmology, Space & Time
Creation - Evolution
Crime Victims
Country You've Visited
Cults
Chiropractic
Cloning
INTERESTING TOPICS (cont'd)

Diets & Weight Control
Disarmament
Divorce
Drugs
"The Draft" Military Service
Dreams
Domestic Violence
Dyslexia

Evolution vs Creation
Earthquake Prediction
Education - Improving
Energy - Solar, Wind, Thermal
Environmental Activists
Evangelistic Religion
Executions
Euthanasia ("Mercy Killing")
ESP
Exercise

Pads
Feminism
Finance, Personal
Firearms
Fishing Controversy
Football & Other Sports
Foreign-made Products
Formaldehyde in Insulation
Fundamentalism
Ferry System

Gifted Children
Genetic Engineering
Greenpeace
Gun Control
Gambling
Genealogy
Guided Missiles

Hunting & Trapping
Handicapped
Hanggliding
Herbicides - Injurious Effects
Herpes
Hiroshima
Hoaxes
Holocaust, Jewish
Hospices
Hypnotism
Hypothermia

Immune Deficiency Disease
Intelligence Tests
INTERESTING TOPICS (cont'd)

Jonestown
Japanese Imports
Juvenile Delinquents

Ku Klux Klan
Krishna Consciousness Movement

Lasers & Their Uses
Learning Disabilities
Left and Right-handedness
Lennon, John
Life Support Systems
Love

Mafia
Make-up
Marijuana
Marriage
Medical Ethics
Malpractice
Mental Illness, Health
Military Service, Compulsory
Moral Majority, Inc.
Motion Pictures
Mt. St. Helens

Narcotics
New York City
Nuclear Reactors
Nutrition

Obesity
Obscenity (Law)

Plastic Surgery
PLO
Passports & Travel
Pesticides
Phonograph Record Industry
Planets
Police Cruelty
Prayer in Schools
Pregnancy, Teenage
Prison Riots
Psychic Abilities
Psychoanalysis
Privacy, Right of

Quacks & Quackery
Qaddafi, Muammar al
Quantum Theory

Rock Concerts
Rolling Stones
Robots
Religion and Science
INTERESTING TOPICS (cont'd)

Radiation Effects
Religious Cults
Rock Musicians, Groups, etc.
Runaways
Rare Animals
Red Tide
Refugees
Right to Die
Sperm Banks
Schools
Stonehenge & Megalithic Monuments
Saudi Arabia Royal Family
School Discipline
Sex Discrimination
Sex Roles
Single-parent Families
Skiing or Other Sports
Sleep
Smoking
Smuggling
Solar Collectories, Batteries, Buildings, Energy, Heating, Houses, etc.
Space Shuttle
Stress
Strikes
Sasquatch
Sudden Infant Death
Suicide
Shoplifting
Teenage Pregnancy
Television Violence
Television & Children
Terrorism
Toughlove (Organization)
Trials
Toxic Shock Syndrome
Video Games
Volcanoes
Venereal Disease
Videodiscs
Vegetarianism
War
War Games
Weapons
Whales
Wilderness Areas
Wildlife Sanctuaries
Women and Men
Weight Control
WPPSS
LIBRARY RESEARCH SHEET

NAME

TOPIC

POSSIBLE 5 POINTS

I. HEADINGS IN SEAR'S LIST OF
SUBJECT HEADINGS:
(Use bold face headings only)

Suggested
DEWEY AREAS TO BROWSE:

II. HEADINGS IN LIBRARY OF CONGRESS SUBJECT HEADINGS
(sa means see also = you can use these headings too)

III. PAMPHLETS, ETC. (An orange-banded card in the card catalog refers
you to pamphlets in the vertical file).

IV. ENCYCLOPEDIAS
List all general encyclopedias you have looked in for information

V. OTHER REFERENCE BOOKS
List other reference books you have consulted for information:
(Use the Library Reference Book Guides, Guide 4, 6, 7, 8 or 9).

SEHOME HIGH SCHOOL LIBRARY
VI. CURRENT SOURCES (Required)

A. List magazine articles you may be able to use. Be sure to check the library's list of holdings to see if the library subscribes for the periodical. Use the Reader's Guide to Periodical Literature, on the magazine index table.

<table>
<thead>
<tr>
<th>Magazine Name</th>
<th>Page # (number after colon)</th>
<th>Date of Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

B. List Newsbank articles that pertain to your topic.

<table>
<thead>
<tr>
<th>Year of Index</th>
<th>Microfiche Category (ex: HEA)</th>
<th>Microfiche Card # (ex: 12)</th>
<th>Grid Coordinates (ex: A3-B9)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

VII. CURRENT SOURCES (Complete at least two sections below).

A. List Current Events Index articles that may be useful to you.

<table>
<thead>
<tr>
<th>Year of Index (ex: 1986)</th>
<th>Fiche # (ex: 2)</th>
<th>Frame # (ex: 30A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

B. List articles in Editorials on File that may help. Give year and page number of the article.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year of Index</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### C. List Annual Editions Index (on Index Table) and Ref. 300.16

<table>
<thead>
<tr>
<th>Title of volume your article is in</th>
<th>Article #</th>
<th>Title of Article</th>
<th>Page # of Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>16</td>
<td>Addiction...a disease?</td>
<td>82</td>
</tr>
</tbody>
</table>

### D. Editorial Research Reports (Ref. 902/Ed)


<table>
<thead>
<tr>
<th>Which Month-Day-Year did ERR write about the topic?</th>
<th>Year of Report</th>
<th>Vol. 1 or Vol. 2</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-14-83</td>
<td>1983</td>
<td>vol. 1</td>
<td>240</td>
</tr>
</tbody>
</table>

### E. Social Issues Resources Series (SIRS) Index Table

Consult the Cross Reference Guide for your topic (example: Marijuana topics will be in the volumes Alcohol 1, 2, 3, etc.)

<table>
<thead>
<tr>
<th>Index Title</th>
<th>Index vol. #s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

Next, consult the specified indexes following the cross references to find the article numbers for your topic.

<table>
<thead>
<tr>
<th>Alcohol</th>
<th>Vol. #</th>
<th>Article #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vol. 3</td>
<td>15</td>
</tr>
</tbody>
</table>
F. Encyclopedia of Bioethics (Ref. 174.2/En).
   Using index in volume 4, is there any listing for your topic?  ____Yes  ____No

   List possible index topics to peruse later  |  Vol.  |  Page #
   ________________________________________|_______|_______
   ________________________________________|_______|_______
   ________________________________________|_______|_______
   ________________________________________|_______|_______

G. Congress and the Nation (Ref. 328.73/Co).
   What did Congress say or do about your topic?

<table>
<thead>
<tr>
<th>Page #</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-1976</td>
<td></td>
</tr>
<tr>
<td>1977-1980</td>
<td></td>
</tr>
<tr>
<td>1981-1984</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
</tr>
</tbody>
</table>

VIII. OTHER POSSIBILITIES

A. Ask Ms. Andersen if she might know of sources you missed at S.H.S.

B. Computer Search

   If you have checked all the above sources and still have not located information on your topic, you may want to try a computer search on DIALOG. Ask Ms. Andersen for information.

C. Don't forget to try WWU's library and the Public Library collections, using similar search strategies.

D. Are there people who might know this information? Knowledgeable folks are often the best sources of information...ask your teacher or librarian to recommend good sources for you.
DESCRIPTION OF
ON-LINE DATABASE PROJECT AT
TIMBERLINE HIGH SCHOOL
1984-86

DATABASE SERVICE USED: DIALOG Classroom Instruction Program at $15 hour total including TYMNET/TELENET

SEARCHER: Irene Clise, Librarian

HARDWARE: Apple IIe, Epsom FX-85 Printer, Apple 1200 baud modem, Super Serial Card, ASCII Express (communications software)

LENGTH OF TIME WITH CLASSES TAUGHT: 1 hour lecture including time for writing search statements
1 hour on-line (students divided into groups of 8 or less) If classes over 25 students, take two hours on-line

MAJOR OBJECTIVES: To introduce students to concept of on-line searching and thinking skill level required to develop search statement
To make students aware of potential for using on-line searching in college/job market
To search for information unavailable through any of our other sources

STUDENTS REACHED DURING PILOT PROGRAM IN 1984-85: 460 (Goal was 350)

FACULTY INVOLVED IN PILOT PROGRAM: 12 (Goal was 7)

ON-LINE COST FOR YEAR (JANUARY-JUNE): $500 (Using CIP of Dialog at $15 hr total cost)

ON-LINE COST FOR 1985-86: $642

TRAINING IN DIALOG:
1 1/2 days at University of Washington (free to educators using CIP)
1/2 day at Evergreen State College for update in searching with DIALOG2 (again free)

CLASSES INSTRUCTED DURING PILOT PROGRAM: International Relations, Advanced Journalism, Advanced Placement Biology, Honors English,
CLASSES IN WHICH DIALOG IS PART OF PROGRAM/CURRICULUM:

Diversified Occupations, Data Processing, Speech, Psychology, Electronics, Physics, Advanced Placement History.

International Relations, Economics, Sociology, Debate, Honors English, Chemistry, Data Processing, Computer Programming

ADVANTAGES OF PROGRAM:

1. Enthusiasm of students/staff in learning to use on-line searching.
2. Working with students to develop critical thinking skills to compose search statements.
3. Positive feelings of value of program with administration and staff.
4. Ability to locate almost any kind of material asked for.

DISADVANTAGES OF PROGRAM:

1. Much needed private line so we can go on-line when we need/want to rather than depending on availability/ cooperation concerning our shared line. (This was solved.)
2. Time element in working with classes, taking librarian away from other students' needs.
3. Frustration of dangling the ability to search under the students' noses; then telling them we cannot go on-line individually for their needs.

NOTE: We (our administration and I) decided searching at regular on-line rates for student information is cost prohibitive. Average search would cost $10 to $12. (We also oppose charging students for information). Our purpose is only to bring an awareness to students, rather than do individual searches. We have excellent libraries in our district and feel most of the information needed by students can be located through our magazine collection (110 titles) as well as our regular collection. Therefore, our goal is to educate students as to the potential of on-line searching and inform them of trends of information access, not to do searches for them. If, however, a class has been instructed in our program and a question relating to the class arises and the information is difficult to access any other way, we go on-line. Example: International Relations class interest in current negotiations and foreign policies in Guatemala.

1986 NOTE: We are actually doing more searches for students than we originally thought we would be willing to do. We do this with students who have been taught the process of making a search statement in our instruction program and who have shown they have searched in all our kinds of resources here. We have found that students who have had the training can write a search statement, present it to the librarian and the search will usually take less than 10 minutes of the librarian's time.

For further information, contact Irene Clise, Timberline High School
Dear Nancy,

Since March 1986, Ballou Junior High School in Puyallup has been participating in a pilot program of on-line searching of databases. This program grew from the interest of several teachers and the librarian after receiving information and demonstrations provided by SPI. As a result, our district library director, Dr. Clifford Laconi, convinced the district to set aside funds for pilot programs at our school and Puyallup High School. The funds have been budgeted at Ballou Junior High as follows for the years 1985-86 and 1986-7.

<table>
<thead>
<tr>
<th>EQUIPMENT OR SERVICE</th>
<th>1985-86</th>
<th>1986-87</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Ile, w/ext. column card, 128K</td>
<td>685.00</td>
<td></td>
</tr>
<tr>
<td>Duodisk drive</td>
<td>419.00</td>
<td></td>
</tr>
<tr>
<td>Imagewriter II w/super serial card</td>
<td>486.50</td>
<td></td>
</tr>
<tr>
<td>Imagewriter II 32K memory option</td>
<td>69.30</td>
<td></td>
</tr>
<tr>
<td>Apple Personal Modem w/super serial card</td>
<td>397.57</td>
<td></td>
</tr>
<tr>
<td>Apple Ile color monitor</td>
<td>265.30</td>
<td></td>
</tr>
<tr>
<td>Kensington system saver fan</td>
<td>79.50</td>
<td></td>
</tr>
<tr>
<td>Sider hard disk drive</td>
<td>795.00</td>
<td></td>
</tr>
<tr>
<td>Access II (software)</td>
<td>75.00</td>
<td></td>
</tr>
<tr>
<td>Telephone installation</td>
<td>2200.00</td>
<td></td>
</tr>
<tr>
<td>Telephone line 2 $40.38 per mo.</td>
<td>161.52</td>
<td>363.42</td>
</tr>
<tr>
<td>BRS subscription 2 $15.00 per hr.</td>
<td>1000.00</td>
<td>1500.00</td>
</tr>
<tr>
<td>DataTimes subscription 2 $60.00 per hr.</td>
<td>500.00</td>
<td>800.00</td>
</tr>
<tr>
<td>BRS System Reference Manual</td>
<td>25.00</td>
<td></td>
</tr>
<tr>
<td>BRS Training Workbooks 3 $15.00</td>
<td>45.00</td>
<td></td>
</tr>
<tr>
<td>ERIC Thesaurus</td>
<td>45.00</td>
<td></td>
</tr>
<tr>
<td>Long distance charges</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Additional staff time (1 hr. per day)</td>
<td>585.00</td>
<td>1086.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5934.04</td>
<td>3651.42</td>
</tr>
</tbody>
</table>

Thus far, a number of classes have taken advantage of the service. We have also been able to provide help for individual students and teachers as well as providing a service to other schools in the district.

We are using three distinct approaches to the use of computer searches. Mrs. Downing's seventh grade core classes have incorporated its use into their research assignments. This is another research tool the students use after other sources have been used and after two Abridged Readers' Guide assignments. Each student has been assigned an Asian country to research. Typical topics are "Missing in Action in Vietnam" and "Lybia and Terrorism". The research results will be used to make television-type news reports. In these classes, the teacher prepares the students for database searching. They have their
search strategies prepared and okayed by the teacher before they come to the computer.

(2) Mr. Vetter's eighth grade honors social studies class students are working on projects for the National History Day contest. These students have done extensive research on their topics. Many have used other libraries, Puyallup Public Library, Tacoma Public Library, Pacific Lutheran College Library, etc. Database research is used to see what additional information can be found, if any. (Some topics are not suitable for database research.) They are researching topics such as "The Judge Boldt Decision", "Japanese Internment", and "The Seneca Conference of 1848". For this class, I have gone to the classroom for several class periods to instruct the students in database use. The students then prepare search strategies before coming to the computer.

(3) Some of Mr. Glaser's computer class students also use the on-line computer. Their emphasis is the computer as a telecommunications tool. These students get more hands-on use, beginning with using local electronic bulletin boards with practice of actually logging on, using the bulletin boards, and logging off. When they are proficient at this, they will try the databases.

As you can see, we are making good use of our on-line computer.

Sincerely,

Mary Bege
INTEGRATING COMPUTERS AND CLASSROOM CURRICULUM

DIALOG SEARCH OF UPI FILES

GOAL: All Tolt students will use appropriate telecommunications for completing class assignments.

NEED: Since telecommunications will be the way much information is accessed in the future, our students should be exposed to these procedures in school.

OBJECTIVE: Each student in 11th U.S. History will conduct an on-line search of the UPI news files to find and print out at least one pertinent article relating to a given topic.

PROCEDURE: Appropriate topics (40) are selected by the teacher. The librarian gives a demo to the entire class. Students are paired up by the teacher and one topic assigned to each group. Each pair develops a search strategy using a form provided by the teacher after seeing the demo and participating in classroom discussion. This strategy is corrected by the teacher and librarian and returned to the students to take notes on during the actual search. The class is then booked into the LRC during the days it takes to run all the students through a search (6 or 7 days). As the remainder of the class is getting topics through the Readers' Guide, books, and encyclopedias, two pairs of students a day will conduct the Dialog searches.

EVALUATION: 1. Percentage of students getting a C or better on the search grade. 2. Feedback questionnaire from the students. 3. Observation of teacher and librarian. If judged a success, the librarian will work with the Social Studies Department to incorporate this assignment in their SLO's for future years.

FOLLOW UP: One extra credit assignment per class: a report/demonstration of other files that students could use in school utilizing Dialog, The Source, Compuserve.

REQUIREMENTS: Time requirements for the librarian (based on four classes with 100 students total): 1 per. demo, 7 per. conducting searches, 1 per. follow up assignment = 9 periods per class or 36 periods (a little over 7 days total). Some additional time is required to correct assignments. The teacher will also have similar time requirements.

Money requirements: Student search time (@10 min./student @ $3.25 a minute) = $250. Demo time and follow up time = $60. Long distance charges = $124. Supplies = $16. Total = $450, or $4.50 per student.
DIALOG SEARCH ASSIGNMENT STRUCTURE AND CRITERIA

1. General topic is issued to each pair of students.

2. The students work together to write down search strategy and then turn it into the teacher.

3. It is corrected by the teacher and librarian and returned.

4. Each pair of students must use their corrected search strategy when it is their turn to go online.

5. The search is conducted on screen and saved to disk (including logon and logoff time). It is then printed out after logoff.

6. Grading criteria: the minimum for credit includes an approved search strategy turned in on time. The search must contain at least one relevant article successfully printed out. The grade will be lowered on letter for every two minutes past the fifteen minute limit on the search.

   A = complete texts of three relevant articles
   B = complete texts of two relevant articles
   C = complete text of one relevant article
   D = search attempted but aborted due to mechanical failure

The search is graded both as a separate assignment and as part of the research paper grade.
DIALOG SEARCH OF THE UPI FILES

NAME: __________________________ PERIOD: __________________________

NAME: __________________________ DATE: __________________________

GENERAL TOPIC: __________________________

________________________________________

________________________________________

KEY WORDS: __________________________

________________________________________

________________________________________

STRATEGY Date: __________________________ Record beginning time here: __________________________

?

?

?

?

?

?

?

?

?

?

As you conduct the search above, record the number of articles the search finds after the key words of your search strategy. Turn this sheet in with your computer print-out.
DIALOG SEARCH PRETEST

Name: ___________________________ Date: ___________________________

Circle the response to the right of each statement or question. The number 5 means very many times and the number 1 means very few times.

<table>
<thead>
<tr>
<th>Statement or question</th>
<th>many</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have typed school assignments before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I have seen a computer being used before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I have used a computer before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. I have taken computer instruction before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. I have my own computer (3 = yes, 1 = no)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I have seen telecommunications used</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. I have used telecommunications before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. I have done on-line searches before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. I think I will be using computers in the future</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. I like to use computers (5 = a lot)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
DIALOG SEARCH POSTEST

Name: 

Date: 

Circle the response to the right of each statement or question. The number 5 means very many times and the number 1 means very few times.

<table>
<thead>
<tr>
<th>Statement or question</th>
<th>many</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I would like to do other on-line assignments in other classes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I have seen a computer being used before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I have used a computer before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. I have taken computer instruction before</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. I have my own computer (5 = yes, 1 = no)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I have seen telecommunications used</td>
<td>5</td>
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<td>4</td>
<td>3</td>
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<td>1</td>
</tr>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. I like to use computers (5 = a lot)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Did you like doing on-line research more or less than conventional library research (such as Readers' Guide, the card catalog, etc.)? Why or why not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. What was the best part of the on-line search assignment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. What was the worst part of it and how would you suggest we improve it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Would you like to have other assignments involving different databases in different classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rationale:
Ability to recognize regional and personal differences in news reports and editorials is a key factor in learning to be a discerning consumer of information.

Online searching of information databases allows the user to:
locate current information
scan a vast amount of information quickly
identify the source of specific information easily
collect news accounts of some event reported in various newspapers

Objectives:
Learner will be able to:
1. use selected online searching terminology in BRS
2. build searching topics and strategies that can lead to success in initial use of the databases
3. execute simple searches in two Dialog databases
4. evaluate sources identified
5. interpret the results of a search
6. compare and contrast coverage of the same event in several different newspapers (regional differences)

Activities:
Library media specialist will:
1. introduce databases
2. provide vocabulary necessary for use
3. explain simple search strategy
4. demonstrate sample searches
5. demonstrate limited questions
6. check written searches for correct format
7. supervise online searching
8. assist students in search strategy revisions as needed

Classroom teacher will:
1. establish teams of two students each
2. assist students in formulation of questions that will produce desired answers
3. assist students in designing searches
4. check written search for correct format
5. evaluate results
6. evaluate students' critical analyses of news accounts

Students will:
1. define question to be researched
2. list key words to use in search
3. determine search strategy
4. write out steps in each search to be done online
5. evaluate results
6. compare and contrast articles on same subject in at least three different newspapers (different geographical regions of the country)
7. turn in results to classroom teacher
SUMMER SCHOOL DISTRICT (McAlder Elementary School)

Name of Instructor: Cathy McLeod

School District: Sumner School District

School Building: McAlder Elementary

School Address: 15502 - 96th St. E., Puyallup, WA 98372

School Telephone: (206) 845-6016

Title: Project K.I.D.S.
  (Kids Intrigued by Database Searching)

Student Population Served per Grade Level:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>P</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Served</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amount of Request: $997.00

Starting Date: April 1, 1986  Ending Date: June 30, 1986
1. **PROJECT GOAL**

Objective #1...To use computer databases with sixth grade students and their teachers to develop new abilities for using higher level thinking skills, problem solving, decision making, and information analysis.

Objective 1.1...The students and teachers will learn the process of designing and developing their own databases.

Objective 1.2...The students and teachers will demonstrate the ability to search the databases for specific fields, records, etc.

Objective 1.3...The students will learn to interpret and analyze the results of a database search.

Objective #2...Students and teachers will understand the uses and power of databases and realize how they can be used for current and future curricular projects.

Objective 2.1...The students and teachers will apply data storage and retrieval principles when working with an on-line database (Academic American Encyclopedia).

Objective 2.2...The teachers will integrate the use of databases within the mainstream goals of the 6th grade curriculum.

2. **PROBLEM AREA**

The students need increased instruction in higher level thinking skills.

The students and teachers need to learn the process of developing databases before they can effectively analyze the data.

A systematic approach to teaching databases, as outlined by Suzanne Bailey (N.C.C.E.), needs to be implemented.

Actual searching techniques can not be taught effectively in a large classroom session. Small group instruction is needed for the hands on learning.

The present 6th grade curriculum does not provide sufficient instruction in the use of computers and their day to day uses within our world, i.e. databases, word processing, etc.

The teachers need inservice training on the use of computer databases so that they can use these skills to model, reinforce, and encourage student usage of databases.

The 6th grade curriculum requires information collection (reports on countries). Students would benefit from the access to on-line databases.
3. **PROJECT DESCRIPTION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Resources</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>by 4/15/86</td>
<td>Large group instruction on databases, general uses, terms, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16/86</td>
<td>¾ day inservice for 3 teachers plus Cathy McLeod. Inservice will include hands on development of databases and searching skills.</td>
<td></td>
<td>104.00</td>
</tr>
<tr>
<td>4/21-25/86</td>
<td>Small group instruction for all 5th grade students. Each group will meet for a 45 minute period. Each student will have access to a computer, and will have direct instruction in searching skills. This will require ¾ day release for Cathy McLeod all week.</td>
<td>Release Time</td>
<td>130.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Disks</td>
<td>55.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modum</td>
<td>300.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-line Charges</td>
<td>200.00</td>
</tr>
<tr>
<td>4/28-5/2/86</td>
<td>Small group demonstrations of on-line database searching. Students will use an on-line Encyclopedia and compare it with the hard copy. ¾ day release for Cathy McLeod all week. ¾ day inservice for 3 teachers. Inservice will include on-line database searching and development of plans to include database techniques within the geography curriculum.</td>
<td>Release Time</td>
<td>130.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **EVALUATION**

Objective 1.1...The students and teachers will design and develop their own databases, and will print a copy of it to share with their small group.

Objective 1.2...The students and teachers will demonstrate the ability to search a database by printing a copy of a specific search request.

Objective 1.3...The students will be able to orally compare and contrast the data compiled through a "countries" database.

Objective 2.1...The students and teachers will prepare a written search strategy prior to going on-line with Academic American.

Objective 2.2...The teachers will complete plans for including database strategies within the 6th grade curriculum.
The primary objective of this project is to train staff in the uses of on-line databases. The addition of microcomputer equipment in our district makes possible the use of on-line database services through the process of telecommunications.

To utilize these services effectively, it is necessary to train staff. It is also necessary to have a training site which can be easily set up without disrupting ongoing district business or classroom instruction.

Funding of our project would enable us to install a direct phone line for on-line access in the Wenatchee High School Library. This installation would be in an area which can easily be used for small or large group instruction. It is also a setting which could be easily reserved for on-line training conducted through ESD 171.

Training staff from the SPI and HiNet come highly recommended and will be able to tailor the training to our specific needs.

The application of on-line database services would have an immediate impact on: available library resources for students and staff, available support for on-line resources in specific departments (Vocational Agriculture, Migrant Education, Special Education, Science Department, Social Studies, Business Education), available resources for administrative staff (HiNet services, ERIC document and bibliographic services).

As the budget proposal indicates costs would be small. The benefits in terms of a new sources of valuable information could be large. This training can definitely impact the quality of instruction and planning in our district.
GLOSSARY
GLOSSARY*

ABSTRACT
A summary of a journal article, book, book chapter, government report, etc.

ADJ (ADJACENCY) OPERATOR
An Operator requiring that search items appear immediately next to each other and in the exact order you specify. See also OPERATOR.

AND OPERATOR
An Operator requiring that search items appear anywhere within the same document. See also OPERATOR.

BAUD
A unit for measuring the speed of data transmissions in terms of signal changes per second. For example, data transmissions on BRS can be made at 300 baud (30 characters per second) or 1200 baud (120 characters per second).

BIBLIOGRAPHIC DATABASE
A database which indexes and contains references to the original source of information. It contains information about the documents in it, rather than the documents themselves.

BOOLEAN OPERATORS
Sometimes used referred to the Operators: Or, And, Not. See also OPERATOR. Sorting methods by which records may be retrieved from a computer database. See also ADJ (ADJACENCY) OPERATOR, AND OPERATOR, NOT OPERATOR, OPERATOR.

CITATION
1. The bibliographic information in a document, for example, author, title, source, and year of publication.
2. Also used to refer to a document in a database. See DOCUMENT.

COMMAND
Words of symbols used to instruct BRS to perform specific tasks or operations. All commands on BRS are preceded by two periods, for example, ..Print or ..Off. Most BRS commands have an abbreviated version, for example, ..Print or ..P, ..Off or ..O.

COMMUNICATIONS SOFTWARE
The software which enables your computer and mode to log on and off, to print off, download or send files.

COMPUTER SEARCH
The interaction between a searcher and a computer to draw out specific information from the computer's record. The searcher types in selected words, phrases, or codes; and individual records in the file which match these codes are retrieved to form a set of citations—a computer printout.

CONNECT TIME
The time that you are connected to BRS, from the point when you type in
your password until you type ..Off to exit BRS.

CONNECTOR
See OPERATOR.

CONTROLLED VOCABULARY
A standardized list or Thesaurus of subject terms or descriptors used by
the Database Producer to index documents as they are added to the database.
By using these same descriptors in searching, you can locate and retrieve
relevant information. Normally, descriptors are contained in the DE
paragraph.

COMMUNICATIONS SOFTWARE
The computer program containing the instructions needed by a microcomputer
for telecommunications.

DATABASE
Also called File. A computerized collection of individual documents
grouped according to subject focus, i.e., medicine, business, engineering,
etc., or source material, i.e., government publications, books in print,
index to periodicals, etc. A database can be a bibliographic index, a
director, or the complete text of documents. See also BIBLIOGRAPHIC
DATABASE and FULL TEXT DATABASE.

DEFAULT
Options built into BRS that are automatically assumed if you do not specify
any other. For example, if you leave a space between two search items, BRS
automatically inserts the Or Operator.

DESCRIPTORS
A subject heading assigned to a document stored in the database by the
producer of the database. On BRS these terms are usually contained in the
DE (Descriptor) paragraph. See also CONTROLLED VOCABULARY.

DIAL IN
Initiating telecommunications between your terminal and the BRS computer,
by telephoning BRS. While you can dial the computer directly, it is most
economical to dial in through a telecommunications network.

DICTIONARY FILE
The index of all search terms included in a database. BRS creates a
Dictionary File for each of its databases. When you search online, you are
searching this Dictionary File or index, and not the actual documents.
This means that BRS can process your search statements very quickly.

DOCUMENT
Also called record or citation. Each database is made up of a collection
of individual documents. A document may be a bibliographic citation (with
or without an abstract) or the complete text of an article, book chapter,
report, etc.

DUPLEX
See FULL DUPLEX and HALF DUPLEX.
ERIC DESCRIPTORS
The recognized ERIC vocabulary for the field of education.

ERIC THESAURUS
Developed for information retrieval purposes, the Thesaurus provides the descriptors which permit information to be stored by one person and retrieved by another.

FREE TEXT SEARCHING
Searching for words or phrases in titles, abstracts or other parts of a document which are not taken from the controlled vocabulary.

FULL DUPLEX
A communications setting that provides for sending and receiving data simultaneously. This is the setting that you will use most often with BRS.

FULL TEXT DATABASE
1. A database where individual documents contain the complete text of journal articles, book chapters, encyclopedia entries, etc.
2. A BRS database which has been designed with special searching and printing software features which are unique to full text databases.

HALF DUPLEX
A communications setting in which data can travel in only one direction at a time.

HARDWARE
The physical equipment that goes into a computer system.

INPUT
Information typed into the computer for processing, i.e., search statements or commands.

KEYWORD
A word or phrase typed in as a search term. See also SEARCH TERM.

LOG OFF
See SIGN OFF.

LOG ON
The process of dialing in and signing on to BRS.

MENU
A system display offering a list of options from which you may choose.

MODEM
Acronym for MODulator/DEModulator. A device that connects your terminal with telecommunication lines so you can dial into the BRS computer. This device allows the computer to send and receive signals (data) online.

NOT OPERATOR
An Operator requiring that only the search term(s) proceeding NOT appear, and excluding documents which contain the term(s) immediately following NOT. See also OPERATOR.
ONLINE
1. Online searching is a direct, interactive communication between you and
the BRS/Search System. A very flexible method of searching which
allows you to modify your search strategies in response to your search
results.
2. Online printing refers to using the .Print Command to display
documents from your search results while you are still connected to
BRS.

OPERATOR
Also called Connector. A word that specifies the relationship between
search terms. Operators available on BRS are OR, AND, NOT, SAME, WITH, ADJ
(Adjacent). OR, AND, NOT are often called Boolean Operators. SAME, WITH,
ADJ are often called Positional Operators. See also definitions of
individual Operators.

OR OPERATOR
An Operator requiring that either one or both terms appear anywhere within
a document. See also OPERATOR.

OUTPUT
Information coming from the computer system to your terminal screen or
printer.

PARAGRAPH
Also called Field. Each document is divided into unique elements of
information, such as author, title, source, etc. Paragraphs are labeled
with two letter codes, such as AU for author, TI for title, SO for source,
etc.

PARAMETERS
Telecommunications settings, such as, Duplex, Parity, and Baud Rate.

PARITY
A form of error checking used to increase the chances that each character
has been received correctly. Systems can be set to odd, even or no parity.

PASSWORD
Your unique code which identifies you and permits you to sign on to BRS.
On BRS, you actually have two passwords. One is a six character code which
always remains the same. The other is a security password which you can
change through your profile in your ACCT (Account) database.

PROMPT
A number, word, or phrase generated by BRS to elicit a response from you.
For example, a number prompt such as 1_: tells you that BRS is ready for
you to type in a search statement. A prompt such as ENTER DOCUMENT
SELECTION __: appears after you have printed documents online. At this
prompt, you can either continue printing, or return to searching by typing
..Search, or type in any other BRS command.

ROOT
Displays an alphabetical listing of terms from the index (Dictionary File)
that being with the same word stem. Useful for scanning variations in
search terms to determine which ones you should use in a search statement.
SAME OPERATOR
An Operator requiring that search terms appear within the same paragraph or full text subparagraph.

SEARCH STATEMENT
Your request to BRS to locate information on a specific topic. Your search statement may be either a single word search or may consist of several search terms connected by operators. Each search statement has a unique statement number which is assigned sequentially by BRS. These statement numbers can be used for back referencing or as part of the Print Command.

SEARCH STRATEGY
The plan for conducting a search.

SEARCH TERM
Word, phrase, number, or alphanumeric code that you type into a search statement and ask BRS to search.

SENTENCE
A subdivision of a paragraph. A BRS Sentence is a word or string of words that ends with a period and two spaces. Use the With Operator to find search terms appearing within the same sentence.

SET
Refers to the results of a specific search statement.

SIGN OFF
Typing in the Off Command and disconnecting from BRS.

SIGN ON
Once you have dialed in to the BRS computer, the next step is to sign on. This involves typing in your BRS password and security password.

STOPWORD
A word included in the BRS Stopword List, which is omitted from the index (dictionary file) of a database. Stopwords are very common words that normally add little meaning to the subject content of the document being indexed. Since Stopwords are not indexed, they cannot be used as search terms, but they will appear when you print documents from the database.

TELECOMMUNICATIONS
Communication between one computer (or terminal) and another over telephone line.

TELECOMMUNICATIONS NETWORK
Companies who provide for the transition of information over telecommunications lines between your terminal and the BRS computer. An intermediate telephone network which is used solely for data transmission, accessible locally and costing less per minute than standard telephone rates.

TERMINAL
The equipment you use to send input to, and receive output from, BRS.
TRUNCATION
Enables you to retrieve different words beginning with the same word stem. To use truncation, type your word stem followed by a dollar sign $.

WITH OPERATOR
An Operator requiring that search terms appear within the same sentence.

WORD
BIS defines a word as any character or string of characters that begin and end with a space. The characters can be alpha, numeric, or a combination of the two. Other than stopwords, every word in every searchable paragraph is entered into the BIS index, and can be accessed from your computer terminal.
STUDENT SEARCHING BIBLIOGRAPHY
ACKNOWLEDGEMENTS

Many thanks to the following reviewers for their contributions to this bibliography:

Ann Lathrop
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Tacoma

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Seattle

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Issaquah

Susan Schille
Nathan Hale High School
Seattle

Margie Thomas
West Valley High School
Fairbanks, Alaska

Jan Wagner
Seattle Christian Schools
Seattle
STUDENT SEARCHING BIBLIOGRAPHY


Tips for novice searchers, with an emphasis on the need to be well-trained in planning efficient search strategies.


Provides practical information for librarians beginning to use online searching for reference services at the high school level. Selection of equipment, software, and database vendors are discussed, as well as financing, involvement of the school administration, and working with users to determine their information needs. (CDD).


A consideration of the impact of two major trends on education and school libraries: advances in information technology, and uncertain economic conditions/financial difficulties. The author emphasizes the importance of using sophisticated tools combined with human abilities to do what technology cannot--"to be creative and flexible; to make decisions given incomplete data; to do complex pattern recognition, information evaluation and synthesis, and holistic thinking." Students are seen as needing cognitive skills from the humanistic disciplines combined with the familiarity in working with tools previously offered in more vocationally-oriented programs, as the school library is transformed from a repository of books to a learning center for advanced knowledge tools of many kinds.


This study focused on the operational skills and conceptual understandings of videotex likely to be developed in a school setting. The sample was an eighth grade science class. Conclusions are discussed in terms of guidelines for planning in-school applications of videotex.

This installment of the Mary & Larry Show gives a clear explanation of printers in a question-and-answer format. Beside defining types of printers (Thermal, daisy wheel, dot matrix, and laser), it also explains the differences between serial and parallel printers and the latter's advantages. They stress finding out before purchase which printer is compatible with one's software so as to take full advantage of the software's capabilities. An explanation of buffers and printer drivers rounds out the article—basic information in understandable form.


Instructional objectives developed by Direct Patron Access to Computer-Based Reference Systems Committee, American Library Association, are designed to facilitate library instruction where online systems are used directly by patrons, and intended for librarians who are devising instructional programs for online systems in school, special, public, or academic libraries. (5 references) (EJS).


Student activities designed to develop search strategy skills are outlined—from defining topic through selection of useful subject headings found in a wide variety of information sources. Suggestions are helpful in developing logical progression in activities leading students to discover a broad range of resources.


This clearly organized, succinct introduction to databases covers definition, rationale for inclusion in an educational program, and uses. Development of an instructional plan is outlined. Applicable from elementary school through adult, this introduction is designed to help teachers show others how to get "exactly the information (they) need" in an age of information glut. Helpful in designing student-generated files for databases on computer.

Billing itself as an "online tour", this readable and highly informative presentation of how to search online databases discusses the necessary hardware and software for searching and how to set it up. It then guides the reader through the search process from making practice calls to networks to actually searching databases. Examples of screen display are included with each explanation. By sending in the post cards included with the book, the reader can receive varying amounts of free research time on MCI Mail, Official Airline, CompuServe, NewsNet, Western Union, DIALOG, and the Dow Jones News/Retrieval Service. Appendices of telephone access numbers for the country and common communication problems plus an index are included.


Because of the increasing importance of online databases, school library media specialists are encouraged to introduce students to online searching. Four books that would help media specialists gain a basic background are reviewed and it is noted that although they are very technical, they can be adapted to individual needs. (EM).


Oriented to specific hardware, this popular guide provides background for potential users on equipment, software, mechanisms and available databases. It concentrates on such services as bulletin boards, electronic mail, networking, and The Source, CompuServe, and Dow Jones. Part of one chapter discusses encyclopedic databases including Dialog and BRS. The book does include information on accessing a mainframe computer.


Reviews findings of formal studies and experiential accounts of teaching online searching and, on basis of past research, recommends guidelines for school media specialists designing curriculum for instruction in online searching. Five types of online training are noted: vendor, database producer, course-based, self-instruction, locally designed programs. Thirty-six references are cited. (EJS).
The library is not a storehouse, nor is the secondary librarian merely a custodian, leaving students alone in the world, struggling to find information on their own. It is the librarian's role to be in the center of the school's total curriculum planning process and implement a plan involving information skills in each discipline. This would include a balance between exercises and context with different approaches in mind. The librarian should also be knowledgeable of the new computer technology and apply to the instructional program. The author is a British headmaster, but his principles certainly apply to libraries in the United States.


Designed to help high school students develop critical thinking and writing skills, the "Clipping Thesis" project requires students to find newspaper and journal articles on a given topic through printed indexes or online searching, read the articles, write brief and final summaries of their readings, and compile a bibliography. (EM).


Reviews types of databases and their sources, how to access databases and how to prepare a search. Suggests ways to acquire training and other assists, how to build a start-up budget and some initial ways to look at searching with students.


This curriculum guide is intended for any librarian committed to teaching online searching and looking for guidelines to integrate the skill into the full academic curriculum. The publication will enable school librarians to assist students in developing the skills that will enable them to search and retrieve information from computerized databases, not only to access information necessary for their studies, but also to acquire skills for lifelong learning. (Only bibliographic databases are covered in this document.) It is recommended that this curriculum be integrated with the teaching of library media skills in other curriculum areas. The librarian and various subject area teachers should jointly establish the goals and objectives for the implementation of the online curriculum. The first section of this guide, "Online Curriculum," includes the following subsections: an introduction, offline suggestions, course objectives and student outcomes, planned course scope and sequence, and sample lesson plans.
The second section, "Online Management," includes: an introduction, budget and costs, vendors, gateway software, telecommunications, copyright, security, recordkeeping, and cooperation and support. References, an annotated bibliography and numerous appendices, including a sample search, and lists of vendors, telecommunications networks, and commonly used databases, are provided. (THC).


Describes a MECC program, "ON-LINE," which simulates an online search of four newspapers and the AP wire, using lesson plans on disk and accompanying print copies of articles from these selected news sources.


Detailed description of the introduction of online searching into 22 senior high schools: goals, charts and graphs of actual database use; sample searches; integration of searching into the curriculum; and implications for the future.


This curriculum guide is intended to help educators design strategies to introduce the concept of online database searching to high school students. The goals of database searching are clearly defined so they may be matched with the goals already established in existing curriculum areas. The teaching process involves explaining how to use a computer to locate bibliographic references. By using a computer to search the databases, students learn how the bibliographic records are organized and what the organizational structure means for successful retrieval. This guide contains statements of the purposes, philosophy, rationale, goals, and objectives of teaching online searching skills to high school students. Included are: an outline of the steps in the search process, activities for four class periods, a student worksheet to be completed with every search request, a discussion of search strategy development, two sample searches and information on computer database vendors and search packages. References used in preparing the curriculum guide are included. (THC).

As librarians, we can foster a willingness to learn by offering an environment of good services in order that students have successful experiences in the midst of gaining knowledge. By cooperating with teachers, we can work with classes by providing exercises and assistance in defining or narrowing research topics, deciding alternate subjects in the card catalog (or databases), and searching indexes in appropriate sections of books or reference materials. We can also nurture students towards independence by teaching them how to evaluate sources and placing them in critical thinking and problem solving experiences. The end product is that they can exhibit a willingness to learn and an ability to gather and process information according to their present needs. The author provides examples throughout the article to illustrate each point.


Discusses how rapid technological developments in the information industry, such as electronic publishing, satellite and microwave systems, video display terminals, and videotex have affected publishing costs, libraries, librarians, and users. Online searching is seen as a major development that may threaten the future of libraries, librarians, and printed materials. (CDD).


Describes some of the most active school library programs for introducing elementary and secondary school students to online searching. Highlights include searches performed by librarians and students; skills acquired by students (search strategy, choosing appropriate databases, accessing information online); frequently searched databases; and low-cost options currently offered by vendors. (EJS).
SEARCHING SERVICES:
Searching professional information for teachers, administrators:

Bellingham School District
Sunnyland Elementary School
(206) 676-6446 Greg Freeman

Bethel School District
(206) 535-0950 Roger Woehl

Central Kitsap School District
Olympic High School
(206) 692-3180 Barbara Raupach
(Runs searches for students as well as faculty.)

Edmonds School District
(206) 771-0580 Dave Wagar

Highline Community College
(206) 878-3710, Ext. 259 Tony Wilson
(Teaches "Database Information Sources" course and others.)

North Thurston School District
Timberline High School
(206) 456-7655 Irene Clise
(Runs searches for students; teaches strategies to students.)

Seattle School District
Nathan Hale High School
(206) 281-6920 Sue Hamlin

Shoreline School District
(206) 361-4229 Akimi Smith

Spokane School District
(509) 455-4424 Marilyn Matulich

TEACHING STUDENTS TO SEARCH:

Bellingham School District
Sehome High School
(206) 676-6481 Eileen Anderson

Bethel School District
Bethel Junior High School
(206) 847-2209 Carol Neufeld

Chehalis School District
W.F. West High School
(206) 748-1129 Larry Parsons

Cle Elum School District
Cle Elum High School
(509) 649-2291 Jeff Davis

Eastmont School District
Eastmont High School
(509) 884-7164 Teri Fink

Edmonds School District
Edmonds High School
(206) 670-7408 Cher Reaber

Edmonds School District
Lynnwood High School
(206) 670-7520 Madalyn Mincks

Edmonds School District
Meadowdale High School
(206) 670-7656 Don Reaber

Edmonds School District
Woodway High School
(206) 670-7920 Al McPadden

Ferndale School District
Ferndale High School
(206) 384-9211 Don Olson

Meridian School District
Meridian High School
(206) 398-8111 Connie Marchant

Northshore School District
Bothell High School
(206) 485-0361 Carolyn White

Northshore School District
Inglemoor High School
(206) 485-0271 Dorothy Schumacher

Northshore School District
Woodinville High School
(206) 485-0312 Sylvia Stanfill

Olympia School District
Olympia High School
(206) 753-8940 Susan Pattillo
Puyallup School District
Ballou Junior High School
(206) 841-8725 Mary Pierce Baze

Puyallup School District
Puyallup High School
(206) 841-8711 Ken Burchett

Renton School District
Hazen High School
(206) 235-2220 Sam Throm

Richland School District
Hanford High School
(509) 375-96/1 Nancy Graf

Riverview School District
Tolt Junior-Senior High School
(206) 333-4131 Bob Davis

Seattle
Kennedy High School (private school)
(206) 246-0500 Sylvia Hjelmeland

Sumner School District
McAlder Elementary School
(206) 845-6016 Cathy McLeod

Sumner School District
Sumner High School
(206) 863-8181 Jan Sodt

Wenatchee School District
Wenatchee High School
(509) 663-8117 Eric Jensen

BULLETIN BOARDS/TELECOMMUNICATIONS K-12:

Walter Barbee
Summer School District
(206) 863-4438
Board of Education:
(206) 524-6953

Bill Guise
Highline School District
(National Diffusion Network)
(206) 433-2453
HI-NET:
(206) 433-2139

Pat McIntyre
St. Martin's Computer Center
(206) 491-4700
NETWORK II
(206) 438-4477

USER GROUP MANAGEMENT K-12:

Bethel School District
(206) 535-0950 Tim Lamas

ONLINE CATALOG INSERVICE K-12:

Kitsap Regional Library, Bremerton
(206) 377-7601 Michael Schuyler

EDUCATIONAL SERVICE DISTRICT (ESD) REGIONAL COMPUTER SPECIALISTS:

ESD 189, Mt. Vernon
(206) 424-9573 Larry Burtness

Four-County Educational Technical Council
ESD 171, Wenatchee
(509) 663-8741 Myrna Jensen

ESD 121, Seattle
(206) 242-4968 George Luginbill

ESD 101, Spokane
(509) 456-7660 Mike Maxon

ESD 113, Olympia
(206) 586-1683 Dick Barnhart

ESD 112, Vancouver
(206) 574-3215 Jon Nelson

ESD 114, Bremerton
(206) 479-0993 Jacob Schlumpf

ESD 123, Pasco
(509) 547-8441 Joe Huether
BRS LOGICAL OPERATORS

- **Standard Boolean Operators:**
  - OR
  - AND
  - NOT

  **Examples:**
  - telecommunications or communications
    ![Venn Diagram]
  - computers and communications
    ![Venn Diagram]
  - technology not computers
    ![Venn Diagram]

- **Positional ("free-text") Operators:**
  - SAME
  - WITH
  - ADJ

  **Examples:**
  - computers same communications
  - 1980s with computers
  - telecommunications adj technology
DATABASES AVAILABLE

February 1987

Each of the over 90 databases available on BRS is structured for maximum searching efficiency on the sophisticated and flexible BRS/SEARCH Service. Selected for quality and wide appeal, the databases cover a multi-disciplinary range of topics including business, medicine/pharmacology, the life and physical sciences, social sciences, and humanities. BRS also produces several unique and important databases which are included in this list.

<table>
<thead>
<tr>
<th>DATABASE</th>
<th>LABEL</th>
<th>PRODUCER</th>
<th>DESCRIPTION</th>
</tr>
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<tr>
<td>ACQUIRED IMMUNE DEFICIENCY SYNDROME DATABASE</td>
<td>AIDD</td>
<td>Bureau of Hygiene and Tropical Diseases</td>
<td>AIDS and related retroviruses</td>
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<tr>
<td>CAB - HUMAN NUTRITION</td>
<td>NUTR</td>
<td>CAB International</td>
<td>Nutrition</td>
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<tr>
<td>COMBINED HEALTH INFORMATION DATABASE*</td>
<td>CHID</td>
<td>Combined Health Information Database</td>
<td>Health care and some full text information</td>
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<tr>
<td>COMPREHENSIVE CORE MEDICAL LIBRARY*</td>
<td>CCML</td>
<td>Several major medical publishers</td>
<td>Full text of medical textbooks and journals</td>
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<tr>
<td>CONSUMER DRUG INFORMATION DATABASE*</td>
<td>CDIF</td>
<td>American Society of Hospital Pharmacists</td>
<td>Full-text consumer drug information</td>
</tr>
<tr>
<td>ICMEL. S M</td>
<td>DNOG</td>
<td>DIENGES</td>
<td>Regulatory information for the health care industry</td>
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<tr>
<td>DRUG INFORMATION FULLTEXT**</td>
<td>DIFT</td>
<td>American Society of Hospital Pharmacists</td>
<td>Full-text information on current and investigational drugs</td>
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<td>EMBASE*</td>
<td>EMED</td>
<td>Elsevier Science Publishers</td>
<td>Biomedicine and health</td>
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<tr>
<td>EMBASE TRAINING FILE*</td>
<td>EMET</td>
<td>Elsevier Science Publishers</td>
<td>Training File</td>
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<td>HEALTH AUDIO-VISUAL ONLINE CATALOG</td>
<td>HVAC</td>
<td>Northeastern Ohio Universities</td>
<td>Audiovisual materials in medicine</td>
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<tr>
<td>HEALTH PLANNING AND ADMINISTRATION*</td>
<td>NLAH</td>
<td>National Library of Medicine (NLM)</td>
<td>Health economics, administration and planning</td>
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<tr>
<td>INTERNATIONAL PHARMACEUTICAL ABSTRACTS*</td>
<td>IPAB</td>
<td>American Society of Hospital Pharmacists</td>
<td>Pharmaceutical and drug-related information (left-hand truncation available)</td>
</tr>
<tr>
<td>IRCs MEDICAL SCIENCE DATABASE*</td>
<td>IRCs</td>
<td>IRCs</td>
<td>Full-text biomedical research</td>
</tr>
<tr>
<td>MEDICAL/PSYCHOLOGICAL PREVIEWS</td>
<td>PREV</td>
<td>BRS/Saunders</td>
<td>Current awareness for medical and psychology journals</td>
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<tr>
<td>MEDLINE (AND BACKFILES)*</td>
<td>MESH</td>
<td>National Library of Medicine (NLM)</td>
<td>Medicine, nursing, dentistry (left-hand truncation available)</td>
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<tr>
<td>MERCK INDEX*</td>
<td>MRCK</td>
<td>Merck &amp; Company</td>
<td>Chemicals, drugs and substances of biological importance</td>
</tr>
<tr>
<td>NURSING &amp; ALLIED HEALTH (CINAHL) DATABASE*</td>
<td>NAHL</td>
<td>CINAHL Corporation</td>
<td>Nursing and health care</td>
</tr>
<tr>
<td>PDO CANCER INFORMATION FILE*</td>
<td>PDGC</td>
<td>National Cancer Institute</td>
<td>Prognostic and treatment information on 85 different cancers</td>
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<tr>
<td>PDO DIRECTORY FILE*</td>
<td>PDOO</td>
<td>National Cancer Institute</td>
<td>Physicians and organizations devoted to cancer treatment</td>
</tr>
<tr>
<td>PDO PROTOCOL FILE*</td>
<td>POOP</td>
<td>National Cancer Institute</td>
<td>Information on active cancer treatment protocols</td>
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<td>SPORT DATABASE*</td>
<td>SPDB</td>
<td>Sport Information Resource Center</td>
<td>Sport, fitness, recreation, sports medicine</td>
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<td>Chemistry training file</td>
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<td>COMPENDIX*</td>
<td>COMP</td>
<td>Engineering Information, Inc</td>
<td>Engineering</td>
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<tr>
<td>COMPUTER &amp; MATHEMATICS SEARCH*</td>
<td>CMCJ</td>
<td>Institute for Scientific Information</td>
<td>Computer science and mathematics</td>
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<td>ELECTRONIC MATERIALS INFORMATION SYSTEM</td>
<td>EMIS</td>
<td>Institute of Electrical Engineers, London</td>
<td>Compilation of data for microelectronic and solid-state related materials</td>
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<tr>
<td>HAZARDLINE*</td>
<td>HZDB</td>
<td>Occupational Health Services, Inc</td>
<td>Full-text, hazardous substance information</td>
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<td>INS VENDOR INFORMATION*</td>
<td>VEND</td>
<td>Information Handling Services</td>
<td>Vendor product information</td>
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<td>Information Handling Services</td>
<td>Engineering standards</td>
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<td>Information Handling Services</td>
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<td>Information Handling Services</td>
<td>Integrated circuit data</td>
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<td>KIRK-OTHMER ENCYCLOPEDIA OF CHEMICAL TECHNOLOGY</td>
<td>KIRK</td>
<td>John Wiley &amp; Sons, Inc</td>
<td>Chemical technology, full-text coverage</td>
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<td>MATHSCI</td>
<td>MATH</td>
<td>American Mathematical Society</td>
<td>Mathematics, statistics, and computer science</td>
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<td>MILITARY AND FEDERAL SPECIFICATIONS AND STANDARDS</td>
<td>MLSS</td>
<td>Information Handling Services</td>
<td>Military and federal specifications and standards</td>
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<td>ONLINE MICROCOMPUTER SOFTWARE GUIDE AND DIRECTORY</td>
<td>SOFT</td>
<td>Online, Inc</td>
<td>Microcomputer software information</td>
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<td>PATDATA</td>
<td>PATS</td>
<td>BRS Information Technologies</td>
<td>All patents registered through U.S. Patent and Trademark Office</td>
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<td>SEMICONDUCTOR PARAMETER RETRIEVAL INFORMATION NETWORK</td>
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<td>VOLUNTARY STANDARDS</td>
<td>VSIN</td>
<td>Information Handling Services</td>
<td>Voluntary standards</td>
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| **LIFE SCIENCES** | | | |
| AGRICOLA (AND BACKFILE) | CAIN | National Agricultural Library (NAL) | Agriculture |
| BIOSIS PREVIEWS (AND BACKFILE) | BIOL | BioSciences Information Services | Biological sciences |
| BIOSIS MERGED | BIOZ | BioSciences Information Services | Biological sciences |
| CAB ABSTRACTS | CABA | CAB International | Agriculture |
| CAB - VETERINARY AND MEDICAL | VETR | CAB International | Veterinary medicine; laboratory animals |
| NATIONAL ENVIRONMENTAL DATA REFERRAL SERVICE | NEDS | U.S. Dept. of Commerce, National Environmental Data Referral Service | Public, private environmental data and sources |
| POLLUTION ABSTRACTS | POLL | Cambridge Scientific Abstracts | Pollution |

<p>| <strong>BUSINESS</strong> | | | |
| ABUINFORM | INFO | Data Courier, Inc | Business |
| ABSTRACTS OF WORKING PAPERS IN ECONOMICS | AWPE | Cambridge University Press | Economics |
| BUSINESS SOFTWARE DATABASE | BSOF | Data Courier, Inc | Micro, minicomputer software products |
| CAB - ECONOMICS, DEVELOPMENT AND EDUCATION | ECON | CAB International | Economic development |
| CAB - LEISURE, RECREATION AND TOURISM | TOUR | CAB International | Tourism, leisure and recreation |
| CORPORATE AND INDUSTRY RESEARCH REPORTS ONLINE INDEX | CIRR | JA micropublishing, inc | Company and industry research reports and presentations |
| DISCLOSURE HISTORY DATABASE | DSCH | Disclosure Information Group | One year historical financial report data |
| DISCLOSURE ONLINE DATABASE | DSQL | Disclosure Information Group | Full-Text financial report data for over 10,000 companies |
| DISCLOSURE SPECTRUM OWNERSHIP DATABASE | OWNR | Disclosure Information Group | Corporate and stock ownership information for 5000 public companies |
| FEDERAL AND STATE BUSINESS ASSISTANCE | FSBA | NTIS, Center for the Utilization of Federal Technology | Federal and state assistance to business |
| FEDERAL APPLIED TECHNOLOGY DATABASE | FATD | NTIS, Center for the Utilization of Federal Technology | Federal technology available for licensing |
| HARVARD BUSINESS REVIEW DATABASE | MBRO | John Wiley &amp; Sons, Inc | Business and management |
| INDEX TO FROST &amp; SULLIVAN MARKET RESEARCH REPORTS | FSIB | Frost &amp; Sullivan, Inc | Market research information |
| INDUSTRY DATA SOURCES | HARF | Information Access Company | Industry data |
| INVESTOR'S DAILY | IVDA | JA micropublishing, inc | Investment news sources |
| MANAGEMENT CONTENTS | MGMT | Information Access Company | Business |
| PREDICASTS ANNUAL REPORTS ABSTRACTS | PTS5A | Predicasts, Inc | Company-specific business and economic information |
| PREDICASTS AND PTS/FAS INDEX AND CONCATENATED FILE | PTS5P | Predicasts, Inc | Business and economics |
| TRADE AND INDUSTRY ASAP III | TSAP | Information Access Company | Full-text coverage of major industry information |
| TRADE AND INDUSTRY INDEX | BIZZ | Information Access Company | Developments in major industries |</p>
<table>
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<th>DATABASE</th>
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<th>PRODUCER</th>
<th>DESCRIPTION</th>
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<td><strong>SOCIAL SCIENCE/HUMANITIES</strong></td>
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<tr>
<td>ABLEDATA</td>
<td>ABLE</td>
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<td>Rehabilitation products for the disabled</td>
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<td>AMFG</td>
<td>National Rehabilitation Information Center</td>
<td>Directory of Manufacturers/Distributors for ABLEDATA</td>
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<tr>
<td>AGELINE*</td>
<td>AARP</td>
<td>The American Association of Retired Persons</td>
<td>Information on aging</td>
</tr>
<tr>
<td>ALCOHOL USE/ABUSE*</td>
<td>HAZE</td>
<td>University of Minnesota College of Pharmacy</td>
<td>Alcoholism</td>
</tr>
<tr>
<td>ARTS AND HUMANITIES</td>
<td>AHCI</td>
<td>Institute for Scientific Information</td>
<td>Arts and humanities</td>
</tr>
<tr>
<td>SEARCH***†††</td>
<td>CRFW</td>
<td>Catalyst Library</td>
<td>Current information on women and careers</td>
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<td>DRUGINFO*</td>
<td>DRSC</td>
<td>University of Minnesota College of Pharmacy</td>
<td>Drug abuse</td>
</tr>
<tr>
<td>DRUGINFO/ALCOHOL</td>
<td>DRUG</td>
<td>University of Minnesota College of Pharmacy</td>
<td>Drug abuse and alcoholism</td>
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<tr>
<td>USE-ABUSE*</td>
<td>NCPR</td>
<td>National Council on Family Relations</td>
<td>Marriage and family literature</td>
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<td>HUD USER*</td>
<td>HUDU</td>
<td>HUD User</td>
<td>Housing and urban development</td>
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<td>INTERAGENCY</td>
<td>INTERAG</td>
<td>Interagency Committee on Handicapped Research, National Institute on Handicapped Research</td>
<td>Descriptions of research projects involving rehabilitation</td>
</tr>
<tr>
<td>REHABILITATION</td>
<td>REHAB</td>
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<td>LLBA</td>
<td>Sociological Abstracts</td>
<td>Language and linguistics</td>
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<td>MENTAL MEASUREMENTS</td>
<td>MMED</td>
<td>Buros Institute of Mental Measurements</td>
<td>Standardized testing materials</td>
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<td>YEARBOOK***</td>
<td>NCHM</td>
<td>National Institute of Mental Health</td>
<td>Mental health and related information</td>
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<tr>
<td>PAIS INTERNATIONAL</td>
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<td>Public Affairs Information Service</td>
<td>All social sciences</td>
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<td>(PUBLIC AFFAIRS</td>
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<td></td>
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<td></td>
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<td>PSAL</td>
<td>American Psychological Association</td>
<td>Current psychological literature</td>
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<td>PSYC</td>
<td>American Psychological Association</td>
<td>Psychology (left-hand truncation available)</td>
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<td>NRE</td>
<td>National Rehabilitation Information Center</td>
<td>Rehabilitation literature</td>
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<td>SOCIAL PLANNING/POLICY &amp; DEVELOPMENT ABSTRACTS*</td>
<td></td>
<td></td>
<td></td>
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<td>SOCIAL SCISEARCH††† AND BACKFILE*</td>
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<td>Institute for Scientific Information</td>
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<td>SOCA</td>
<td>Sociological Abstracts</td>
<td>Sociology and related disciplines</td>
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<td>Management Directions</td>
<td>Personnel issues</td>
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<td>National Institute of Education</td>
<td>Education</td>
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<td>Council for Exceptional Children</td>
<td>Exceptional child education</td>
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<td>NATIONAL COLLEGE DATABASE***††</td>
<td>PETE</td>
<td>Peterson's Guides, Inc.</td>
<td>College and university profiles</td>
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<td>Ontario Ministry of Education</td>
<td>Educational research, reports, and curriculum guidelines</td>
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<td>RICE</td>
<td>Northwest Regional Educational Laboratory</td>
<td>Computer applications in education</td>
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<td>National Center for Research in Vocational Education</td>
<td>Vocational education</td>
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<td>SCHOOL PRACTICES INFORMATION FILE*</td>
<td>SPIF</td>
<td>BRS Information Technologies</td>
<td>Education programs, practices, and materials</td>
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<td>Vocational curriculum materials</td>
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<td>AEE</td>
<td>Grolier Electronic Publishing, Inc</td>
<td>Multi-disciplinary encyclopedia</td>
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<td>Abstracts of popular periodical literature</td>
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<td>DGRF</td>
<td>American Chemical Society</td>
<td>University chemistry-related departments and faculty</td>
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<td>AMERICAN MEN AND WOMEN OF SCIENCE*</td>
<td>MNSC</td>
<td>R.R. Bowker</td>
<td>Directory of scientists</td>
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<td>APIP</td>
<td>R.R. Bowker</td>
<td>Association literature</td>
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<td>BBIP</td>
<td>R.R. Bowker</td>
<td>U.S. books in print</td>
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<td>BOOKSINFO*</td>
<td>BOOK</td>
<td>R.R. Bowker</td>
<td>800,000 books in print</td>
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<td>CULP</td>
<td>California Library Authority for Systems and Services (CLASS)</td>
<td>California periodicals holdings</td>
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<tr>
<td>CROS*</td>
<td>CROS</td>
<td>BRS Information Technologies</td>
<td>Cross-file searching</td>
</tr>
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<td>DISSERTATION ABSTRACTS ONLINE*</td>
<td>DISB</td>
<td>University Microfilms</td>
<td>Multi-disciplinary</td>
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<tr>
<td>Fairbase</td>
<td>FAIR</td>
<td>INTAG - International Arbeitsgruppe fuer Technologieberatung</td>
<td>Forthcoming trade fairs, conferences, and exhibitions</td>
</tr>
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<td>FILE*</td>
<td>FILE</td>
<td>BRS Information Technologies</td>
<td>BRS database directory</td>
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<td>GUIDE TO MICROFORMS IN PRINT</td>
<td>MFIF</td>
<td>Meckler Publishing</td>
<td>Available microform publications</td>
</tr>
<tr>
<td>GPO MONTHLY CATALOG*</td>
<td>GPM</td>
<td>U.S. Government Printing Office</td>
<td>Government publications</td>
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<tr>
<td>INDEX TO U.S. GOVERNMENT PERIODICALS</td>
<td>GOVT</td>
<td>Intodata International Inc.</td>
<td>Indexes U.S. government periodicals</td>
</tr>
<tr>
<td>KNOWLEDGE INDUSTRY PUBLICATIONS DATABASE*</td>
<td>KUPD</td>
<td>Knowledge Industry Publications, Inc</td>
<td>Publicly available databases</td>
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<td>MAGAZINE ASAP*</td>
<td>MSAP</td>
<td>Information Access Company</td>
<td>Full-text magazine articles</td>
</tr>
<tr>
<td>MAGAZINE INDEX*†</td>
<td>MABS</td>
<td>Information Access Company</td>
<td>General interest magazines</td>
</tr>
<tr>
<td>NATIONAL NEWSPAPER INDEX*†</td>
<td>NOOZ</td>
<td>Information Access Company</td>
<td>Five major American newspapers</td>
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<td>NEWS*</td>
<td>NEWS</td>
<td>BRS Information Technologies</td>
<td>System update file</td>
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<tr>
<td>NEWSEARCH†</td>
<td>DALY</td>
<td>BRS Information Technologies</td>
<td>Business, law and general interest magazines, updated daily</td>
</tr>
<tr>
<td>NTIS BIBLIOGRAPHIC DATABASE*</td>
<td>NTIS</td>
<td>National Technical Information Service</td>
<td>Government reports, all areas</td>
</tr>
<tr>
<td>OCLC EASI REFERENCE</td>
<td>OCLC</td>
<td>Online Computer Library Center, Inc</td>
<td>OCLC Online Union Catalog subset</td>
</tr>
<tr>
<td>POPULAR MAGAZINE REVIEW ONLINE*</td>
<td>PWRO</td>
<td>Data Base Communications Corp.</td>
<td>Index to popular U.S. magazines</td>
</tr>
<tr>
<td>SUPERINDEX*†</td>
<td>SUPE</td>
<td>Superindex, Inc.</td>
<td>Science, medicine, technology, and engineering</td>
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<tr>
<td>TERM*</td>
<td>TERM</td>
<td>BRS Information Technologies</td>
<td>Social science thesauri</td>
</tr>
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<td>ULRICH'S INTERNATIONAL*†</td>
<td>ULRH</td>
<td>BRS Information Technologies</td>
<td>Directory of periodicals</td>
</tr>
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<td>UMI ARTICLE CLEARINGHOUSE*</td>
<td>UMAC</td>
<td>UMI Article Clearinghouse</td>
<td>UMI document delivery information</td>
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<tr>
<td>WORDS ON TAPE</td>
<td>WORD</td>
<td>Meckler Publishing</td>
<td>Literature recorded on audio cassettes</td>
</tr>
</tbody>
</table>

* These databases are available to teaching institutions via BRS/Instructor.
† These databases are full text.
™ Trademark of BRS Information Technologies
Registered Trademark of BRS Information Technologies
†† Trademark of Peterson's Guides, Inc.
††† Registered Trademark of Institute for Scientific Information

A catalog describing all these databases is available. Call TOLL-FREE 800-345-4BRS (or 518-783-7251, collect) for a free copy.
<table>
<thead>
<tr>
<th>COMMAND</th>
<th>ABBREVIATION</th>
<th>FUNCTION</th>
<th>EXAMPLE</th>
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</thead>
<tbody>
<tr>
<td>CHANGE</td>
<td>.C</td>
<td>Changes to another database.</td>
<td>..C/ERIC</td>
</tr>
<tr>
<td>COST</td>
<td>.CO</td>
<td>Provides estimated online costs for current database session.</td>
<td>..C/ERIC</td>
</tr>
<tr>
<td>DISPLAY</td>
<td>.D</td>
<td>Displays current search statements and results; displays saved searches or offline queries.</td>
<td>..D 1-3</td>
</tr>
<tr>
<td>DISPLAY</td>
<td>.D TYPE</td>
<td>Displays the names of a saved search type.</td>
<td>..D TYPE(SDI)</td>
</tr>
<tr>
<td>EXEC</td>
<td>.E</td>
<td>Recalls and processes a temporarily saved search.</td>
<td>..E COMP</td>
</tr>
<tr>
<td>EXEC PS</td>
<td>.E PS</td>
<td>Recalls and processes a permanently saved search.</td>
<td>..E PS(COMP)</td>
</tr>
<tr>
<td>LIMIT</td>
<td>.L</td>
<td>Restricts a search result according to year of publication of documents, language of documents, etc.</td>
<td>..L/2 YR GT 82</td>
</tr>
<tr>
<td>LIMIT</td>
<td>.L</td>
<td></td>
<td>..L/2 LG EQ EN</td>
</tr>
<tr>
<td>MERGE</td>
<td>.M</td>
<td>Merges printoffs and/or searchoffs.</td>
<td>..M Q0401, Q0402</td>
</tr>
<tr>
<td>OFF</td>
<td>.O</td>
<td>Ends an online session.</td>
<td>..O</td>
</tr>
<tr>
<td>OFF C</td>
<td>.O C</td>
<td>Holds search strategy temporarily and ends an online session.</td>
<td>..O C</td>
</tr>
<tr>
<td>PRINT</td>
<td>.P</td>
<td>Prints specified paragraphs of desired documents online.</td>
<td>..P 2 BIBL/DOC=1</td>
</tr>
<tr>
<td>PRINTOFF</td>
<td>.PO</td>
<td>Requests offline printing by BRS of specified paragraphs of desired documents.</td>
<td>..P 2 BIBL/DOC=ALL/ID=SMITH</td>
</tr>
<tr>
<td>PURGE</td>
<td>.PG</td>
<td>Delete search statements, saved searches, or offline queries.</td>
<td>..PG 3.6.7</td>
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<tr>
<td>SAVE</td>
<td>.SV</td>
<td>Saves search strategy for remainder of the day.</td>
<td>..SV COMP</td>
</tr>
<tr>
<td>SAVE PS</td>
<td>.SV PS</td>
<td>Saves search strategy permanently.</td>
<td>..SV PS(COMP)</td>
</tr>
<tr>
<td>SDI</td>
<td></td>
<td>Permanently saves a database search strategy which will be automatically executed against each update to that database.</td>
<td>..SDI 3 BIBL/ID=SMITH</td>
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<tr>
<td>SEARCH</td>
<td>.S</td>
<td>Requests Search Mode, in order to begin or continue entering search terms.</td>
<td>..S/COMPUTER$1</td>
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<tr>
<td>SEARCHOFF</td>
<td>.SO</td>
<td>Requests offline execution of a search strategy against backfiles of a database.</td>
<td>..SO 2 BIBL/DOC=ALL/ID=SMITH</td>
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<td>SET</td>
<td></td>
<td>Changes setting on any of several display options.</td>
<td>..SET HIGHLIGHT=ON</td>
</tr>
<tr>
<td>SET</td>
<td></td>
<td></td>
<td>..SET DETAIL=ON</td>
</tr>
<tr>
<td>SORT</td>
<td></td>
<td></td>
<td>..SET OCCS=ON</td>
</tr>
<tr>
<td>TIME</td>
<td>.T</td>
<td>Displays connect hour time for current database session.</td>
<td></td>
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</table>
SUMMARY OF BRS LOGICAL OPERATORS

**BOOLEAN**

**OR**
1._.: ONLINE OR SEARCHING
RESULT 3594 DOCUMENTS

Either one or both search terms must be in the document.

**AND**
2..._: ONLINE AND SEARCHING
RESULT 459 DOCUMENTS

Both search terms must be in the same document.

**NOT**
3_: ONLINE NOT SEARCHING
RESULT 2295 DOCUMENTS

The indicated search term must not appear anywhere in the document.

**POSITIONAL**

**SAME**
4_: ONLINE SAME SEARCHING
RESULT 281 DOCUMENTS

The search terms must be in the same paragraph/field.

**WITH**
5...:. ONLINE WITH SEARCHING
RESULT 249 DOCUMENTS

The search terms must be in the same sentence.

**ADJ**
6_: ONLINE ADJ SEARCHING
RESULT 149 DOCUMENTS

The search terms must be immediately adjacent and in order of entry.

---

**SUMMARY OF PRINT OPTIONS**

<table>
<thead>
<tr>
<th>Ti</th>
<th>Displays one paragraph/field: the title.</th>
<th>..print 6 ti/1</th>
<th>1</th>
<th>Displays the first document in a result set.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU.TI.SO</td>
<td>Displays individually selected paragraphs: author, title, source.</td>
<td>..p 6 au,ti,so/1-10</td>
<td>1-10</td>
<td>Displays a range of documents 1 through 10.</td>
</tr>
<tr>
<td>BIBL</td>
<td>Displays a predetermined set of default paragraphs.</td>
<td>..p 6 bibl/1,5,12</td>
<td>1,5,12</td>
<td>Displays individually selected documents.</td>
</tr>
<tr>
<td>ALL</td>
<td>Displays all paragraphs/fields</td>
<td>..print 6 all/all</td>
<td>ALL</td>
<td>Displays all documents in the result set.</td>
</tr>
</tbody>
</table>

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**TRUNCATION**

7._.: online adj search$ RESULT 243 DOCUMENTS

8._.: online adj search$2 RESULT 112 DOCUMENTS

---

**PARAGRAPH QUALIFICATION**

6..._: online adj searching.ti.
RESULT 71 DOCUMENTS
JOURNALS INDEXED IN

MAGAZINE INDEX™

BRS file MAGS
DIALOG file 47
Mead Data Central Reference Service file MAGIND
Coverage begins 1977 unless otherwise indicated after journal title.
Coverage subject to change without notice.

*Selected articles available in full text.
See MAGAZINE ASAP journal list for dates of coverage.

A 35mm Photography (ceased publication 1979) '78
50 Plus (formerly Retirement Living) '78
*A+ (The Independent Guide for Apple Compiling) '84
Action Now (formerly Skateboarder's Act.:on; ceased publication 1982) '81
Administrative Management (now Office Administration and Automation)
Administrative Management-The Mag. of Office Admin. & Automation (formerly Office Administration and Automation)
*Aging
Air Progress
Alaska
Alternatives '83
America
American Art Review
American Artist
American Baby
American City and County
American Craft (formerly Craft Horizons) '79
American Economic Review
American Education (ceased publication 1983)
American Federationist (temporarily ceased 6-78; resumed indexing 1984)
American Film
American Forests
American Girl (ceased publication 1979)
American Heritage
American Historical Review
American History Illustrated
American Home (ceased publication 1978)
American Imago
American Legion
American Libraries
American Photographer '80

B American Record Guide
American Ritterian
American Scholar
American School & University
American West
Americanana
Americana
 Analog Science Fiction-Science Fact
Annals of the American Academy of Political and Social Science
Antiques
Antiques & Collecting Hobbies (formerly Hobbies) '85
Antiques Journal (ceased publication 1981)
Architectural Digest
Architectural Record
Art in America
Art News
Astronomy
Atlantic
Atlas (formerly known as: Atlas World Press Review; now World Press Review)
Atlas World Press Review (formerly World Press Review)
Audio
Audubon
Aviation Week
Backpacker
Barron's
Beaver, The '83
Better Homes and Gardens
Bicycling
Bike World (merged with Bicycling 1979)
BioScience
Black Enterprise '78

INFORMATION ACCESS COMPANY
(Division of 3M Data Publishing Company)
11 Davis Drive, Belmont, CA 94002 800-227-8431
-98-
<table>
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<th>Category</th>
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<tr>
<td>Business</td>
<td>Birk &amp; Ketchum's Country Journal</td>
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<td>Business</td>
<td>Breton Magazine</td>
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<td>Business America</td>
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<td>Business Economics</td>
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<tr>
<td>Business</td>
<td>Camera 35 (ceased publication 1982)</td>
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<td>Business</td>
<td>Camping Magazine</td>
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<td>Business</td>
<td>Canadian Business</td>
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<tr>
<td>Business</td>
<td>Canadian Composer, The '83</td>
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<tr>
<td>Business</td>
<td>Canadian Consumer '83</td>
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<td>Business</td>
<td>Canadian Dimension '83</td>
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<td>CoEvolution Quarterly (now Whole Earth Review)</td>
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<td>Colorado Business Magazine</td>
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<td>Commentary</td>
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<td>Commonweal</td>
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<td>Computers &amp; Electronics (merged into Creative Computing)</td>
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<td>Consumer News (ceased publication 1979)</td>
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<td>Country Music (ceased publication 2-82; resumed 1-85)</td>
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<td>Craft Horizons (now American Craft)</td>
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<td>Health Letter (now Harvard Medical School Health Letter)</td>
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<td>Business</td>
<td>House Beautiful</td>
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<td>Business</td>
<td>Human Behavior (ceased publication 1979)</td>
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<td>Business</td>
<td>Humanist</td>
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| S | Soils '78  
Sales and Marketing Management  
San Francisco (suspended publication 6–85; will resume 12–86)  
Saturday Evening Post (Incorporating Country Gentleman)  
Saturday Night '83  
Saturday Review  
Savvy '82  
Scholastic Choices (ceased indexing 12–85) '85  
Scholastic Update (formerly Senior Scholastic) '83  
School Arts  
School Library Journal  
Science  
Science '80 '80  
Science '81 '81  
Science '82 '82  
Science '83 '83  
Science '84 '84  
Science '85 '85  
Science '86 (ceased publication 1986) '86  
Science Digest (ceased publication 1986)  
Science News  
Scientific American  
SciQuest (formerly Chemistry; ceased publication 1982)  
Scouting (ceased indexing 12–85)  
Sea Frontiers  
Sea Secrets (ceased indexing 11–12 '83)  
Senior Scholastic (now Scholastic Update)  
Sepia (ceased publication 1982)  
Seventeen  
Sierra (formerly Sierra Club Bulletin)  
Sierra Club Bulletin (now Sierra)  
Sing Out (ceased indexing 12–85)  
Skateboarder (now Skateboarder's Action Now)  
Skateboarder's Action Now (now Action Now) '78  
Skeptical (ceased publication 1978)  
Skiing  
Skin Diver  
Sky and Telescope  
Smithsonian  
Soaring (ceased indexing 12–85)  
Soccer (ceased publication 1982)  
Society  
Southern Living '78  
Soviet Life  
Space World  
Special Libraries  
Sphere (now Cuisine)  
Spinning Wheel (ceased publication 1983)  
Sport  
Sporting News  
Sports Afield  
Sports Illustrated  
Stamps  
Stereo Review  
Successful Farming  
Sunset  
Surfer (ceased indexing 12–85) '78  
Sylvia Porter's Personal Finance Magazine '85  
Technical Communications '85  
Technology Review '78  
Teen  
Tennis Illustrated (ceased publication)  
Tennis Magazine  
Texas Monthly '83  
Theatre Crafts  
Time  
Today's Education (now NEA Today)  
Town and Country  
Trailer Boats  
Trailer Life  
Train  
Travel (ceased publication 1978)  
Travel-Holiday (formerly Holiday)  
TV Guide  
U.S. Catholic  
U.S. News & World Report  
UN Chronicle  
UNESCO Courier  
USA Today (formerly Intellect) '78  
Variety  
Vital Speeches  
Viva (ceased publication 1978)  
Vogue  
Washington Monthly  
Washingtonian  
WASSAJA (formerly WASSAJA Indian Historian; ceased publication 1982) '82  
WASSAJA Indian Historian (formerly WASSAJA Indian Historian; now WASSAJA) '51  
Water Skier (ceased indexing 12–85)  
Weatherwise  
Weight Watchers  
Whole Earth Review (formerly CoEvolution Quarterly) '84  
Wilderness (formerly Living Wilderness) '82  
Wilson Library Bulletin  
Wine World  
Woman's Day  
Women's Sports and Fitness (formerly WomenSports) '85  
WomenSports (now Women's Sports and Fitness)  
Workbasket (ceased indexing 5–14) '78  
Worldbench  
Working Woman '78  
World Health  
World Press Review (formerly World Press Review) '80  
World Tennis  
Writer '78  
Writer's Digest '78  
Yachting  
Yale Review '78  
Yankee  
Your Public Lands (formerly Our Public Lands; ceased publication Sp' 85) '81 | V | Variety  
Vital Speeches  
Viva (ceased publication 1978)  
Vogue  
Washington Monthly  
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Yankee  
Your Public Lands (formerly Our Public Lands; ceased publication Sp' 85) '81 | T | Technical Communications '85  
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Trailer Boats  
Trailer Life  
Trains  
Travel (ceased publication 1978)  
Travel-Holiday (formerly Holiday)  
TV Guide  
U.S. Catholic  
U.S. News & World Report  
UN Chronicle  
UNESCO Courier  
USA Today (formerly Intellect) '78 | U | U.S. Catholic  
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UN Chronicle  
UNESCO Courier  
USA Today (formerly Intellect) '78 | Y | Yachting  
Yale Review '78  
Yankee  
Your Public Lands (formerly Our Public Lands; ceased publication Sp' 85) '81 |
ADDITIONAL SEARCH STRATEGIES

Search Strategy 1
by Ann Caughey, Tacoma S.D.
593-6976

Curricular Area: Health
Database: BRS/A400

1: Smoking and Public Adj Places
2: 1 and (Laws and Legislation)
3: ...P 2 BIBL/DOC-1-W

Good luck!

Search Strategy 2
by Sue Schille, Nathan Hale H.S., SEA
S.S.D. #1, 587-3555

Curriculum Area: Social Studies
Database: TMS, A-400

1: Star Adj Wars Not (Movie or Film)
2: High Adj Frontier
3: 1 & 2

Search Strategy 3
by Sue Schille, Nathan Hale H.S., SEA
S.S.D. #1, 587-3555

Curriculum Area: Health
Database: BRS, A-400

1: Calcium and Women

Search Strategy 4
by Sue Schille, Nathan Hale H.S., SEA
S.S.D. #1, 587-3555

Curriculum Area: S.S.
Database: BRS, A-400

1: Nuclear Adj Arms or Atomic Adj Weapon
2: 1 and Superiority
3: and American or United Adj State

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-102-
Search Strategy 5
by Jan Wagner, Seattle Christian Schools, 824-1310

Curricular Area: English
Database: BRS, A400

1: Creation$3 and (Public Adj School$1 or Classroom$1)
2: 1 and (Teaching or Instruction)
3: ..P 2 BIBL/DOC=1-14
4: ..P 2 ALL/DOC=1,2,4,8,11,13

Search Strategy 6
by Jan Wagner, Seattle Christian Schools, 824-1310

Curriculum Area: Health
Database: BRS, A400

1: Accident$1 and (Traffic or Driving or Drunk Adj Driving)
2: 1 and (Teenage$2 or Youth)
3: ..P 2 ALL/DOC=1-17

Search Strategy 7
by Sylvia Hjelmeland, J. F. Kennedy H.S.
Seattle, 246-0500

Curricular Area: Debate
Database: BRS/A400

1: Internment or (Concentration Camps)
2: 1 and United States
3: 2 and Japanese
4: ..P 3 BIBL/DOC=1-10

Search Strategy 8
by Sylvia Hjelmeland, J. F. Kennedy H.S.
Seattle, 246-0500

Curricular Area: Debate
Database: BRS/A400

1: Colorado Adj River
2: Water Adj Rights
3: 1 and 2
4: ..P 3 BIBL/DOC=1-3
Search Strategy 9
by Sylvia Hjelmeland, J. F. Kennedy H.S.
Seattle, 246-0500

Curricular Area: Debate
Database: BRS/A400

1: Water Adj Supply and Water Adj
2: ..P 1 ALL/DOC=1-4

Search Strategy 10
by Sylvia Hjelmeland, J. F. Kennedy H.S.
Seattle, 246-0500

Curricular Area: Physics
Database: BRS/A400

1: Halley's Adj Comet
2: ..P 1 *ISL/DOC=1-25

Search Strategy 11
by Ian Porter, Liberty High School
Issaquah, 226-8050, Ext. 137

Curricular Area: Social Studies, Psychology, Health
Database: BRS/A400

1: (Teenage or Adolescent or Youth) and Stress

Search Strategy 12
by Ian Porter, Liberty High School
Issaquah, 226-8050, Ext. 137

Curricular Area: Health, Biology
Database: BRS/A400

1: (Lateral Adj Sclerosis) or (Lou Adj Gehrig$1 Adj Disease)

Search Strategy 13
by Ian Porter, Liberty High School
Issaquah, 226-8050, Ext. 137

Curricular Area: Social Studies, Health
Database: BRS/A400

1: MADD or (Mothers Adj Against Adj Drunk Adj Driving)