The popularity of DIALOG database searching causes problems when requestors do not understand how the service operates or how to fill out a search request. This report describes the implementation of a computer-aided instructional (CAI) program, which was developed using the UTAH PILOT programming language, to convey basic information about DIALOG to students in the College of Nursing and Health Sciences at Winona State University. The program was designed to demonstrate how to do simple DIALOG searches in ERIC and biomedical databases on 5.25 or 3.5 inch disks in the computer laboratory. The CAI program was divided into three parts: (1) an introduction to DIALOG and the basic commands; (2) a brief review and a quiz; and (3) examples of an actual search in DIALOG. The CAI simulation was designed to allow students to learn about DIALOG services while fostering an appreciation of why some searches do not provide the desired results. It is noted that, although no students who had completed the CAI program had availed themselves of the opportunity to conduct an online search under librarian supervision, a definite improvement had been observed in both the number and the quality of the online search requests submitted from the College of Nursing. The report includes background information about DIALOG; a brief literature review; and discussions of the implementation of the program, pilot testing results and subsequent changes in the program, and the outcome of the project. The appendixes, which make up the greater part of the report, provide two examples from the CAI program and a copy of the complete instructional program. (12 references) (SD)
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USING UTAH PILOT TO TEACH
BASIC DIALOG SEARCHING

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ABSTRACT

The popularity of DIALOG database searching causes problems when requestors do not understand how the service operates or how to fill out a search request. A CAI program using PLOL authoring language to demonstrate basic searches in DIALOG is outlined for use in academic departments where online or CD-ROM demonstrations are not available.

INTRODUCTION

DIALOG has become an increasingly popular reference tool in many areas; libraries, hospitals, and businesses all benefit in many ways from its existence. Serious searchers can obtain access from their home micro-computers (Lenopir, 1983); public libraries use DIALOG as part of their reference service (Golomb and Reisman, 1984); and even high school students learn DIALOG searching as part of their basic library skills (Lenopir, 1986).

Not only are the databases offered by DIALOG valuable to a researcher, but the educational discount programs appeal to the money-conscious as well (Lenopir, 1986).

With all these examples of DIALOG's popularity, it should follow that most universities using DIALOG would show a heavy usage. However, such is not the case. Not only must the need for the service and the money to support it exist, but so, too, must the staff.
BACKGROUND

Historical

In November 1983, Maxwell Library of Winona State University began subscribing to DIALOG Information Services. The Government Documents librarian was assigned the responsibility of searching DIALOG along with the regular duties in her area. Only two other librarians were trained as backup.

The demand for DIALOG searches grew slowly, since the service initially was offered only to faculty and graduate students (by 1987, seniors and juniors were allowed to search). But the availability of the service was well-publicized, and word-of-mouth brought in more students with search requests.

Then, in March 1987, the Government Documents/DIALOG Librarian left WSU, and the job of searching DIALOG fell to the Curriculum Librarian (one of the two backups) as her area was near Government Documents. (The terminal was later moved further from both areas, into Cataloging Department.) DIALOG searching was done only when the Curriculum Librarian could spare time from her other duties, and the availability of the service was only known by word-of-mouth.

Current

Three academic departments at Winona State University expressed great interest in the DIALOG service long before
Maxwell Library obtained a modem. The College of Nursing and Health Sciences currently has 450 majors attending classes at both the main campus and the WSU Rochester Center in Rochester, MN (about a 45 minute drive from main campus). In the College of Education, the Educational Administration department has 313 undergraduate majors and 56 students studying for the specialist degree or certificate. The Special Education department is attempting to institute a major and currently has 160 undergraduate minors at both the main and the regional campus and 12 students studying for specialist degrees. Both the Special Education department and Educational Administration department rely heavily on ERIC and their students spend a great deal of time doing manual searches of the ERIC indexes.

All three departments have expressed an interest in the possibility of their students doing their own online DIALOG searching. Numerous complaints have been made by nursing students to the effect that they signed up for a particular class under the assumption that they would be doing online searching themselves, rather than filling out requests for searches to be done.

The search requests that are filled out are often lacking important information such as subject terms. This means the DIALOG librarian must then contact the patron for further information or attempt a search with terms which might not be what the requestor had in mind.
A recent innovation was to allow the student to sit by while the librarian conducted the search. Students were then able to broaden or narrow the searches, resulting in more successful searching. But, given the number of students in the programs, one-to-one instruction of this kind will take more time than the DIALOG librarian can spare from her other duties.

COMPUTER ASSISTED INSTRUCTION

One possible solution to this dilemma would be a way of instructing a would-be searcher on how to fill out the DIALOG search requests so that they will obtain exactly what they want. The students in these programs range from students familiar with search strategies through usage of Maxwell Library's PAIS online catalog for the book collection to nontraditional students unfamiliar with the idea of computer databases. The request forms are already very simple, yet often all that is filled in is the requestor's name and a simple statement of the search request. Since simple directions on the form itself have not proved effective, perhaps what the would-be requestor needs is not directions, but instead a basic understanding of DIALOG and how the service operates so as to better phrase the requests.

Although there are numerous guides to DIALOG searching available (Elia, 1984; Kesselman, 1987), many presuppose two important details: that the library has many modem-linked terminals available for public use, and that the library has
the funds to purchase the additional service. Maxwell Library has neither. An additional difficulty is in the arrangement of the main and regional campuses. Materials available at one campus are often lacking at the other. The WSL Rochester Center, which once had a small library of journals and indexes (including a few volumes of RESOURCES IN EDUCATION), is now at the Rochester Community College, and the Special Education department must borrow volumes of RESOURCES IN EDUCATION from Maxwell Library to take to Rochester to demonstrate manual searches of the index. The Community College Library offers DIALOG service, but only to community college students.

One resource available at both campuses is a computer lab. A computer assisted instruction program, using the PILOT programming language (specifically UTAH PILOT for DOS-PC's), seemed the best way of conveying basic information about DIALOG in a manner that permitted the student at the same time to get a limited understanding of how DIALOG worked.

Because the Special Education and the Educational Administration departments and the College of Nursing and Health Sciences were the heaviest users, the PILOT program was designed to demonstrate to those patrons how to do simple DIALOG searches in the ERIC and some of the medical databases. With both ERIC and the biomedical databases on one disk, the user had more options with which to experiment.

A further deal was worked out with the DIALOG/Curriculum Librarian to allow those students who went through the CAI
simulation the opportunity to attempt a DIALOG search by themselves under librarian supervision.

LITERATURE REVIEW

Although there are many studies and reports written about the value of DIALOG and the varied groups using that service, the amount of articles written about PILOT language is still small. The majority of articles are about SuperPILOT for the Apple II computer; but even those have valuable information about the PILOT language in general. Good examples are Rosenfeld (1987), Collins (1985) and Hosie (1984). Richardson (1984) had an analysis (with recommendation) of IBM PILOT.

Although my original decision to use PILOT as the authoring language for this program was based on my own encounter with that language in Nova University's Systems Analysis, Expert Systems and Artificial Intelligence class, the fact that articles I have found written about PILOT have raved about its ease of use removed any lingering doubt that another language might have proved a better choice.

None of the articles found discussed teaching DIALOG searching by computer-assisted instruction (CAI). The usual manner of teaching DIALOG search techniques seems to be actual hands-on experience in one of the cheaper databases (Elia, 1984 and Tenopir, 1986). DIALOG is now offering a Classroom Instruction Program (Kesselman, 1987) with workbooks.
and guides for elementary and high school students, but university students have no such option.

IMPLEMENTATION

The March 1985 issue of DIALOG BASICS was used as a starting point in developing a brief list of basic commands that a user needs to know in order to use DIALOG. The DIALOG Bluesheets provided additional ideas. Based on my own experience with DIALOG as a backup searcher for the service, I decided not to overwhelm the CAI program by instructing the user in the various ways of searching DIALOG by descriptor, author, etc. Free-text searching has always produced the fastest results, as DIALOG searches all fields of the records. Other searchers have had similar experiences (Roose, 1986).

In order to give the user the best possible idea of what DIALOG is and how the searches work, the program was divided into three parts: an introduction to DIALOG and the basic commands, a brief review and quiz (which the user can elect to skip) and examples of an actual search in DIALOG which I had done.

The search part of the program allows searching with preset terms, combining sets and the displaying of the results. The user starts off in ERIC, since DIALOG logs in in that database, and nursing students have the option of switching from there to the biomedical databases. If the user stays in
the ERIC database, the program gives the option of two searches (and displays). The user then has the choice to either end the program or go on into the biomedical databases for further experimentation.

The first biomedical database encountered was File 218, CINAHL. Using the preselected terms, the user could do one search and display, and then could continue on into File 154, MEDLINE. At this point--although it isn't noticed if the user follows directions--the option is also present to stop the program.

Once in MEDLINE, the program briefly instructs the user how to limit a search by language (since MEDLINE is an international index) and then allows the user to do a search and display the results. If the user limits the search to English records, two English records are displayed. If the user forgets to limit the search, one English record and one Japanese record are displayed. The user can then either go back into ERIC, (File 1) or stop the program.

At each stop option, the program briefly mentioned how the user could set up an appointment to actually search DIALOG and then, to reinforce the fact that online time is expensive, showed the online charges accumulated at that particular point.

ANALYSIS

Setting up the first two parts of the CAL program—the basic introduction and review—was relatively easy in the Pilot
language. The next step, inputting the actual searches, raised a few problems. The main advantage of PILOT is the Match command (Rosenfeld, 1987), but the disadvantage is that PILOT can either be very forgiving in accepting matches or very exact. A more serious disadvantage is that all the possible matches can only be input on a single line. However, alternating M and JM statements allows for more matches. Using '*' to abbreviate the match terms also helps to expand possible matches (see examples), but '*' also allows matches of mistyped words. Since the main idea behind the program was to set up as many possible correct matches as a student might be counted on to use, in an attempt to more realistically demonstrate DIALOG, the probability of a mistyped word giving the wrong impression of how DIALOG would actually respond had to be given a low priority. A line had to be drawn at some point on possible matches, obviously, since people vary widely in search approaches, but there was one search strategy that had to be discouraged. Users familiar with WSU's PALS (Project on Automated Library Systems) online catalog have grown accustomed to leaving out the AND connector when doing term searches. This is fine when PALS is used, since that system automatically adds the AND connector, but DIALOG does not, and DIALOG's response is an empty set. An additional match statement allowed a demonstration of that response.
After studying the results of faculty testing of the CAL program, I decided to make the program a little more user-friendly in the first databases attempted. Common problems reported by faculty usually demonstrated that the directions were either ignored or not understood. Two users forgot that they were not actually in DIALOG and attempted to use more sophisticated commands that were not discussed by the program. Because the departments that received the DIALOG program for use by their students had varying ideas of how and where they would keep the disk, the only directions provided with the disk instructed the student on how to load the PILOT DIALOG disk and what to do if they wanted to stop the program at any time (i.e., remove the disk from the computer). These directions were taped to the disk envelope. The list of DIALOG commands was only given within the program and, unless a student kept notes, these could be forgotten when the program went to the searching section. Therefore, a subroutine was inserted that allowed the user to make two mistakes in the ERIC and INAHIL databases (two mistakes appeared to be the limit of frustration in pretests of the program). On the second mistake, the program took over and led the user step by step through the preset DIALOG search, with an explanation provided for each step.

The addition of the subroutine was possible by combining the C (Calculate) and J (Jump) commands. A counter (q) was set at zero when the database subroutine began, and increased by one
each time a mistake was made. Placing the \( J(q) \) command before the calculation \( C: q = q + 1 \) allowed the possibility of two mistakes to be made since once \( q \) was larger than zero the \( J \) command moved the program into the reinforced direction subroutine.

RESULTS

To date, no survivor of the CAI program has appeared for a DIALOG search. However, a study of the DIALOG search request forms that have been submitted from nursing faculty and students over the years demonstrated that not only has the amount of searches requested increased 62% over the previous year, but the search strategies have been increasingly better thought-out. Where once a request contained merely a descriptive sentence of what was needed or a list of often overlapping "descriptors" (few of which actually had appeared in the indexes), now a request has distinct keywords that usually quickly produces the desired result. The change is dramatic. Only 25% of the requests from the 1987-88 school year had keywords. The requests for the 1988-89 school year (when the PILOT DIALOG program was made available) thus far has had keywords in every request submitted by nursing students. So the DIALOG program has aided searching in this unforeseen way.

CONCLUSION

The planned result of developing this CAI program was that those departments desirous of having their students do their own
DIALOG searches would be provided with the computer assisted instruction program on their choice of 5 1/4 or 3 1/2 disk. Once a student learns how to do basic DIALOG searches, he or she can then set up an appointment with the DIALOG services librarian to conduct a search under her supervision. This will give the student actual hands-on experience and remove some of the mystery that presently surrounds the service. DIALOG should not be viewed as "an exotic gourmet treat designed just for special people with special problems" (Quint, 1988) but as one of many services that a library offers. The CAI program will allow more students to learn about DIALOG service and will do so in a manner that also fosters understanding of why some searches don't always provide the results they would wish.
BIBLIOGRAPHY


APPENDIX 1

EXAMPLE ONE

MATCH STATEMENTS ALLOWING ONLY EXACT MATCHES

TH: Enter your answer:
AS: $SS$
M: a,b,c
JM: *answer1,*answer2,*answer3
JN: *typo1
R: ALLOWANCE FOR TYPOS
*typo1
T: Please enter only a, b, or c

M: $SS$ COMPUTER()ASSISTED()INSTRUCTION, SS SEVERE()DISABILITIES
JM: *hit1,*hit2
JN: *miss1

EXAMPLE TWO

MATCH STATEMENTS THAT PERMIT TYPOS

JM: *hit1,hit2,*hit4,*hit3
M: $SS$ C*R AS*D I*N, SS S*E D*S
JM: *mistake1,*mistake2
JN: *miss1
PILOT DIALOG PROGRAM

R: Basic DIALOG Searching
R: by Kathryn Sullivan, Winona State University, May 1988
R: title page

T: DIALOG is a collection of over 200 databases containing 100 million records online. The citations come from over 60,000 journals and reports.

The databases cover a wide range of areas from business, to philosophy, to education to news, general science, psychology and biomedicine.

TH: Press "return" to continue

A: This program will demonstrate basic commands used in searching most of the databases.

More technical commands are listed on the Bluesheets, in THE GUIDE TO DIALOG SEARCHING, which detail the coverage of each database.

FOOT:

CA: 14,5

A: The first, and most important, step in searching the DIALOG databases takes place before you ever sit down before a terminal.

choose possible subject terms
Then, check those terms against the actual subject headings used in the indexes: RESOURCES IN EDUCATION, for ERIC; INDEX MEDICUS, for Medline; and so on.

FOOT:
CH:
CA:4,5
T: Because online searches are expensive, the next important step is to

-----------------------------
| plan your search terms |
-----------------------------

Records are retrieved from the database by entering the SELECT SET command (SS) followed by your search terms.

SS EDUCATION

FOOT:
CH:
CA:3,5
T: To tell the computer that your subject term may have several different endings, use a question mark.

SS EDUCATION? expands the search from EDUCATION to include EDUCATIONAL

SS WOM?N retrieves both WOMAN and WOMEN

TH: Press 'return' to continue

a:
CA:12
CL:
CA:13,5
T: If your subject term is two or more words that must be in the article in the order you have listed, or has punctuation, use (W) or () between the words.

SS CARDIOVASCULAR()DISEASE

() also helps when a word might be listed as one or two words or hyphenated.

SS SELF()ESTEEM finds both self esteem and self-esteem
You can also narrow or broaden your search by connecting your terms with OR, AND, or NOT.

**SS NUTRASWEET OR ASPARTAME OR SACCHARIN**
creates a set that includes all of these terms

**SS ASPARTAME AND DIABET?**
creates a set that includes only those records that mention both of these terms

**SS SWEETNERS()ARTIFICIAL NOT SACCHARIN**
creates a set that includes all records on artificial sweeteners except those mentioning saccharin

You can also further combine sets while you search. For example, when using subject terms with (), you will get better results searching with that term by itself first, and then combining the results with additional terms.

? ss sweetners()artificial

S1 21076 SWEETNERS
S2 13167 ARTIFICIAL
S3 9873 SWEETNERS()ARTIFICIAL

? ss s3 not cyclamate?

9873 S3
S4 3478 CYCLAMATE?
S5 6395 S3 NOT CYCLAMATE?

---

test the success of your search terms by viewing
The command used to display the results of a search is TYPE (abbreviated T). For this command you must specify a set number, the format for the display, and which records from the set are to be displayed.

\[ T4/3/2,6,8-9 \]

means

TYPE set 4/in format 3/records 2, 6, and 8-9

TH:
Press "return" to continue
A:
CA: 18
CL:
CA: 18
T:
A database may offer up to nine different formats for display. Each format displays different parts of a record. The basic formats are:

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Complete record except abstract</td>
</tr>
<tr>
<td>3</td>
<td>Bibliographic citation</td>
</tr>
<tr>
<td>7</td>
<td>Bibliographic citation and abstract</td>
</tr>
</tbody>
</table>

FOOT:
CH:
CA: 3,5
T: The DIALOG Bluesheets give further commands and search terms unique to each database. There are, for example, ways to limit a search to journals published in a particular year or to find only those articles published in a certain language.

DIALOG also has an EXPLAIN command to request help messages about commands, databases, etc. The abbreviation is a question mark (?). When you are online, ?EXPLAIN gives a complete listing of the EXPLAIN commands.

Would you like to review the basic search commands covered so far? (Y or N)
A:
M:N
JY:*BCOM
JN:*REVIEW
COMMANDS

SS tells the computer to search the database and find those records containing the terms you listed.

T tells the computer to display the retrieved records. "T" must be followed by a set number, a format number, and the number of records you want displayed.

SEARCH TERMS

OR finds all the records that mention any or all of the terms.

AND finds only those records which mention all of the terms.

NOT eliminates from your search all records containing the listed term.

() tells the computer that the terms on either side must be listed exactly that way in the records. Hyphenated words are also retrieved.

FOOT:

*quiz1

CH: 10

T: To tell the computer to display the first three records of set 4 in format 3 (bibliographic citation), you would enter:

a. T#4,3,1,2,3
b. T4/3/3
c. T4/3/1-3

TH: Enter your answer:

AS:$s$
M:c
jy:*ans2
jn:*ans1

R: ALLOWS RETEST OF MISSED ITEMS

*ans1

CH:
CA: 10

T:

TH: Enter your answer:

AS:$s$
M:y
jy:*quiz1
jn:*quiz2
To retrieve all records on learning disabilities, you would enter:

a. SS LEARNING DISABILITIES
b. SS LEARNING()DISABILITIES
c. SS LEARNING AND DISABILITIES

Enter your answer:
as:$S$
M:a,b,c
JM:*ans3,*ans4,*ans5
JN:*typo1

*ALLOWANCE FOR TYPOS
*typo1
T: Please enter only a, b, or c
PA: 5
J:*quiz2
*ans3

Sorry, that is not correct. It would work on the PALS online, which automatically adds the AND connector, but on DIALOG this would produce an empty set.

Would you like to try again? y/n

AS:$S$
M:y
JY:*quiz2
JN:*quiz3
This will work, but it is not the best answer.
Entering "SS LEARNING AND DISABILITIES" will retrieve those records on learning disabilities, but it will also retrieve records on learning about physical disabilities, etc.

Would you like to try again? y/n

To further search records from a set you have already created containing records on NutraSweet (set 4) for only those about hyperactivity, you would enter

a. SS S4 OR HYPERACTIVITY
b. SS S4 AND HYPERACTIVITY
c. SS S4 AND HYPERACTIVITY?

Enter your answer:

Please enter only a, b, or c
Unfortunately, the OR term has now expanded what you found to include ALL records about hyperactivity, whether or not they mention NutraSweet. Would you like to try again? y/n

Very good! This is a correct answer. Using HYPERACTIV would also have worked, as it would have retrieved both HYPERACTIVITY and HYPERACTIVE.

Press "RETURN" to continue

Excellent! This is the best possible answer.

Press 'RETURN' to continue

The final step before logging on to DIALOG is to look through the DIALOG Bluesheets and choose databases best suited for your search.

The Bluesheets explain what each database covers, as well as listing the commands and search limitations unique to the database. And, most important, the Bluesheets give the code number you need to be able to log on to the database once you are on DIALOG. Some databases have more than one number, where one number is for the older records (say, 1966-1975) and the other is for the more current ones.
In order to log on to a database, you must enter the BEGIN command (abbreviated B) followed by a space, and then the number of the database.

Press "RETURN" to continue:

Many libraries have to set up an account on DIALOG for the online charges, so this program will not show you how to log on to DIALOG itself. Instead, it will pick up where you would be after the librarian has logged on and set up the online charges account.

If you are ready to begin, press 'RETURN':

Dialog automatically logs on in the ERIC files. For this program, if you wish to attempt ERIC, enter "B 1" at the ? prompt. If you wish to try the biomedicine databases enter "B 218" at the ? prompt.

Welcome to DIALOG
Dialog level 16.4.5B

Last logoff 29apr88 15:19:37
Logon file001 07may88 10:20:37
**********************************
File 1:ERIC - 66-88/APR

--- ------ ----------
C:$rdate=$date
C:$start=$time
R:SET CLOCK
C:p=0
R:SET PRINT COUNTER
TH:? 
A:
M:b 1,b 218
JM:*eric,*cinahl
T: You are doing a search for articles on computer technology and severely handicapped students. The subject terms you have found in RESOURCES IN EDUCATION are:

- COMPUTER ASSISTED INSTRUCTION
- SEVERE DISABILITIES

After you have found your final set, display the first three results using format 2 (hint: Tsetnumber/2/1-3)

T:-----------------------------------------------

Logon file001 $rdate $start
:*************************************
:File 1:ERIC - 66-88/APR

Set Items Description
--- ----- ""
C:s=0
R:BEGIN SET COUNTER
C:q=0
R:BEGIN MISTAKE COUNTER
TH:?
INMAX:80

R:POSSIBLE ANSWERS; unfortunately, matches only work on one line, so R: answers must be abbreviated and only the very basic terms are entered-- R: which means this will not be an exact match of the results DIALOG would R: provide
JM:*hit1,*hit2,*hit4,*hit3
M:SS CO*R AS*D IN*N,SS SE*E D*S
JM:*mst1,*mst2
JN:*miss1
INSTRUCTION (PROCESS BY WHICH KNOWLEDGE...)
*hit4
C:s=s+1
T:  S#s  3901  SEVERE
C:s=s+1
T:  S#s  22327  DISABILITIES (PHYSICAL, MENTAL, OR SENSORY IMPA...)
C:s=s+1
T:  S#s  1807  SEVERE AND DISABILITIES
TH:?  
INMAX:50
A:
JM:*hit3,*hit1,*match3
JN:*miss1

*miss1
R:AFTER TWO MISTAKES JUMP O REINFORCED DIRECTIONS
J(q):*direct
C:q=q+1
T:------------------------------------------------------------------
:  Sorry, can only input so many different terms for searching.
:  the best terms are still
:  
:  SS COMPUTER()ASSISTED()INSTRUCTION
:  or
:  SS SEVERE()DISABILITIES
:  
:  try those
:------------------------------------------------------------------
TH:?  
INMAX:50
A:
M:SS COMPUTER()ASSISTED()INSTRUCTION,SS SEVERE()DISABILITIES
JM:*hit1,*hit2
JN:*miss1

*mst1
C:s=s+1
T:  S#s  0  COMPUTER ASSISTED INSTRUCTION
TH:?  
INMAX:50
A:
JM:*hit1,*hit2,*hit3,*hit4.
JN:*miss1
*mst2
C:s=s+1
T:  S#s  0 SEVERE DISABILITIES
TH:? INMAX:50
A:
JM:hit1,*hit2,*hit3,*hit4
JN:*miss1

*match1
C:s=s+1
T:  S#s 10099 COMPUTER ASSISTED INSTRUCTION
C:s=s+1
T:  S#s 1807 SEVERE DISABILITIES
C:s=s+1
T:  S#s 3 SEVERE DISABILITIES AND COMPUTER ASSISTED...
TH:? A:
M:T*/2,1-3
JM:*type1
JN:*miss2

*match2
C:s=s+1
T:  S#s 1807 SEVERE DISABILITIES
C:s=s+1
T:  S#s 10099 COMPUTER ASSISTED INSTRUCTION
C:s=s+1
T:  S#s 3 SEVERE DISABILITIES AND COMPUTER ASSISTED...
TH:? A:
M:T*/2/1-3
JM:*type1
JN:*miss2

*match4
C:s=s+1
T:  S#s 1807 SEVERE AND DISABILITIES
C:s=s+1
T:  S#s 10823 COMPUTER AND ASSISTED AND INSTRUCTION
C:s=s+1
T:  S#s 3 SEVERE AND DISABILITIES AND COMPUTER AND ASSISTED...
TH:? A:
M:T*/2/1-3
JM:*type1
JN:*miss2

30
This program is not linked online to DIALOG. This is only a small simulation of DIALOG's responses to preset terms, so you MUST use the terms that were given.

As online charges add up quickly, this program is attempting to teach you basic skills for searching quickly and efficiently.

Therefore, given the term "computer assisted instruction", you search the database by entering at the ? prompt

SS COMPUTER( )ASSISTED( )INSTRUCTION

Enter the command exactly as given

M: SS COMPUTER( )ASSISTED( )INSTRUCTION
JM: *dir1
JN: *rep

Enter the command exactly as given

M: SS COMPUTER()ASSISTED()INSTRUCTION
JM: *dir1,*dir2,*dir3
This gives you a large set of records on the subject. But you are searching for articles about severely disabled students' use of computer assisted instruction. So your next step is to use the other term found in RIE and enter SS SEVERE()DISABILITIES.

TH:?  
A:  
M: SS SEVERE()DISABILITIES  
JN:*rep

Now you have two large sets of records. Rather than looking through each set record by record (VERY expensive in online time), your next step would be to combine the sets and thus retrieve only those records that mention both computer assisted instruction (set 4) AND severe disabilities (set 7). Enter SS S4 AND S7.

Now you have a manageable set to display (or later print). To doublecheck that you have indeed found articles on severely disabled students and computer usage, enter T8/2/1-3.

ERIC
The display (T) command is very strict in DIALOG. You must enter Tsetnumber/format/records. In this instance enter T10/2/1-3 at the ? prompt.

Plienis, Anthony J.; Romanczyk, Raymond G.
Analysis and Intervention in Developmental Disabilities, v5 n4 p345-56 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (060); RESEARCH REPORT (143)
Journal Announcement: CIJSEP86
Descriptors: *Behavior Problems; *Computer Assisted Instruction; Elementary Secondary Education; *Emotional Disturbances; Prediction; *Program Effectiveness; *Severe Disabilities; *Teacher Effectiveness

Integrating Computer Technology with Severely Handicapped and Learning Handicapped Students.
Ple; 1986
Of course, the actual DIALOG terminal will allow you to scroll (move the items on) the screen up and down so you can review the results of your SS and/or T commands and refine your search still further.

For example, the term 'Emotional Disturbances' is in all three of the displayed records. If you were doing an actual search, you might decide to expand the search (3 records, after all, are not much help on a research paper) using that term. If you would like to, resume searching at the ? prompt and display the first three records of your final set. If you'd rather try another database, enter 'B 218' at the prompt. If you would rather stop the program, then just press "RETURN".
When you have finished a search, you will usually want the results printed. Since printing charges vary, you will want to consult a librarian at this point.

Since the librarian will have to close the account for the charges once you are done with the search, this program will not demonstrate how to logoff from DIALOG. But the next screen will show how quickly charges add up online.

If you would like to attempt an online DIALOG search, contact Kathy Sullivan (457-5150), Periodicals Department at Maxwell Library, WSU, to set up an appointment. Remember to mention that you have survived this simulated program.

$\text{rdate} \quad \text{$finish Usersample}$

:\quad \$5.79 \quad 0.193 \text{ Hrs File1}$

:\quad \$0.10 \quad \text{each Type in Format 2}$

:\quad \#p \quad \text{Types}$

:\quad \$6.69 \text{ Estimated cost File1}$

:\quad \$1.54 \text{ Dialnet}$

:\quad \$7.63 \text{ Estimated cost this search}$

:\quad \$7.63 \text{ Estimated total session cost} \quad 0.193 \text{ Hrs.}$

\*next1

\$s=\text{emotional}$

\$s=\text{disturbances}$

\$s=\text{emotional(disturbances)}$
*next2
C:s=s+1
T: S#s 12626 EMOTIONAL
C:s=s+1
T: S#s 3827 DISTURBANCES
C:s=s+1
T: S#s 3588 EMOTIONAL AND DISTURBANCES
J:*contin

*mst3
C:s=s+1
T: S#s 0 EMOTIONAL DISTURBANCES
TH:? A:
M: SS EMOTIONAL()DISTURBANCES, SS EMOTIONAL AND DISTURBANCES
JM:*next1,*next2
JN:*mst4

*mst4
T:-----------------------------
: DIALOG would accept either
: SS EMOTIONAL()DISTURBANCES
: or SS EMOTIONAL AND DISTURBANCES
:-----------------------------
J:*next1

*contin
T:
: If you were actually on DIALOG, you would be able to scroll
: the screen and get the set number for COMPUTER()ASSISTED()
: INSTRUCTION. In this case, the set number for COMPUTER()
: ASSISTED()INSTRUCTION is S4.
:-----------------------------

TH:? A:
M: SS S* and S?, SS S? and S*
JM:*match5,*match5
JN:*miss3

*match5
T: 10099 S4
T: 3588 S#s
C:s=s+1
C:j=s-1
T: S#s 18 S4 AND S#J
TH:? A:
M:T*/2/1-3
JM:*type2
JN:*miss3
R: SINCE THIS IS THE SECOND SEARCH, MISTAKES GET LOG'S RESPONSE
*miss3
T: >>> COMMAND NOT FOUND
TH: ?
A:
M: SS S? and S*, SS S* and S?, T*/2/1–3
JM: *match5, *match5, *type2
JN: *miss3
*type2
C: p=p+3
T: #s/2/1
: EJ362279 EC200941
: The Effects of Microcomputers on the Secondary Special
: Education Classroom Ecology.
: Rieth, Herbert; And Others
: Journal of Special Education Technology, v8 n4 p36–45 Sum 1987
: Special Issue: TAM Conference Papers.
: Available from: UMI
: Language: English
: Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
: Journal Announcement; CIJMAR86
: Descriptors: *Classroom Environment; Compute: Assisted Instruction;
: *Emotional Disturbances; Individualized Instruction; Instructional
: Effectiveness; *Learning Disabilities; *Microcomputers; *Mild Mental
: Retardation; Resource Room Programs; Secondary Education; *Teacher Behavior
: Teaching Methods; Time on Task
:
: #s/2/2
: EJ335873 EC182609
PA: 10
T: Analyses of Performance, Behavior, and Predictors for Severely
: Plienis, Anthony J.; Romanczyk, Raymond G.
: Analysis and Intervention in Developmental Disabilities. v5 n4
: p345–56 1985
: Available from: UMI
: Language: English
: Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
: Journal Announcement: CIJSEP86
: Descriptors: *Behavior Problems: *Computer Assisted Instruction;
: Elementary Secondary Education; *Emotional Disturbances; Prediction:
: *Program Effectiveness; *Severe Disabilities; *Teacher Effectiveness
:
: #s/2/3
: EJ333142 EC182173
: Learner-Centered Software: A Survey of Microcomputer Use with
: Special Needs Students.
PA: 10
You have now learned all the basic commands and search strategies needed to conduct a DIALOG search on ERIC. If you would like to attempt another database, enter 'B 218' at the _?_ prompt.

If you would like to stop, hit RETURN.

---

**TH:**

**A:**

**M:** B 218

**JM:** *cinahl

**JN:** *logoff1

**E:**

*cinahl

**CH:**

**CA:** 3

**T:** You are doing research on the effects of high technology in the field of nursing. After looking through the CUMULATIVE INDEX TO NURSING AND ALLIED HEALTH LITERATURE at all the terms and approaches available, you decide to narrow your search to that of VDTs (video display terminals) on the health of nurses using them constantly.

The search terms you found used in CINAHL are:

COMPUTER TERMINALS

and

STRESS, OCCUPATIONAL

After you have found your final set, display your results in format 2 (hint: Tsetnumber/2/1-lastrecord).

---

**C:** s=0
**R:** BEGIN SET COUNTER
**C:** q=0
**R:** BEGIN MISTAKE COUNTER
T: File 218: NURSING & ALLIED HEALTH (cinaril) 83-88/Feb

Set Items Description
--- ----- ------------

TH: ?

A:
M: SS C*R( )T*S, SS C*R AND T*S, SS ST*S( )OC*L, SS ST*S AND OC*L
M: SS C*R T*S, SS ST*S OC*L
JM: *mst5, *mst6
JN: *miss4

*hit5
C: s = s + 1
T: S#s 802 COMPUTER
C: s = s + 1
T: S#s 34 TERMINALS
C: s = s + 1
T: S#s 31 COMPUTER( )TERMINALS

TH: ?
A:
M: SS ST*S( )OC*L, SS ST*S AND OC*L, SS S? AND S?
JM: *hit7, *hit8, *match6
JN: *miss4

*hit6
C: s = s + 1
T: S#s 802 COMPUTER
C: s = s + 1
T: S#s 34 TERMINALS
C: s = s + 1
T: S#s 31 COMPUTER AND TERMINALS

TH: ?
A:
M: SS ST*S( )OC*L, SS ST*S AND OC*L, SS S? AND S?
JM: *hit7, *hit8, *match6
JN: *miss4

*hit7
C: s = s + 1
T: S#s 1045 STRESS
C: s = s + 1
T: S#s 2567 OCCUPATIONAL
C: s = s + 1
T: S#s 453 STRESS( )OCCUPATIONAL

TH: ?
A:
M: SS CO*R( )TER*LS, SS CO*R AND TER*LS, SS S? AND S?
JM: *hit5, *hit6, *match7
JN: *miss4
*hit8
C:s=s+1
T: S#s 1045 STRESS
C:s=s+1
T: S#s 2567 OCCUPATIONAL
C:s=s+1
T: S#s 453 STRESS AND OCCUPATIONAL

TH:?
A:
JM:*hit5,*hit6,*match7
JN:*miss4

*mst5
C:s=s+1
T: S#s 0 COMPUTER TERMINALS
TH:?
A:
M:SS CO*R()TER*LS,SS CO*R AND TER*LS,SS ST*S()OC*L,SS ST*S AND OC*L
JM:*hit5,*hit6,*hit7,*hit8
JN:*miss4

*mst6
C:s=s+1
T: S#s 0 STRESS OCCUPATIONAL
TH:?
A:
M:SS CO*R()TER*LS,SS CO*R AND TER*LS,SS ST*S()OC*L,SS ST*S AND OC*L
JM:*hit5,*hit6,*hit7,*hit8
JN:*miss4

*miss4
J(q):*dir4
C:q=q+1
T:-------------------------------------------------------------------
: Sorry, but only so many search terms can be set into this
: program. So far the best subject terms are the ones from CINAHL:
: SS COMPUTER()TERMINALS
: or
: SS STRESS()OCCUPATIONAL (remember, () replaces punctuation)
: try those
:-------------------------------------------------------------------

TH:?
A:
M:SS COMPUTER()TERMINALS,SS STRESS()OCCUPATIONAL
JM:*hit5,*hit7
JN:*miss4
38

*match6
C:s=s+1
T: 453  S3
   31  S6
   S#s  5  S3 and S6
TH:?
A:
M:T*/2/1-5
JM:*type3
JN:*miss5

*match7
C:s=s+1
T: 31  S3
   453  S6
   S#s  5  S3 and S6
TH:?
A:
M:T*/2/1-5
JM:*type3
JN:*miss5

*dir4
T:---------------------------------------------------------------------
   This program is not linked online to DIALOG. This is only a
   small simulation of DIALOG's responses to preset terms, so you
   MUST use the terms that were given.
   As online charges add up quickly, this program is attempting to
   teach you basic skills for searching the databases quickly and
   efficiently.
   Therefore, given the term "computer terminals", you search the
   database by entering at the ? prompt
   SS COMPUTER(),TERMINALS
---------------------------------------------------------------------
TH:?
A:
M:SS COMPUTER()TERMINALS
JM:*dir5
JN:*rep2

*rep2
T: Enter the command exactly as given
TH:?
A:
M:SS CO*R()T*LS,SS ST*S()OC*L,SS S3 AND S6
JM:*dir5,*dir6,*dir7
This gives you a good-sized set of records on the subject. But you are searching for the effects of terminals on the health of nurses. So your next step is to use the other term from CINAHL and enter SS STRESS()OCCUPATIONAL.

Now you have two large sets of records. Rather than looking through each set record by record (VERY expensive in online time), your next step would be to combine the sets and retrieve only those mentioning both computer terminals (set 3) AND stress, occupational (set 6). Enter SS S3 AND S6.

Now you have a manageable set to display (or later print). To doublecheck that you have indeed found articles on VDTs and their effects on nurses using them, enter T7/2/1-5.
The display command (T) is very strict in DIALOG. You must enter Tsetnum/er/format/records. In this instance enter T7/2/1-5 at the ? prompt.

TH:? A:
M:T7/2/1-5 JM:*type3 JN:*miss5

*type3 C:p=p+5
T: #s/2/1 0067645
  Video play terminals: how they affect the health of clerical workers
  Resko DR; Mansfield PK
  AAONH J, 1987 Jul; 35(7): 310-4 (22 ref)
  Doc Type: survey
  Descriptors: * Computer Terminals ; * Occupational Health ; *
  Stress, Occupational ; Women's Health ; Women, Working ; Adolescence

  #s/2/2 0062560
  Visual display terminals and operator morbidity
  McAlister NH

PA:10 T: CAN J PUBLIC HEALTH, 1987 Jan-Feb ; 78(1): 62-5 (23 ref)
  Descriptors: * Occupational Diseases ; * Computer Terminals ; *Eye
  Diseases ; * Stress, Occupational

  #s/2/3 0051032
  Occupational stress and VDUs
  Cox S; Cox T
  OCCUP HEALTH (LOND), 1986 Mar; 38(3): 89-91 (18 ref)
  Descriptors: * Stress, Occupational ; * Computer Terminals :
  Occupational Health

  #s/2/4 0019240

PA:10 T: Effects of computerization on work environment and health: from a perspective of equality between sexes
  Bradley G
  OCCUP HEALTH NURS, 1983 Nov; 31(11): 35-9, 56-61 (4 ref)
  Doc Type: exam questions, research
  Descriptors: * Computers and Computerization ; * Occupational
Health ; * Work ; * Stress, Occupational ; * Computer Terminals ;
* Education, Continuing (Credit)

- s/2/5
0018050
Health hazards of operating video display terminals
Quinn N
Descriptors: * Computer Terminals--Utilization ; * Occupational
Hazards ; * Stress, Occupational ; * Quality of Working Life
PA:10
T:

Since you found only five records on the subject in
CINAHL, you might want to try another database to continue
searching your subject. Going through the DIALOG Bluesheets,
you would locate MEDLINE's database numbers and choose the
number covering recent years. Enter "B 154" at the ? prompt.

TH:?
A:
M:B 154
JM:*med11
JN:*check1

*check1
R:EXIT
T:-----------------------------
TH: Would you like to stop the program? (Y/N)
A:
M:Y
JM:*logoff2
JN:*retype

*retype
T:-----------------------------
T: Enter "B 154" at the ? prompt.
T:-----------------------------
TH:?
A:
M:B 154
JM:*med11
JN:*check1
*logoff2

CH:

CA: 5

T:  When you have finished a search, you will usually want the results printed. Since printing charges vary, you will want to consult a librarian at this point.

Since the librarian will have to close the account for the charges once you are done with the search, this program will not demonstrate how to logoff from DIALOG. But the next screen will show how quickly charges add up online.

If you would like to attempt an online DIALOG search, contact Kathy Sullivan (457-5100), Periodicals Department at Maxwell Library, WSU, to set up an appointment. Remember to mention that you have survived this simulated program.

FOOT:

C:$finish=$time

CH:

CA: 5

T:  $rdate  $finish  Usersample

:  $5.79  0.193 Hrs File1 (if searched, otherwise $.60)
:  $1.62  0.030 Hrs File218
:  $0.00  per Types in Format 2
:   #p Types
:  $6.69  Estimated cost File1
:  $1.62  Estimated cost File218
:  $0.24  Dialnet
:  $1.86  Estimated cost this search
:  $10.09  Estimated total session cost  0.223 Hrs.

E:

*medli

CH:

CA: 3

T:  While you were researching your subject terms, you found that INDEX MEDICUS has the subject terms

    COMPUTERS

    and

    ENVIRONMENTAL EXPOSURE

    MEDLINE, like INDEX MEDICUS, indexes international journals. While you were studying the Bluesheets to locate the code number for MEDLINE, you would have noticed a special command to limit your search to journals written only in English. The command

 (best used after you have found your final set, right
before you display it, rather than risk the confusion
of mixing subject terms and limitors) is

SS Ssetnumber/ENG

After you have found your final set, display
the first two records in format 2.

File 154: MEDLINE 83-88/MAY
C:s=0
R: BEGIN SET COUNTER
T: Set Items Description
TH:
INMAX: 50
A:
M: SS C*RS AND E*()E*E, SS EN*()E*E, SS EN*L AND EX*E
JM:*hit12,*hit10,*hit11
M: SS C*RS AND E*L AND E*E, SS COMPUTERS
JM:*hit14,*hit9
JN:*miss6

*hit9
C:s=s+1
T: S#s 11001 COMPUTERS
TH:
A:
M: SS EN*()E*E, SS EN*L AND EX*E, SS S* AND S?, SS S*ENG
JM:*hit10,*hit11,*match8,*lim1
JN:*miss6

*hit10
C:s=s+1
T: S#s 14021 ENVIRONMENTAL
C:s=s+1
T: S#s 39278 EXPOSURE
C:s=s+1
T: S#s 3219 ENVIRONMENTAL( )EXPOSURE
TH:
A:
M: SS CO*R, SS S* AND S?, SS S*ENG
JM:*hit9,*match9,*lim12
JN:*miss6

*hit11
C:s=s+1
T: S#s 14021 ENVIRONMENTAL
C:s=s+1
T: S#s 39278 EXPOSURE
C:s=s+1
1:  S#s  3239      ENVIRONMENTAL AND EXPOSURE
TH:?  
A:
JM:*hit13,*match10,*lm12
JN:*miss6

*hit12
C:s=s+1
T:  S#s  11001      COMPUTERS
C:s=s+1
T:  S#s  14021      ENVIRONMENTAL
C:s=s+1
T:  S#s  39278      EXPOSURE
C:s=s+1
T:  S#s  3219      ENVIRONMENTAL(W)EXPOSURE
C:s=s+1
T:  S#s  14      COMPUTERS AND ENVIRONMENTAL(W)EXPOSURE
TH:?  
A:
M:SS S*ENG,T*/2/1-2
JM:*mat1m1,*type4
JN:*miss7

*hit14
C:s=s+1
T:  S#s  11001      COMPUTERS
C:s=s+1
T:  S#s  14021      ENVIRONMENTAL
C:s=s+1
T:  S#s  39278      EXPOSURE
C:s=s+1
T:  S#s  14      COMPUTERS AND ENVIRONMENTAL AND EXPOSURE
TH:?  
A:
M:SS S*ENG,T*/2/1-2
JM:*mat1m1,*type4
JN:*miss7

*miss6
T:------------------------------------------------------------------------
 :   Sorry, but only so many search terms can be set into this program. So far the best subject terms are
 :   
 :   SS COMPUTERS
 :   and
 :   SS ENVIRONMENTAL(W)EXPOSURE
 :   
 :   try those
 :------------------------------------------------------------------------
TH:?
A:
M: SS COMPUTERS, SS ENVIRONMENTAL EXPOSURE
JM:*hit9,*hit10
JN:*miss6

*hit13
C:s=s+1
T:  S#s 11001 COMPUTERS
TH:?
A:
M: SS S? AND S?, SS S*ENG
JM:*match11,*11m4
JN:*miss6

*match8
C:s=s+1
T:  S#s 3219 ENVIRONMENTAL EXPOSURE
C:s=s+1
T:  S#s 11001 COMPUTERS
C:s=s+1
T:  S#s 14 ENVIRONMENTAL EXPOSURE AND COMPUTERS
TH:?
A:
M:T*/2/1-2, SS S*ENG
JM:*type4,*matlm1
JN:*miss7

*match9
C:s=s+1
T:  S#s 11001 COMPUTERS
C:s=s+1
T:  S#s 3219 ENVIRONMENTAL EXPOSURE
C:s=s+1
T:  S#s 14 COMPUTERS AND ENVIRONMENTAL EXPOSURE
TH:?
A:
M:T*/2/1-2, SS S*ENG
JM:*type4,*matlm1
JN:*miss7

*match10
C:s=s+1
T:  S#s 11001 COMPUTERS
C:s=s+1
T:  S#s 3239 ENVIRONMENTAL AND EXPOSURE
C:s=s+1
T:  S#s 14 COMPUTERS AND ENVIRONMENTAL AND EXPOSURE
TH:?
A:
M:T*/2/1-2, SS S*ENG
JM:*type4 *matlm1
JN:*miss7
*match11
C:s=s+1
T: S#s 3239 ENVIRONMENTAL AND EXPOSURE
C:s=s+1
T: S#s 11001 COMPUTERS
C:s=s+1
T: S#s 14 ENVIRONMENTAL AND EXPOSURE
TH:?
A:
M:T*/2/1-2, SS S*ENG
JM:*type4,*mat1m1
JN:*m1ss7

*m1ss7
R: JUST IN CASE USER FORGOT HOW MANY RECORDS TO DISPLAY
T:---------------------------------------------------------------
   : The DISPLAY command in DIALOG is very strict.
   : For this program, it is (insert your set number)
   : Tsetnumber/2/1-2
   :---------------------------------------------------------------
TH:?
A:
M:T*/2/1-2
JM:*type4
JN:*m1ss7

*11m1
R: THE LIMIT SUBROUTINES WILL EVENTUALLY DEMONSTRATE THE
R: IMPORTANCE OF LIMITING SEARCHES BY LANGUAGE
C:x=s
C:s=s+1
1 S#s 9881 S#x/ENG
TH:?
A:
JM:*1m1,*1m2,*1m3
JN:*m1ss6

*1m1
C:s=s+1
T: S#s 14021 ENVIRONMENTAL
C:s=s+1
T: S#s 39278 EXPOSURE
C:s=s+1
T: S#s 3219 ENVIRONMENTAL()EXPOSURE
TH:?
A:
M: SS S*ENG, SS S? AND S?
JM:*1m12,*1m4
JN:*m1ss6
*1m2
C:s=s+1
T: S#s 14021 ENVIRONMENTAL
C:s=s+1
T: S#s 39278 EXPOSURE
C:s=s+1
T: S#s 3239 ENVIRONMENTAL AND EXPOSURE
TH:?
A:
M:SS S*ENG,SS S? AND S?
JM:*1m12,*1m5
JN:*miss6

*1m12
C:x=s
C:s=s+1
T: S#s 3119 S#X/ENG
TH:?
A:
M:SS S? AND S?,SS COMPUTERS
JM:*1m13,*1m2
JN:*miss6

*1m13
C:x=s
C:y=s-4
T: 9881 S#Y
C:s=s+1
T: 3119 S#X
T: S#s 13 S#Y AND S#X
TH:?
A:
M:T*/2/1-2
JM:*type5
JN:*miss8

*1m3
C:x=s
C:y=s-2
T: 3219 S#Y
C:s=s+1
T: 9881 S#X
T: S#s 13 S#Y AND S#X
TH:?
A:
M:T*/2/1-2
JM:*type5
JN:*miss8
*i m4
C: x=s
C: y=s-2
T: 3239 S#y
C: s=s+1
T: 9881 S#x
T: S#s 13 S#y AND S#x
TH:? A:
M: T*/2/1-2
JM:*type5
JN:*miss8

*i m5
C: x=s
C: y=s-2
T: 9881 S#y
C: s=s+1
T: 3239 S#x
T: S#s 13 S#y AND S#x
TH:? A:
M: T*/2/1-2
JM:*type5
JN:*miss8

*i m2
C: s=s+1
T: S#s 11001 COMPUTERS
TH:? A:
M: SS S*ENG, SS S? AND S?
JM:*lm22,*lm21
JN:*miss6

*i m1
C: x=s
C: y=s-1
T: 3119 S#y
C: s=s+1
T: 11001 S#x
T: S#s 13 S#y AND S#x
TH:? A:
M: T*/2/1-2
JM:*type5
JN:*miss8
*lm22
C:x=s
C:s=s+1
T: S#s 9881 S#x/ENG
TH:? 
A: 
M: S? S? AND S?
JM:*lm23
JN:*miss6

*lm23
C:x=s
C:y=s-2
T: 3119 S#y
C:s=s+1
T: 9881 S#x
T: S#s 13 S#y AND S#x
TH:? 
A: 
M:T*/2/1-2
JM:*type5
JN:*miss8

R:*lm3 was absorbed into *lm12

*lm4
C:x=s
C:s=s+1
T: S#s 9881 S#x/ENG
TH:? 
A: 
M: S? S? AND S?
JM:*lm4
JN:*miss6

*matlm1
C:x=s
C:s=s+1
T: S#s 13 S#x/ENG
TH:? 
A: 
M:T*/2/1-2
JM:*type5
JN:*miss8
JUST IN CASE USER FORGOT HOW MANY RECORDS TO DISPLAY,

The DISPLAY command is very strict in DIALOG.
For this program, it is (insert your set number):
T: Tsetnumber/2/1-2

TH:?
A:
M: T*/2/1-2
JM: *type5
JN: *miss8

*type4
C: p=p+2
T: #s/2/1
06426480 88071480
Managing data quality through automation,
O'Connor RW; Miller AK
Northrop Services, Inc., Environmental Sciences, Research Triangle Park, North Carolina 27709.
Toxicology (IRELAND) Dec 1 1987, 47 (1-2) p109-18, ISSN 0300-483X
Journal Code: VWR
Languages: ENGLISH
Journal Announcement: 8803
Subfile: INDEX MEDICUS
Tags: Animal
Descriptors: *Automatic Data Processing; *Toxicology; Database Management; Environmental Exposure; Environmental Monitoring; Information Systems; Quality Control; United States

PA: 15
T: #s/2/2
06397009 88042009
[Data processing system of personnel exposure with personal computer]
Ogata Y; Takeshima K; Nishizawa K; Kojima S; Iakata K
Radioisotope Center, Nagoya University, Japan.
Radioisotopes (JAPAN) Jun 1987, 36 (6) p270-7, ISSN 0036-8302
Journal Code RBE
Languages: JAPANESE Summary Languages: ENGLISH
Document Type: English Abstract
Journal Announcement: 8802
Subfile: INDEX MEDICUS
Descriptors: *Air Pollution, Radioactive--Analysis--AN: *Computers; *Microcomputers; *Radiation Monitoring--Methods--AN: *Software; Automatic Data Processing; Environmental Exposure; Radiation Dosage

PA: 15
As you will have noticed from the results of this search, neither of the two records found mentioned VDTs and their effects upon their users. If you were actually on DIALOG, you might try other subject terms, such as those which worked in CINAHL. Or you might attempt another database.

You have now learned the basic commands and search strategies needed to conduct a DIALOG search in the biomedical databases.

If you would like to go back and attempt the ERIC database, enter "B 1" at the ? prompt. If you wish to stop, press "RETURN".

Managing data quality through automation.
O'Connor RW; Miller AK
Toxicol. &ogy (IRELAND) Dec 1, 1987, 47 (1-2) p109-18, ISSN 0330-483X
Journal Code: VWR
Languages: ENGLISH
Journal Announcement: 8803
Subfile: INDEX MEDICUS
Tags: Animal
Descriptors: *Automatic Data Processing; *Toxicology; Database Management Systems; Environmental Exposure; Environmental Monitoring; Information Systems; Quality Control; United States
PA:15

A portable data logging system for industrial hygiene personal chlorine monitoring.
Langhorst ML; Illes Sp Jr
Am Ind Hyg Assoc J Feb 1986, 47 (2) p78-86, ISSN 0002-894
Journal Code: 3CI
Languages: ENGLISH
Journal Announcement: 8606
Subfile: INDEX MEDICUS
Tags: Human
Looking at the results of this search, you will see that neither of the two records listed has anything on VDTs and their effect upon their users. If you were actually on DIALOG, you might try other subject terms, such as those which worked in CINAHL. Or you might attempt another database.

You have now learned the basic commands and search strategies needed to conduct a DIALOG search in the biomedical databases.

If you would like to go back and attempt the ERIC database, enter "B 1" at the ? prompt. If you wish to stop, press 'RETURN'.

When you have finished a search, you will usually want the results printed. Since printing charges vary, you will want to consult a librarian at this point.

Since the librarian will have to close the account for the charges once you are done with the search, this program will not demonstrate how to logoff from DIALOG. But the next screen will show how quickly charges add up online.

If you would like to attempt an online DIALOG search, contact Kathy Sullivan (497-5150), Periodicals department at Maxwell Library, WSU, to set up an appointment. Remember to mention that you have survived this simulated program.
C: $\text{finish} =$ time
CH:
CA: 5
T:  $\text{rdate} \quad \text{finish} \quad \text{Usersample}$

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