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ABSTRACT

The purpose of this study was to examine the use made of the Educational Resources Information Center (ERIC) products and services by members of the educational community, and in this context to evaluate the extent to which the ERIC system is achieving its objectives of guaranteeing ready access to the nation's current significant literature in the field of education. The report is prepared in four volumes and a summary volume. The Chapters of this volume discuss: the ERIC clearinghouses' information analysis activities; ERIC's efforts to help strengthen existing communication channels; and ERIC activities designed to contribute to the development of a national information network. The final Chapter of this volume presents profiles of organizations which provide ERIC services and products. (The other volumes of this study are available as LI 003628, 003629, 003631 and 003632.) (Author/NH)

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FINAL REPORT

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Evaluation Study of ERIC Products and Services

Complete in Four Volumes
Including One Appendix Volume

VOLUME II OF IV

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EVALUATION STUDY OF ERIC PRODUCTS AND SERVICES

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VOLUME II - Chapter 5

PROVIDING SUMMARY AND INTERPRETIVE INFORMATION,
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Chapter 5

PROVIDING INFORMATION ANALYSIS PRODUCTS

ANALYSIS¹

In addition to its bibliographic activities, each ERIC clearinghouse engages in information analysis activities, including the preparation of bibliographies, research reviews, interpretative summaries, and similar publications designed to list, organize, review, and synthesize the literature of educational research.² This chapter presents data on bibliographies, review papers (critical or research reviews), and interpretative summaries (state-of-knowledge papers).

Information Analysis Products, 1967-70

ERIC Products, first published for fiscal year 1968, is an annual bibliography of those publications of the ERIC clearinghouse reflecting information analysis activities. It includes all substantive bibliographies, review papers, and state-of-knowledge papers identified as ERIC publications; it does not include routine brochures, accession lists, and short notes published in clearinghouse newsletters.

Information analysis products reach users in a variety

¹ Tables cited appear at end of this chapter. Parallel tables providing additional data on information analysis products may be found in the Appendix (Volume 2) of this study, numbered A5A.1-9

² Detailed assessment of the quality and utility of these publications is being undertaken by a separate evaluation sponsored by the Office of Education.

of ways. Some are reproduced by the clearinghouses and disseminated in limited numbers to key education audiences. The documents also are cited in RIE (Research in Education) and are available through EDRS (Educational Documents Reproduction Service). In other cases, clearinghouses assume responsibility for generating the original documents and then turn them over to professional organizations for final editing, printing, distribution, and sales.

In addition to the channels just discussed, newsletters sometimes include information analysis material. Since their basic thrust is as a dissemination channel, however, discussion is reserved for Chapter 6.

Figure 5A.1 and Table 5A.1 present data on the growth, from 1967 through 1970, of various types of publications which provide interpretative summaries. Figure 5A.1 shows substantial growth in all individual information analysis products over the three-year period 1967-70 with the exception of state-of-knowledge papers over the final year. This latter result could be a function of the historic fact that state-of-knowledge changes usually take more than one or two-year time spans. Given publications lags, the state-of-knowledge in 1970 would generally not differ significantly from the state in 1969. The review paper, annotated bibliographies, and bibliographies produced by ERIC, however, have exhibited consistent growth over the last two-year period. Overall, the number of products has more than doubled over the three-year period. Table 5A.5 pro-

vides a statistical summary of information analysis products produced in 1969-70, exhibiting a wide range of effort among the clearinghouses as to their total production and with respect to specific types of publications.

Degree of Use

By carrying out its documentation function, ERIC can assure ready access to original documents. Retrieval of documents, however, is only the first step in the application of information. Data, theories, and generalizations must also be re-packaged into compact, understandable form. This has been a basic operating principal of ERIC, as well as other major national information/documentation systems, in expanding the information analysis efforts of clearinghouses. The rationale is that researchers, development specialists, and planners, for example, often require the full original documents. They are not satisfied with anything else. In contrast, decision makers, including administrators and supervisory staff, and practitioners want, need, and often use only summarized and interpreted information.

The data developed by this study bear out these assumptions only partially. In the first place, it is apparent that a substantial portion of the ERIC system's users do not utilize information analysis products to any great extent. Overall, 46 percent of users responding reported either "no use" or "never used" in regard to these publications. It is also noteworthy that 30 percent of individual respondents chose not to reply at all to questions concerning use of information analysis publications. Possible reasons for non-use are examined below in

relation to the study findings.

The three principal categories of bibliographies, research reviews, and interpretative summaries (also referred to as state-of-knowledge papers) are cross-classified by occupation of users in Tables 5A.2, 5A.3, and 5A.4. It can be seen from these three tables that administrators and supervisors make the most use of all three types of summarized and interpreted information. Consultants rank a close second, and, in fact, exceed administrators in the use of interpretative summaries. Teachers rank third in the use of interpretative summaries. The degree of use of all three occupational groups runs high, however, if scaled answers in columns 1-2 are added and compared to those reporting "no use" or "never used" (columns 5-6). It should also be noted that individuals in the category of R & D activity and graduate students are also frequent users of information analysis products, although both groups report "never used" by 38 percent and 56 percent respectively.

Of the users of information analysis products, those involved with research and publication generally used them more. This finding is particularly true for bibliographies and research reviews. Considering their need to keep on top of what's happening, it is not surprising that people actively publishing in the field used information analysis publications relatively more than their non-publishing colleagues.

Finally, it can be seen that 25 percent of organizations providing services to users from information analysis products

"very useful," and organizations reporting observed some use of these publications by their patrons.

Expressed Needs

The panelists of the two Advisory Committees were quite vocal in expressing their desire for more interpretative materials. When asked what they would like to find in clearinghouse newsletters, several asked for more articles, state-of-knowledge reviews, and bibliographies. When asked the same question with regard to professional journals, the same responses were made. Summaries of "hot" topics and related bibliographies were particularly desired by these busy experts in the fields of education and dissemination, whether published separately or in combination with other media.

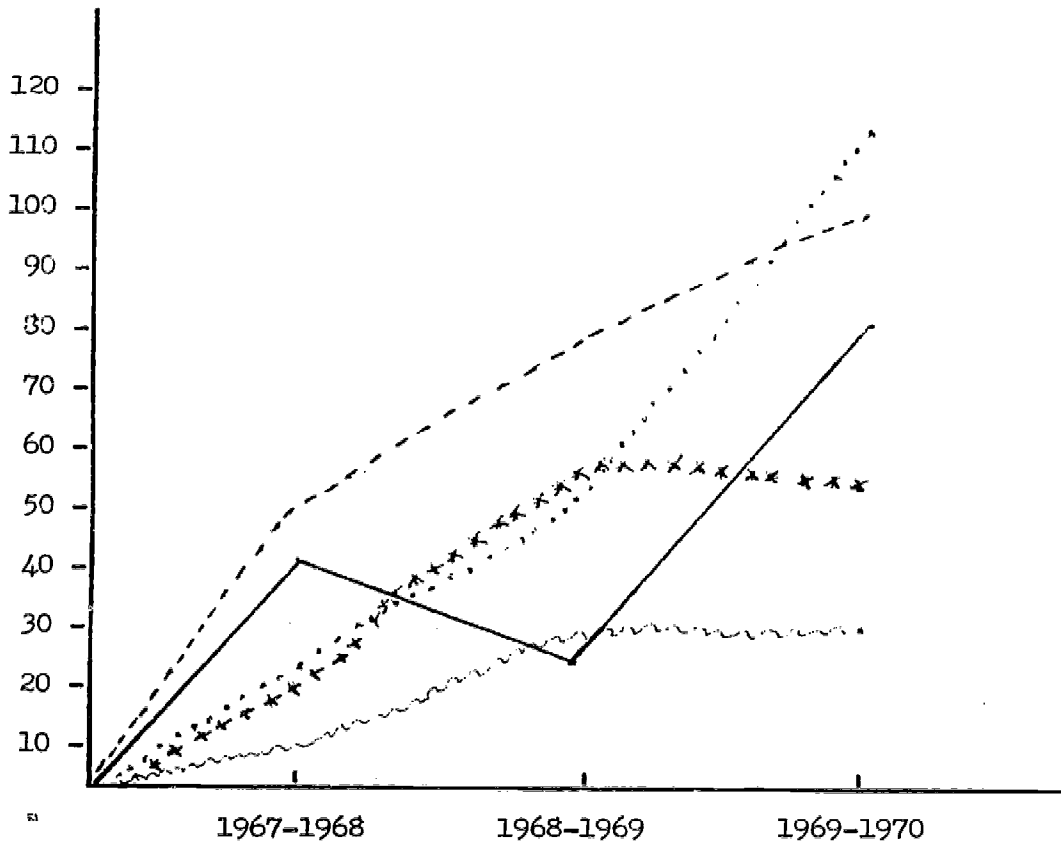
Respondents on the site visits also wanted to see more information analysis products. Respondents generally felt that summaries were not used very much, possibly due to the variety of audience needs or lack of knowledge of their existence. Views were expressed that some clearinghouses are more conscientious than others about producing these summary publications (highlighted in Table 5A.5) and that quality varies greatly. Terminology was sometimes seen as an obstacle. For example, a State Department of Education respondent felt that a basically good job was being done on most reviews but that the language used was too "researchy."

Lack of Use vs Awareness

In responding to an open-ended question related to ERIC publications, the relative lack of use of information analysis products was attributed by many individual non-users to widespread lack of awareness of the existence of potentially useful summary publications. This conclusion is reinforced by the large percentage (30 percent) of individual questionnaire respondents who omitted marking any evaluation of these publications. An attitude frequently expressed by non-users was "I wish I had known about these publications before" Some non-users suggested ways in which they and their colleagues might be alerted in the future to the existence of useful information analysis products in their fields.

FIGURE 5A.1

NUMBER OF
INFORMATION ANALYSIS PRODUCTS



- Bibliographies
- - - Annotated Bibliographies
- ... Review Papers
- ... State-of-Knowledge Papers
- xxx Other

Source: Clearinghouse Quarterly Reports

TABLE 5A.1

NUMBER OF
INFORMATION-ANALYSIS PRODUCTS

<u>Type of Publication</u>	<u>1967-1968</u>	<u>1968-1969</u>	<u>1969-1970</u>
Bibliographies	41	22	77
Annotated Bibliographies	51	77	94
Review Papers	28	52	113
State-of-the-Art Papers	4	29	29
Other	25	60	53
TOTALS	149	240	366

Source: Clearinghouse Quarterly Reports

TABLE 5A.2

EVALUATION OF BIBLIOGRAPHIES

	<u>Very Useful</u>				<u>No Use</u>	<u>Never Used</u>	(N)
	1	2	3	4	5	6	
<u>Occupation</u>							
Administration	35.0%	15.0%	20.0%	5.0%	2.5%	22.5%	100%(40)
Teaching	31.3	10.8	10.8	6.8	1.4	39.2	100%(74)
Pupil Pers. Serv.	--	--	--	--	--	--	-- (3)*
R & D	20.0	25.0	15.0	0.0	0.0	40.0	100%(40)
Library	22.9	14.6	18.7	12.5	0.0	31.3	100%(48)
Consulting	30.0	20.0	20.0	0.0	10.0	20.0	100%(10)
Undergraduate	11.8	5.9	0.0	5.9	5.9	70.6	100%(17)
Graduate	23.6	14.9	8.2	0.9	0.0	52.7	100%(110)
Other	7.1	21.9	7.1	7.1	0.0	57.1	100%(14)
Overall	25.0	14.9	12.1	4.5	1.1	42.4	100%(356)**
<u>Conducted Research</u>							
Yes	31.4	14.7	12.2	4.5	0.6	36.5	100%(156)
No	20.3	17.0	10.4	4.4	1.1	46.7	100%(182)**
<u>Published</u>							
Yes	34.0	14.6	12.6	5.8	1.0	32.0	100%(103)
No	21.6	15.2	12.0	4.0	6.8	46.4	100%(250)**
<u>Organizations</u>	29.7	19.8	23.1	11.0	1.0	15.9	100%(182)

Sources: Individual and Organization Questionnaires

*Where N < 5, Calculations have been omitted.

**Totals differ because response rates differed.

TABLE 5A.3

EVALUATION OF RESEARCH REVIEWS

<u>User Characteristics</u>	<u>Very Useful</u>				<u>No Use</u>	<u>Never Used</u>	(N)
	1	2	3	4	5	6	
<u>Occupation</u>							
Administration	27.8	22.2	25.0	2.8	2.8	19.4	100%(36)
Teaching	25.7	14.3	15.7	8.6	0.0	35.7	100%(70)
Pupil Pers. Serv.	--	--	--	--	--	--	-- (3)*
R & D	21.1	15.8	15.8	15.8	0.0	31.6	100%(38)
Library	4.4	15.6	20.0	13.3	0.0	46.7	100%(45)
Consulting	27.3	27.3	18.2	9.1	0.0	18.2	100%(11)
Undergraduate	25.0	0.0	0.0	0.0	6.3	68.8	100%(16)
Graduate	20.6	16.8	10.6	0.9	0.0	51.4	100%(107)
Other	0.0	16.7	8.3	8.3	0.0	66.7	100%(12)
Overall	20.1	16.0	14.3	6.5	0.6	42.3	100%(338)**
<u>Conducted Research</u>							
Yes	24.7	18.7	16.7	4.7	0.7	34.7	100%(150)
No	14.1	14.7	14.7	8.2	0.0	48.2	100%(170)**
<u>Published</u>							
Yes	26.0	21.9	13.5	8.3	0.0	30.2	100%(96)
No	16.6	14.5	16.2	5.8	0.4	46.5	100%(241)**
<u>Organizations</u>	24.0	20.2	23.5	12.6	.5	19.1	100%(183)

Sources: Individual and Organization Questionnaires

*Where N < 5, Calculations have been omitted.

**Totals differ because response rates differed.

TABLE 5A.4

EVALUATION OF INTERPRETATIVE SUMMARIES

	<u>Very Useful</u>				<u>No Use Never Used</u>		(N)
	1	2	3	4	5	6	
<u>Occupation</u>							
Administration	28.9	21.1	21.1	0.0	2.6	26.3	100%(38)
Teaching	9.4	17.2	9.4	9.4	1.6	53.1	100%(64)
Pupil Pers. Serv.	--	--	--	--	--	--	-- (3)*
R & D	15.4	17.9	10.3	15.4	0.0	41.0	100%(39)
Library	6.8	18.2	13.6	13.6	0.0	47.7	100%(44)
Consulting	50.0	30.0	10.0	0.0	0.0	10.0	100%(10)
Undergraduate	12.5	6.3	0.0	6.3	6.3	68.8	100%(16)
Graduate	10.3	7.5	12.1	4.7	0.9	64.5	100%(107)
Other	23.1	7.7	15.4	0.0	0.0	53.8	100%(13)
Overall	14.4	14.1	12.3	7.2	1.2	50.9	100%(334)**
<u>Conducted Research</u>							
Yes	15.4	16.8	12.1	6.0	1.3	48.3	100%(101)
No	13.2	13.2	10.2	8.4	1.2	53.9	100%(167)**
<u>Published</u>							
Yes	25.7	17.8	10.9	8.9	1.0	35.6	100%(101)
No	9.4	12.9	12.9	6.4	1.3	57.1	100%(233)**
<u>Organizations</u>	21.3	18.5	27.0	12.4	2.7	11.3	100%(185)

Sources: Individual and Organization Questionnaires

*Where N < 5, Calculations have been omitted.

**Totals differ because response rates differed.

TABLE 5A.5

INFORMATION ANALYSIS PRODUCTS 1969-70--STATISTICAL SUMMARY BY CLEARINGHOUSE

<u>Clearinghouse</u>	<u>Type of Publication</u>					<u>TOTAL</u>
	<u>Bibliographies</u>	<u>Annotated Bibliographies</u>	<u>State of Knowledge Papers*</u>	<u>Review Papers</u>	<u>Other</u>	
Adult Education	-	10	-	9	1	20
Counseling & Personnel Services	-	4	-	13	2	19
Early Childhood Education	-	1	-	4	2	7
Educational Administration	10	1	-	2	1	14
Educational Facilities	3	12	1	-	-	16
Educational Media & Technology	-	4	3	2	2	11
Exceptional Children	31	-	-	21	1	53
Higher Education	1	-	2	4	1	8
Junior Colleges	-	-	-	17	-	17
Library & Information Sciences	1	2	2	2	1	7
Linguistics	2	-	2	4	3	11
Reading	1	12	1	-	1	15
Rural Education & Small Schools	1	4	-	6	2	13
Science Education	11	-	-	9	2	22
Teacher Education	2	11	3	-	12	28
Teaching of English	2	26	2	-	2	32
Teaching of Foreign Languages	3	1	1	13	11	29
Urban Disadvantaged	1	6	-	7	-	14
Vocational & Technical Education	8	-	12	-	10	30
TOTALS	77	94	29	113	53	366

Source: Clearinghouse Quarterly Reports.
 *Referred to as Interpretative Summaries.

VOLUME II - Chapter 6

STRENGTHENING DISSEMINATION CHANNELS

- Section A. Overall Dissemination**
- Section B. Use of Professional Journals**
- Section C. Newsletters**
- Section D. Brochures and Audio Visual Materials**
- Section E. Efforts through Professional Organizations**

Chapter 6

STRENGTHENING DISSEMINATION CHANNELS

Overall Dissemination (Section A)

ERIC's development has been guided by the principle that ERIC should help strengthen existing communication channels. In keeping with this policy, clearinghouse directors have been urged to develop relationships with professional organizations and state and local agency staff members so that, as much as possible, ERIC products and services are made available to educators through existing channels--e.g., professional journals and joint efforts with professional organizations such as participation in panels, conferences, etc. In addition, most clearinghouses put out a newsletter, and some produce brochures and audio-visual materials.

Growth in the total number of products disseminated is shown in Figure 6A.1. As can be seen, there has been a steady increase in the number of journal columns produced for disseminating ERIC products. More than likely, this increase represents both the support of professional organizations for ERIC and ERIC's increased emphasis on analyzing and interpreting information for target audiences. Similarly, a steady increase in the number of brochures produced can be seen, along with a significant increase in the number of newsletters produced. This evidence attests to the fact ERIC is attempting to bring about effective change in education by systematically informing the educational community of its services and products.

Table 6A.1 indicates the mediums through which a sample of ERIC's users first become aware of ERIC. When considered together with Figure 6A.1, Table 6A.2's findings are most interesting. For example, it appears that the vast majority of respondents using ERIC products did not first become aware of ERIC through brochures, newsletters, or journal columns. In fact, only 9.4% of the total number of respondents indicated that any ERIC product was the basic source informing them of ERIC services. Most respondents first learned of ERIC through classroom instruction or colleagues. As might be expected, users in occupational groups such as teachers, pupil personnel, and students learned of ERIC through classroom instruction, which was the information source for 39.3% of all respondents. By contrast, respondents falling into other occupational groups learned of ERIC 21.4% of the time through colleagues. In sum, the mediums through which users learned of ERIC products appear to reflect the social aspects of the information linkage characteristic of one's occupation. Consequently, ERIC might do well to improve the effectiveness of information dissemination through classroom instruction and colleagues. It might well be that more effort should be placed on awareness campaigns at teacher training institutions and at the local education agencies. Finally, it might be well to evaluate journal columns, newsletters and brochures in light of the objectives of those publications.

Table 6A.2 shows similar data for various categories of

institutional users. It indicates the initial means by which institutional users become aware of ERIC services. Again as in Table 6A.1, instruction (individual or classroom) was identified as the primary medium through which users were introduced to ERIC. For example, over 40% of the instructional users in every category indicated individual instruction as a source. Brochures also seem effective for institutions since at least 25% of all respondents indicated awareness of ERIC through brochures. Finally, professional meetings and correspondence with individuals were identified by every institution as an informative source about ERIC at least 25% of the time. Institutions as a group, therefore, seem to receive adequate information about ERIC. Surprisingly, however, is the great number of respondents who appear to have had individual instruction. Since instruction seems a predominant information source for individuals and institutions, ERIC might explore the possibility of improving instruction (various prototypic packages) as an information source for users.

Use of Professional Journals (Section B)

Most clearinghouses have established arrangements with professional organizations for printing and disseminating news and interpretive summaries developed by the clearinghouses. For instance, The American Association of Junior Colleges pub-

lishes and disseminates the newsletter (which is often a research review) and the more comprehensive interpretive summaries produced by the Clearinghouse on Junior Colleges. Similar arrangements are operative for most of the other clearinghouses with their respective professional organizations. The dollar value of these contributions by professional organizations to dissemination programs originated by the ERIC system is difficult to estimate, but it is considerable. More important, however, is the service provided to members of the professional organizations. At no extra cost to them and without expenditure of much time or effort by these busy professional people, they receive selected, current information about research and development in their field of specialization -- all delivered to their desks as part of the journal or newsletter they receive regularly from their professional organizations.

The content of these professional journal columns varies, but most include information about the ERIC Program in general and specific products or services of the sponsoring clearinghouse in the form of a short review of developments on a critical topic, a bibliography of recently announced additions to the ERIC system, and instructions for ordering needed documents. By using existing journals with established audiences, clearinghouses can have the equivalent of a selective dissemination program, at practically no additional Federal expense. Equivalent programs run by other organizations cost up to hundreds of thousands of dollars.

In order to determine which clearinghouse was using what journal channels, each was requested to provide a list of its regular journal arrangements together with data on each journal's frequency of circulation, number of subscribers, and type of reader. This basic data was supplemented by data on frequency and subscribers obtained from Ulrich's Guide to Periodical Literature, and the U.S. Office of Education. The results are presented in Table 6B.1. Table 6B.1 shows that the ERIC Clearinghouses place columns in 68 journals. The number of journals utilized by the clearinghouses ranges from 19 (by the Clearinghouse on Educational Administration) to none (the Clearinghouse for Urban Disadvantaged uses no such medium). The publication frequency for these journals varies from bi-monthly to every five years with subscribers numbering from a low of 700 to a high of 100,000. Overall, these journal columns appear to reach over one million educators comprising target audiences defined by various professional organizations.

Data on the total number of columns published between January, 1969, and June, 1971, was gathered from the clearinghouse quarterly reports. This data is shown in Table 6B.2. Of those systematically preparing columns, the Clearinghouses on Reading and Educational Media and Technology appear to be the most active, producing around 16 columns per year. Analysis of the total number of columns published by the clearinghouses for each six-month period reveals a trend toward a gradual

increase in the number of columns published.

Table 6B.3 indicates the number of individual questionnaire respondents who ever read or scanned ERIC columns in journals. Of the 458 respondents, 49.3% indicated that they read journal columns while 50.7% did not. Further examination of the data reveals that approximately 50% of all occupational groups except Graduate, Undergraduate and Other read journal columns. A more significant finding, however, may be that 78.3% of the Undergraduate and 58.8% of the Graduate categories indicated not having read ERIC journal columns. Clearly, a large percentage of potential educators either did not know about or did not find ERIC journal columns useful. Finally, the majority (59.3%) of respondents who had conducted research or published had read ERIC journal columns.

Detailed information relating to journal column usage was gathered through a mail survey of subscribers to five representative journals. The composite data for this survey is shown in Tables 6B.1-12 following this chapter. Data on the individual journals is shown in Tables A6.1-24 of the Appendix.

Newsletters (Section C)

Newsletters are heavily used by clearinghouses. All but one clearinghouse issues a newsletter of some sort. These newsletters vary in scope, size, format, and content, but most

have several features in common, including announcements about ERIC products (for example, how to obtain documents through EDRS); information about bibliographies, reviews, or other publications of the clearinghouses; reports on other sources of information relevant to education; a short review of research and research-related issues on critical educational topics and back these up with selective bibliographies of articles, books, and ERIC materials relevant to the topic being analyzed.

The variety which exists among these newsletters becomes clear when we contrast just three of them. A typical issue of the Adult Education Clearinghouse's four-page newsletter provides topical discussion followed by a bibliography. CAPS Capsule put out by the Clearinghouse for Counseling and Personnel Services, is a 24-page 8 1/2 x 11 booklet, news-magazine-like format. The Science Education Clearinghouse puts out a booklet the size of CAPS Capsule but the content is virtually monopolized by listings of new research available. The remaining newsletters fall among these extremes.

Names of the newsletters, their circulation, and the clearinghouses responsible for them are listed in Table 6C.1. Clearinghouses generally limit their circulation to key staff of prominent state or local agencies, professional organizations, federal offices, internationally prominent specialists in universities, educational centers, and other research and develop-

ment centers. In addition, newsletters are sent to all Regional Educational Laboratories, Regional Offices, and appropriate offices in the Office of Education and other Federal agencies. Most newsletters are distributed as separate publications by the clearinghouses. A few are distributed by professional organizations or are bound into journals published by these organizations. Information on newsletter use was gathered from clearinghouse quarterly reports, from the user questionnaire discussed above, and from a depth study done on six of the clearinghouses.

Table 6C.2 shows the number of newsletters produced, in six-month segments, by the clearinghouses. As can be seen, only the Clearinghouse on Teaching Foreign Language produces no regular newsletter. Of particular interest is the fluctuation in total of newsletters produced by all Clearinghouses during the six month periods. This fluctuation is probably due to a number of factors: clearinghouses being phased out or combined; newsletters initiated or discontinued as journal columns were added or dropped; various clearinghouses appropriating funds for newsletters; and the fact that a great deal of initial effort in most clearinghouse operations was to first codify and store a knowledge base for retrieval and only second to disseminate information.

Table 6C.3 drawn from questionnaire data, indicates the percents of respondents who read newsletters as well as the research and publication behavior of those respondents. Overall,

68.1% of the respondents said that they did not read ERIC newsletters. In particular, these data indicate that teachers, graduates, and undergraduates, do not read ERIC newsletters. (It might be remembered, further, that these groups do not appear to read ERIC journal columns.) One possible explanation for this finding might be that members of these occupational groups do not appear on the mailing lists of the clearinghouses, whereas members of other occupational groups do. Finally, it is interesting to find that educators who publish or do research do not read ERIC newsletters.

Table 6C.5 cross-tabulates respondents divided into occupational groups, with the degree to which that sample found the newsletters useful.

In addition to the foregoing, a small, separate study was done of the 1969 newsletters for six clearinghouses in connection with a doctoral study completed by Vida C. Stanton. Adult Education, Early Childhood Education, Educational Media and Technology, Junior Colleges, Linguistics, and Teacher Education. These clearinghouses were chosen because each published newsletters six or more times each year, the subject matter represented among the six presented a broad range, and each area geared itself well to the various educational levels of its audiences. A special questionnaire was sent to a random sample of subscribers to all six newsletters. The data (shown in Tables 6C.6-6C.11) show that about one-fifth to one-third of the people who get clearinghouse newsletters get more than one. Hence

there is some overlap. (Table 6C.6) The Educational Administration newsletter was frequently a second or third choice for people already receiving a newsletter. (6C.7) In all cases 50-75% of readers find newsletters effective in reducing their dependence on other reference sources. (Table 6C.8). In all cases 75% of newsletter users feel that, occasionally or more often, the newsletters bring information to their attention that they would have missed. Most newsletter users seem to have access to RIE in all cases. However, only about 1/3 of the users report access to microfiche collections. Many readers were first alerted to newsletters by clearinghouse announcements and colleagues but a large number can't remember how they first learned about them.

The journal column questionnaire also sought information on newsletters. Table 6B.12 shows respondents' choice between journal columns and newsletters as to which was most useful in their work. Overall, people find both equally useful. Only R & D library personnel, and graduate students (all small categories) show a strong preference, and that preference is for newsletters.

With respect to the information that they prefer to have in journals and newsletters, the panelists had several suggestions. One wanted to see journal columns highlight materials not available through ERIC, but still recommended. A similar suggestion was made for newsletters. Another panelist felt that extensive new listings in ERIC constituted duplication,

and that newsletters should include only a few new listings which deserve highlighting for some reason.

Brochures and Audio Visual Materials (Section D)

The data on brochure and audio visual use was collected via the individual user questionnaire. Figure 6A.1 indicated that the production of brochures is increasing, but slowly. While A-V production shows a slow but steady decline, brochure effectiveness varies depending on the user. Among state departments of education and local or regional information centers, for example (Table 6A.2 above), a brochure is one of the most effective ways to promote ERIC. Among professional organizations, though, brochures are much less effective; only 16.7% first noticed ERIC as the result of a brochure.

Table 6D.1 indicated brochure production by each clearinghouse over a 2 1/2-year period. Nine clearinghouses appear to produce brochures systematically. No definite pattern is present for the remaining eleven. This finding may be due to the fact that many clearinghouses rely on journal columns. The data also show that the total number of brochures produced by all clearinghouses appears to be gradually increasing. If, however, the 24 brochures produced by the Clearinghouse on Teaching English during the last eighteen month period are removed, the data might well be interpreted as indicating a decrease in general brochure production. Many site visit respondents suggested greater use of brochures to promote specific aspects of ERIC's offerings.

Audio Visual promotion has shown a slow but steady decline (Figure 6A.1). Table 6D.2 shows Audio Visual production by clearinghouses. As with brochures, production is sparse by contrast with newsletter and journal column production. Eleven clearinghouses have not produced Audio Visual materials. Others have developed materials sporadically. More than likely, clearinghouses develop Audio Visual materials only as the need arises, e.g., when new products are developed or when a clearinghouse has the opportunity to promote its products at a professional meeting.

Efforts through Professional Organizations (Section E)

Data in this section is drawn partly from clearinghouse quarterly reports and partly from the mail survey of clearinghouses requesting information on their journal publications. (Several clearinghouses, in addition to their journal efforts, volunteered descriptions of other promotions which had been successful.)

In addition to the various efforts named above, many clearinghouses also promote their output through the professional associations in their respective areas. Many make it a practice to attend the conventions of these associations and prepare a display of their clearinghouses' products. Some participate on panels or deliver addresses at meetings of these associations. Participation on panels has been generally rising since the

first quarter of 1969, when personnel from the various clearinghouses participated in a total of 64 panels. For the second quarter of 1971, that figure was up to 145. All clearinghouses use this promotional technique to some degree. It might be inferred, therefore, that it is a fairly effective one. Certainly respondents to site visits felt such efforts should be continued and increased. Table 6E.1 in the Appendix shows summary figures for all clearinghouses and totals for the individual clearinghouses.

As mentioned earlier, the interest and support of professional organizations can be seen in their cooperation in the production of ERIC journal columns. Table 6E.1 underscores this fact. As can be seen there has been a definite increase in the number of publications produced jointly by ERIC and professional organizations. The exact dollar value of this cooperation is not known. Likewise, the number of users receiving these publications is not known. It can be inferred, however, that this activity is successful since it continues to increase.

Some staffs participate in regional conferences of research coordinating units. Others use the mailing lists of specialized professional organizations in order to disseminate notices of specialized material to specialized groups. Some assist certain organizations in preparing newsletters for special groups. The relationship between clear-

inghouses and professional organizations sometimes extends to preparation and dissemination of the research reviews discussed in Chapter 5.

Other ERIC contributions to dissemination programs of professional organizations

In addition to publication arrangements, ERIC clearinghouses have strengthened the dissemination programs of professional organizations in a number of ways. Among them:

Helping national organizations develop means so that significant papers presented at national conferences are not lost but rather preserved as part of the archival literature in specialized fields in education.

Clearinghouses have assisted national organizations in compiling indexes, organizing conference proceedings, and preparing synthesis volumes in which the many papers and information are reduced to more usable form.

Contributing to development of national comprehensive bibliographic activities by stimulating national organizations to work together to unify previously fragmented and sometimes duplicated effort. For instance, three clearinghouses, Modern Languages, Linguistics, and English have worked with four professional organizations, The Modern Language Association, The Linguistic Society of America, the American Council

of Teaching of Foreign Languages, and the National Council of Teachers of English, to prepare a comprehensive annual bibliographic system that will cover all phases of modern language activity in education.

Developing a data bank of validated instructional programs. This had been pursued jointly between the Clearinghouse on Media and Technology and the National Society of Programmed Instruction.

Conducting workshops and training sessions at national conferences on using ERIC's services and other information sources effectively.

Contributing to improved reviews of research in professional journals; American Educational Research Association's Review of Educational Research includes papers prepared with bibliographic and subject-matter assistance from the staff of clearinghouses. This effort also has resulted in further announcement and dissemination of Bureau of Research reports; for instance, 30 percent of the citations in a recent review in Review of Educational Research were Bureau of Research reports identified as relevant by a clearinghouse and now available through EDRS. Prior to ERIC's beginning, authors were not permitted to cite nonpublished material (such as Bureau of Research

reports); now they may cite ERIC documents (including Bureau of Research and other OE reports) because they are now readily available through EDRS.

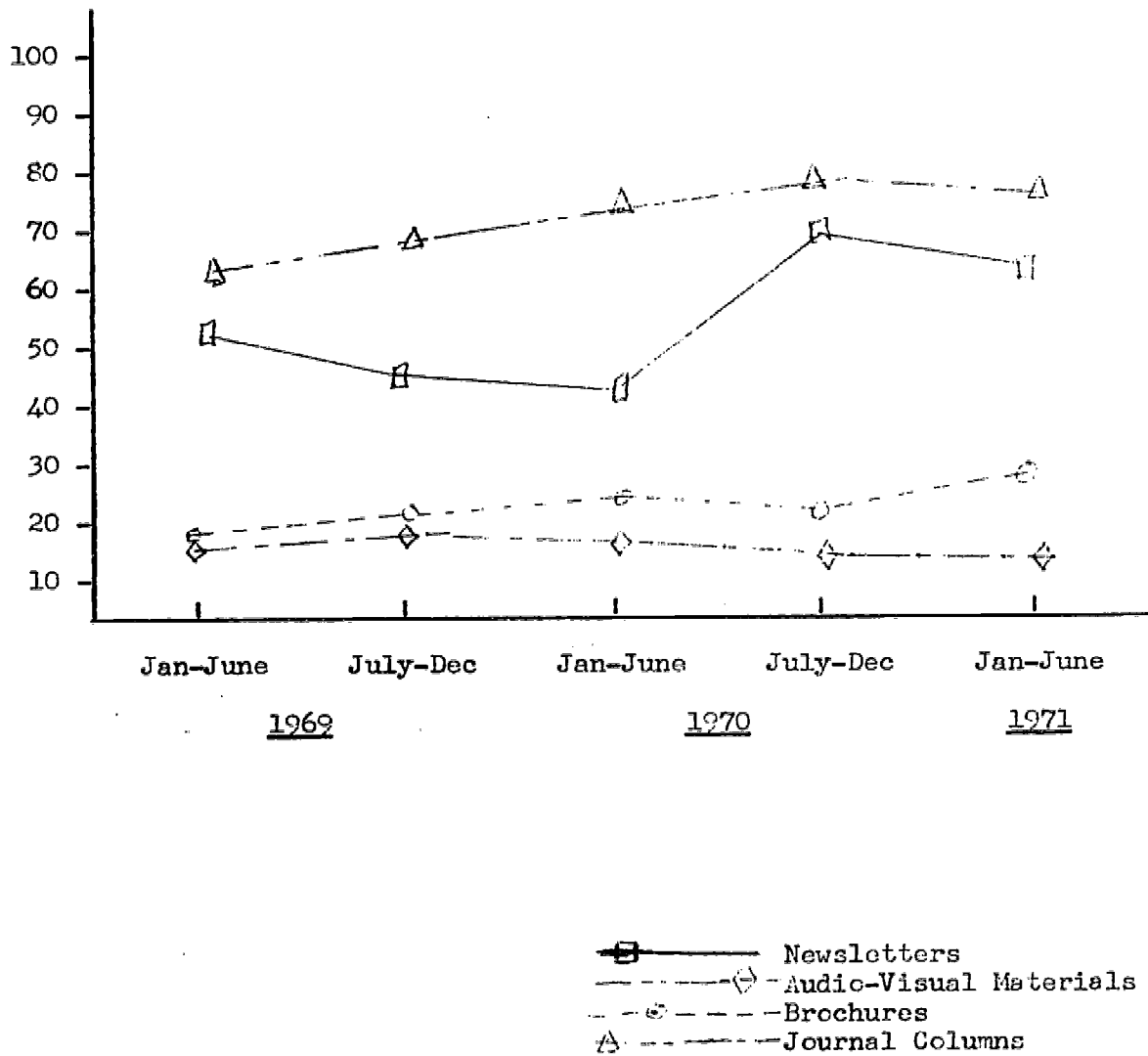
Respondents on the site visits generally felt that ERIC was not well known. Part of the problem was rejection of the technology (e.g., the librarian who didn't like microfiche) by those who could promote ERIC to others. Part was seen as a concentration of publicity on libraries and technical people rather than on actual program heads, researchers, practitioners, teachers who could introduce ERIC through classes. Some respondents felt a wide, public ad campaign on radio and television would be helpful. In any case, ERIC should have more funds available for general promotion. Continued and increased displays at conventions were recommended.

The panelists consulted used a wide variety of methods for informing people about ERIC products and services, all of which have been discussed above. They agreed on the best method for publicizing ERIC: word of mouth. Such a method depends, of course, on users' satisfaction and, at least initially, reaches very few people.

In sum, then, ERIC has a good start on information dissemination, but more effort is needed. The data in this chapter indicate areas where improvement is needed.

FIGURE 6A.1

GROWTH IN NUMBER OF DISSEMINATION PRODUCTS



Source: Clearinghouse Quarterly Reports

HCA INDIVIDUAL USERS FIRST LEARNED OF ERIC PRODUCTS AND SERVICES

First Learned About ERIC Products and Services Thru:	Classroom Instruction	Brochure or Flier	Professional Meeting	ERIC Clearinghouse announcement	Professional Journal Reference	ERIC Column Professional Journal	Colleagues	Cannot Recall		(N)
								Recall	Other	
<u>Occupation</u>										
Administration	14.8%	11.1%	16.7%	0.0%	7.4%	7.4%	22.2%	5.6%	14.8%	100% (54)
Teaching	54.5	3.0	5.9	3.0	5.0	1.0	11.9	3.0	12.9	100% (101)
Pupil Pers. Serv.	--	--	--	--	--	--	--	--	--	(4)
R & D	15.2	6.5	10.9	0.0	2.2	0.0	45.7	2.2	17.4	100% (46)
Library	25.4	10.2	8.5	5.1	3.4	1.7	10.2	3.4	32.2	100% (59)
Consulting	6.3	0.0	6.3	0.0	18.7	6.3	43.8	0.0	18.7	100% (16)
Undergraduate	37.5	0.0	0.0	0.0	0.0	0.0	25.0	4.2	33.3	100% (24)
Graduate	59.9	1.5	2.9	3.6	2.2	0.7	16.8	2.9	9.5	100% (137)
Other	13.6	0.0	4.5	13.6	4.5	0.0	50.0	4.5	9.1	100% (22)
Overall	39.3	4.3	6.7	3.0	4.1	1.7	21.4	3.2	16.2	100% (463)
<u>Conducted Research</u>										
Yes	34.6	4.3	8.0	4.8	4.8	1.6	23.4	3.7	14.9	100% (188)
No	42.7	4.6	6.3	2.5	3.3	2.1	18.4	4.2	15.9	100% (239)
<u>Published</u>										
Yes	21.7	6.7	11.7	7.5	5.0	1.7	24.2	4.2	17.5	100% (120)
No	45.5	3.3	4.8	1.8	3.3	1.8	19.0	3.6	16.0	100% (332)

Source: Individual User Questionnaire
 *Where N < 5, calculations have been omitted.
 **Totals differ because response rates differed.

TABLE 6A.2

METHODS USED BY ORGANIZATIONS FOR INFORMING PATRONS
ABOUT ERIC PRODUCTS AND SERVICES

Organization	Individual Instruction	Classroom Instruction	Brochures or Fliers	Professional Meetings	Correspondence with Individuals	Displays	Other	(N)
Preschool	—	—	—	—	—	—	—	(0)*
Elementary	—	—	—	—	—	—	—	(1)*
Secondary	—	—	—	—	—	—	—	(4)*
College or University	67.8	64.8	25.0	27.3	18.2	15.9	10.2	(88)
State Department of Education	53.5	14.0	46.5	62.8	48.8	18.6	20.9	(43)
Regional Educational Lab	92.3	15.4	30.8	38.5	23.1	23.1	30.8	(13)
R & D Center	41.7	25.0	33.3	41.7	33.3	16.7	16.7	(12)
Professional Organization	50.0	16.7	33.3	50.0	50.0	33.3	16.7	(6)
OE Regional Office	42.9		28.6	71.4	57.1		14.3	(7)
Other Federal Agency	50.0	12.5	37.5	50.0	12.5	12.5	12.5	(8)
Local or Regional Info. Center	66.7	0.0	66.7	100.0	50.0	33.3	50.0	(6)
Business or Industry	0.0	10.0	30.0	10.0	30.0	10.0	30.0	(10)
Other	43.8	16.7	27.1	37.5	37.5	20.8	27.1	(48)
Overall	55.9	32.5	31.3	41.1	31.3	17.5	18.7	(246)

Source: Individual User Questionnaire.

* Where N < 5, Calculations have been omitted.

** Each respondent could mark one or more "main purpose." Percentages are of total number representing each primary association.

TABLE 6A.3

MEANS OF FIRST LEARNING ABOUT ERIC PRODUCTS AND SERVICES
BY RESPONDENT'S PRIMARY ASSOCIATION

<u>Primary Association</u>	<u>**1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>(N)</u>
Preschool	28.6%	14.3%	0.0%	0.0%	28.6%	0.0%	28.6%	0.0%	0.0%	100% (7)
Elementary	78.1	1.6	3.1	0.0	1.6	0.0	12.5	0.0	3.1	100% (64)
Secondary	28.6	5.7	8.6	2.9	2.9	5.7	14.3	5.7	25.7	100% (35)
College or University	41.7	4.5	5.4	4.5	3.1	.9	17.9	4.0	17.9	100% (223)
State Department of Education	7.1	7.1	21.4	0.0	7.1	0.0	35.7	14.3	7.1	100% (14)
Regional Educational Lab	10.7	3.6	10.7	7.1	0.0	3.6	42.9	0.0	21.4	100% (28)
R & D Center	7.7	0.0	7.7	7.7	15.4	0.0	46.2	0.0	15.4	100% (13)
Professional Organization	----	----	----	----	----	----	----	----	----	---- (3)*
OE Regional Office	----	----	----	----	----	----	----	----	----	---- (4)*
Other Federal Agency	11.1	11.1	0.0	0.0	0.0	0.0	55.6	0.0	22.2	100% (9)
Local or Regional Info Center	----	----	----	----	----	----	----	----	----	---- (2)*
Business or Industry	----	----	----	----	----	----	----	----	----	---- (1)*
Other	22.4	4.1	10.2	0.0	6.1	4.1	24.5	4.1	24.5	100% (49)
Overall	38.1	4.4	6.9	3.1	3.8	1.8	21.7	3.8	16.6	100% (452)

Source: Individual User Questionnaire

* Where N < 5, calculations have been omitted.

** 1. Classroom Instruction

2. Brochure of Fliers

3. Professional Meetings

4. ERIC Clearinghouse

Announcement

5. Reference in a Professional Journal

6. ERIC Column in a Professional Journal

7. Colleagues

8. Cannot Recall

9. Other

TABLE 6A.4

FIRST MEANS OF LEARNING ABOUT
ERIC PRODUCTS AND SERVICES
BY MEANS OF COMMUNICATION

<u>Means of Communication</u>	<u>%</u>	<u>(N)</u>
Classroom Instruction	39.4	194
Brochures or Fliers	4.0	20
Professional Meeting	6.6	32
ERIC Clearinghouse Announcement	3.0	15
Reference in a Professional Journal	3.8	19
ERIC Column in a Professional Journal	1.6	8
Colleagues	21.4	105
Can't Recall	3.9	19
Other	<u>16.3</u>	<u>80</u>
	100.0	492

Source: Individual User Questionnaire

DISSEMINATION TO SELECTED EDUCATIONAL AUDIENCES
THROUGH REGULAR ERIC COLUMNS IN PROFESSIONAL JOURNALS

<u>ERIC Clearinghouses</u>	<u>Journal</u>	<u>Frequency</u>	<u>No. of Subscribers</u>	<u>Primary Audience</u>
Adult Education	<u>Adult Education</u>	Quarterly	5,400	Adult educators
	<u>Adult Leadership</u>	10 x per year	7,000	Adult educators
	<u>Convergence</u>	Quarterly	2,100	Educational practitioners and policy makers worldwide (Canadian journal)
	<u>Journal of Extension</u>	Quarterly	6,500	Cooperative extension personnel
	<u>Training & Development Journal</u>	Monthly	10,900	Industrial trainers
Early Childhood Education	<u>Instructor</u>	10 x per year	45,000	Educational practitioners
Exceptional Children	<u>Education & Training of the Mentally Retarded</u>	Quarterly	4,800	Members of the Mental Retardation Division of Council for Exceptional Children
	<u>Exceptional Children</u>	9 x per year	4,700	Members of Council for Exceptional Children
	<u>Teaching Exceptional Children</u>	Quarterly	6,300	Teachers and students in field
Junior Colleges	<u>Community College Social Science Quarterly</u>	Quarterly	750	Community college instructors of social sciences
Languages and Linguistics	<u>Foreign Language Annuals</u>	Quarterly	11,000	Foreign language teachers & supervisors, college methods teachers and researchers
	<u>TESOL Quarterly</u>	Quarterly	2,600	Teachers and supervisors involved in teaching English to speakers of other languages
		Quarterly	2,600	

10/1/71

Source: Central ERIC

<u>Clearinghouse</u>	<u>Journal</u>	<u>Frequency</u>	<u>No. of Subscribers</u>	<u>Primary Audience</u>
Library and Information Sciences	<u>College and Research Libraries</u>	6 x per year	15,000	Librarians
	<u>Information Science Abstracts</u>	Quarterly	1,500	Information Scientists and Librarians
	<u>Library Literature</u>	Quarterly	3,000	Librarians, researchers
	<u>Library Resources and Technical Services</u>	Quarterly	9,000	Librarians, researchers
Reading	<u>Journal of Reading</u>	8 x per year	14,000	High school, college and adult reading teachers
	<u>Journal of the Reading Specialist</u>	Quarterly	1,500	Reading consultants and reading specialists
	<u>Reading Teacher</u>	8 x per year	44,000	Elementary school reading teachers
Rural Education and Small Schools	<u>Rural Sociology</u>	Quarterly	5,000	Rural sociologist in universities and extension services
Social Science Education	<u>Social Education</u>	8 x per year	23,000	Secondary school social teachers, colleges, and universities
Teacher Education	<u>Journal of Teacher Education</u>	Quarterly	8,000	Elementary and secondary school personnel and collegiate staff in school personnel preparation
Teaching of English	<u>Elementary English</u>	8 x per year	32,600	Elementary teachers
	<u>English Education</u>	3 x per year	2,020	Members of English Education Departments, Methods teachers administrators
	<u>English Journal</u>	9 x per year	58,750	Secondary school English teachers
		Total	323,670	

TABLE 6B.2

JOURNAL COLUMNS PUBLISHED

	<u>1969</u>		<u>1970</u>		<u>1971</u>
	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>
<u>Clearinghouse</u>					
Adult Education	3	4	8	8	9
Counseling & Pers. Serv.	0	0	0	0	0
Disadvantaged	0	0	0	0	0
Early Childhood Ed.	5	4	4	0	5
Ed. Administration	0	0	0	0	0
Ed. Media & Tech.	11	14	16	19	14
Exceptional Children	11	2	2	4	2
Higher Education	0	1	3	0	0
Junior Colleges	0	0	0	0	0
Lib. & Info. Sciences	4	6	1	9	11
Linguistics	5	4	4	0	0*
Reading	9	19	18	16	14
Rural Ed. & Sm. Schools	0	0	0	1	2
Science & Math Ed.	0	0	0	0	0
Social Science Ed.	started May 1970		1	7	3
Teacher Education	2	2	2	2	2
Teaching of English	3	3	5	3	4
Teaching of Foreign Lang.	2	2	2	2	1
Tests, Measures, & Eval	started May 1970		0	0	0
Vocational & Tech. Ed.	2	2	2	2	2
Totals	<u>57</u>	<u>62</u>	<u>68</u>	<u>73</u>	<u>69</u>

Source: Clearinghouse Quarterly Reports
 * Data for first quarter 1970 only.

TABLE 6.B3

JOURNAL COLUMNS READ OR SCANNED

	<u>Yes</u>	<u>No</u>	<u>(N)</u>
<u>Occupation</u>			
Administration	62.3%	37.7%	(53)
Teaching	55.9	44.1	(102)
Pupil Pers. Serv.	----	----	(4)*
R & D	53.3	46.7	(45)
Library	49.1	50.9	(57)
Consulting	81.1	18.7	(16)
Undergraduate	21.7	78.3	(23)
Graduate	41.2	58.8	(136)
Other	31.8	68.2	(22)
Overall	49.3	50.7	(458)**
<u>Conducted Research</u>			
Yes	59.3	40.7	(189)
No	42.0	58.0	(238)**
<u>Published</u>			
Yes	60.2	39.8	(113)
No	45.2	54.4	(329)**

Source: Individual User Questionnaire

* Where $N < 5$, calculations have been omitted.

** Totals differ because response rates differed.

TABLE 6B.4

SUBSCRIBERS OF PROFESSIONAL JOURNALS WHO MAY READ
ERIC COLUMNS IN JOURNALS

<u>Professional Journals</u>	<u>Yes</u>	<u>No</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	74.1% (80)	24.4% (26)	1.5% (2)	100% (108)
Exceptional Children	62.2 (204)	37.5 (123)	.4 (1)	100% (328)
Foreign Language Annals	71.1 (44)	27.7 (113)	1.3 (2)	100% (159)
Journal of Teacher Education	87.1 (101)	12.9 (15)	-- --	100% (116)
Reading Teacher	78.0 (234)	21.3 (64)	.7 (2)	100% (300)
Overall	(663)	(341)	(7)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.5

EFFECTIVENESS OF JOURNAL COLUMNS IN REDUCING DEPENDENCE ON OTHER MEANS
TO OBTAIN CURRENT REFERENCES TO ERIC PUBLICATION AND SERVICES BY
SUBSCRIBERS OF JOURNALS

<u>Professional Journals</u>	<u>Highly Effective</u>	<u>Moderately Effective</u>	<u>Not Very Effective</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	12.1% (13)	52.8% (57)	8.3% (9)	26.8% (29)	100% (108)
Exceptional Children	10.4 (34)	41.1 (135)	10.1 (33)	38.4 (126)	100% (328)
Foreign Language Annals	27.0 (43)	35.8 (57)	7.5 (12)	29.6 (47)	100% (159)
Journal of Teacher Education	19.0 (22)	50.9 (59)	17.2 (20)	12.9 (15)	100% (116)
Reading Teacher	19.0 (57)	45.3 (136)	10.3 (31)	25.0 (76)	100% (300)
Overall	(169)	(444)	(105)	(293)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.6

PREFERENCES FOR THE TYPE OF INFORMATION TO BE INCLUDED IN
ERIC JOURNAL COLUMNS BY SUBSCRIBERS OF JOURNALS

<u>Professional Journals</u>	<u>Prefer Announcement- of ERIC Documents</u>	<u>Prefer Research Review</u>	<u>Prefer Original or State-of-Knowledge Articles</u>	<u>Prefer Some Combination</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	13.9% (15)	42.6% (46)	9.3% (10)	10.2% (11)	24.0% (26)	100% (108)
Exceptional Children	11.6 (38)	39.0 (128)	8.5 (28)	2.5 (8)	38.4 (126)	100% (328)
Foreign Language Annals	30.8 (49)	27.7 (44)	8.8 (14)	5.0 (8)	27.7 (44)	100% (159)
Journal of Teacher Education	23.3 (27)	46.6 (54)	7.8 (9)	9.5 (11)	13.0 (15)	100% (116)
Reading Teacher	9.0 (27)	55.7 (167)	7.7 (23)	4.0 (12)	23.7 (71)	100% (300)
Overall	(156)	(439)	(84)	(50)	(282)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.7

EFFECTIVENESS OF ERIC JOURNAL COLUMNS IN TERMS OF HOW OFTEN THEY BRING
IMPORTANT BUT HARD TO FIND MATERIAL TO THE ATTENTION OF SUBSCRIBERS

<u>Professional Journals</u>	<u>Often</u>	<u>Occasionally</u>	<u>Never</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	34.2% (36)	38.2% (41)	1.8% (2)	26.8% (29)	100% (108)
Exceptional Children	25.6 (84)	33.6 (110)	2.1 (7)	38.7 (127)	100% (328)
Foreign Language Annals	35.8 (57)	32.1 (51)	2.5 (4)	29.6 (47)	100% (159)
Journal of Teacher Education	40.5 (47)	45.7 (53)	1.7 (2)	12.1 (14)	100% (116)
Reading Teacher	41.7 (125)	31.3 (94)	3.3 (10)	23.7 (71)	100% (300)
Overall	(349)	(349)	(25)	(288)	(101)

Source: Professional Journal Questionnaire

TABLE 6B.8

HOW FREQUENTLY ERIC ITEMS ANNOUNCED IN PROFESSIONAL JOURNAL
COLUMNS ARE OBTAINED BY SUBSCRIBERS OF JOURNALS

By obtaining microfiche or hard copy

<u>Professional Journals</u>	<u>Often</u>	<u>Occa- sionally</u>	<u>Never</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	7.4% (8)	42.5% (46)	23.2% (25)	26.9% (29)	100% (108)
Exceptional Children	3.4 (11)	27.8 (91)	30.1 (99)	38.7 (127)	100% (328)
Foreign Lang. Annals	3.8 (6)	44.0 (70)	23.3 (37)	28.9 (46)	100% (159)
Journal of Teacher Ed.	10.3 (12)	58.6 (68)	19.0 (22)	12.1 (14)	100% (116)
Reading Teacher	9.0 (27)	32.0 (96)	34.7 (104)	24.3 (73)	100% (300)
Overall	(64)	(371)	(287)	(289)	(1011)
<u>By Using a library</u>					
Audio-Visual	17.1 (19)	31.5 (35)	21.6 (24)	27.0 (30)	100% (108)
Exceptional Children	10.9 (36)	30.4 (100)	19.8 (65)	38.9 (127)	100% (328)
Foreign Lang. Annals	11.9 (19)	32.7 (52)	22.6 (36)	32.1 (52)	100% (159)
Journal of Teacher Ed.	23.3 (27)	48.3 (56)	15.5 (18)	12.9 (15)	100% (116)
Reading Teacher	14.3 (43)	39.7 (119)	22.3 (67)	23.7 (71)	100% (300)
Overall	(144)	(362)	(210)	(295)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.9

COMPARISON OF NEWSLETTERS TO ERIC COLUMNS IN TERMS
OF USEFULNESS BY SUBSCRIBERS OF JOURNALS

<u>Professional Journals</u>	<u>Journal Columns Most Useful</u>	<u>Newsletter Most Useful</u>	<u>Journal Columns & Newsletter</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	10.8%(12)	18.9%(21)	27.0%(30)	43.3%(45)	100% (108)
Exceptional Children	8.8 (29)	10.7 (35)	25.9 (85)	54.6(179)	100% (328)
Foreign Language Annals	14.5 (23)	9.4 (15)	30.2 (48)	45.9 (73)	100% (159)
Journal of Teacher Education	11.2 (13)	16.4 (19)	45.7 (53)	26.7 (31)	100% (116)
Reading Teacher	10.3 (31)	10.0 (30)	25.7 (77)	54.0(162)	100% (300)
Overall	(108)	(120)	(293)	(490)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.10

USE OF RIE AMONG SUBSCRIBERS OF PROFESSIONAL JOURNALS

<u>Professional Journals</u>	<u>Often</u>	<u>Occa- sionally</u>	<u>Never</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	7.3% (8)	39.8% (43)	10.5% (11)	42.9% (46)	100% (108)
Exceptional Children	6.4 (21)	31.1 (102)	5.5 (18)	57.0 (187)	100% (328)
Foreign Language Annals	6.3 (10)	28.9 (46)	9.4 (15)	54.7 (88)	100% (159)
Journal of Teacher Ed.	23.3 (27)	50.0 (58)	7.8 (9)	19.0 (22)	100% (116)
Reading Teacher	11.3 (34)	33.3 (100)	5.3 (16)	50.0 (150)	100% (300)
Overall	(100)	(349)	(69)	(493)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.11

RATED EFFECTIVENESS OF RIE IN TERMS OF HOW
OFTEN SOUGHT-AFTER INFORMATION IS FOUND BY
SUBSCRIBERS OF PROFESSIONAL JOURNALS

<u>Professional Journals</u>	<u>Often</u>	<u>Occa- sionally</u>	<u>Never</u>	<u>No Response</u>	<u>(N)</u>
Audio-Visual	14.8% (16)	29.6% (32)	4.6% (5)	51.0% (55)	100% (108)
Exceptional Children	13.1 (43)	25.6 (84)	3.7 (12)	57.6 (189)	100% (328)
Foreign Language Annals	13.8 (22)	23.3 (37)	4.4 (7)	58.5 (93)	100% (159)
Journal of Teacher Education	29.3 (34)	43.1 (50)	2.6 (3)	25.0 (29)	100% (116)
Reading Teacher	21.0 (63)	24.0 (72)	5.0 (15)	50.0 (150)	100% (300)
Overall	(178)	(275)	(42)	(516)	(1011)

Source: Professional Journal Questionnaire

TABLE 6B.12

RELATIVE USEFULNESS OF JOURNAL
COLUMNS AND NEWSLETTERS

<u>Most Useful:</u>	<u>Percent</u>	<u>Number</u>
Journal Columns	10.7	108
Newsletter	11.8	120
Use Both	28.9	293
No Response	48.6	492
	100.0	1011

Source: Professional Journal Questionnaire

TABLE 6C.1

NEWSLETTER SUMMARY

<u>CLEARINGHOUSES</u>	<u>TITLES</u>	<u>DISTRIBUTION</u>	<u>FREQUENCY</u>
Adult Education	"Continuing Education for Adults"	5,900	4 issues
Counseling & Personnel Services Information Center	CAPS Capsule	69,000	3 times
Early Childhood Education	ERIC/ECE Newsletter	8,000	10 times
Educational Management	U-SERV	6,800	quarterly
Educational Media and Technology	"Now Available"	4,000	quarterly
Exceptional Children	ERIC EXCERPT	43,000	quarterly
Modern Language Association of America	None	None	None
Higher Education	None	None	None
Junior Colleges	"Junior College Research Review"	6,500	10 times
Library & Information Sciences	ERIC/CLIS News	4,500	Periodic
Reading ERIC/CRIER	"Information Brief"	5,500	3 times
Rural Education & Small Schools	NEWSLETTER	4,500	quarterly
Science & Mathematics Education	"Science Education" "Mathematics Education" "Environmental Education"	4,000 4,000 8,000	Periodic " "
Social Studies/Social Science Education	"Acquisitions Dispatches"	167	2 times
Teacher Education	NONE	NONE	NONE
Teaching of English	NCTE/ERIC	4,100	3 times
Tests, Measurements and Evaluation	NCME Measurement News	3,000	periodic
Disadvantaged	IRCD Bulletin	14,000	5 times
Vocational & Technical Education	VT-ERIC/RCU Newsletter	*	periodic

Source: Clearinghouse Quarterly Reports

ERIC Distributed to state vocational-technical education
arch coordination units

TABLE 6C.2
NEWSLETTERS PRODUCED

	<u>1969</u>		<u>1970</u>		<u>1971</u>
	<u>Jan-June</u>	<u>July-Dec.</u>	<u>Jan-June</u>	<u>July-Dec.</u>	<u>Jan-June</u>
<u>Clearinghouse</u>					
Adult Education	5	3	3	2	2
Counseling & Pers. Serv.	3	2	2	4	4
Disadvantaged	1	1	2	2	1
Early Childhood Ed.	2	2	2	3	2
Ed. Administration	4	3	4	1	2
Ed. Media & Tech.	4	3	3	4	3
Exceptional Children	4	3	2	4	2
Higher Ed.	1	1	2	4	7
Junior Colleges	2	2	2	6	3
Lib. & Info. Sciences	2	2	1	0	2
Linguistics	2	2	2	2	1*
Reading	9	2	1	0	1
Rural Ed. & Sm. Schools	1	3	2	2	1
Science & Math Ed.	1	0	2	6	9
Social Science Ed.	started May 1970		0	2	2
Teacher Ed.	3	4	4	3	4
Teaching of English	3	2	2	2	2
Teaching of Foreign Lang.	0	0	0	0	0
Tests, Measures, & Eval.	started May 1970		0	15	5
Vocational & Tech. Ed.	0	2	1	2	2

Source: Clearinghouse Quarterly Reports

* Data for first quarter only; clearinghouse terminated.

TABLE 6C.3

INDIVIDUALS WHO READ OR SCAN CLEARINGHOUSE NEWSLETTERS

<u>Occupation</u>	<u>Yes</u>		<u>No</u>		<u>N</u>	
	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>		
Administration	45.3	(24)	54.7	(29)	100%	(53)
Teaching	24.2	(24)	75.8	(75)	100%	(99)
Pupil Pers. Serv.	---	(1)*	----	(2)*	----	(3)*
R & D	42.4	(19)	57.8	(26)	100%	(45)
Library	45.8	(19)	57.8	(26)	100%	(59)
Consulting	62.5	(10)	37.5	(6)	100%	(16)
Undergraduate	18.2	(4)	81.8	(18)	100%	(22)
Graduate	24.4	(33)	75.6	(102)	100%	(135)
Other	13.6	(3)	86.4	(19)	100%	(22)
Overall	31.9	(145)	68.1	(309)	100%	(454)**
<u>Conducted Research</u>						
Yes	37.1	(69)	62.9	(117)	100%	(186)
No	28.1	(66)	71.9	(169)	100%	(235)**
<u>Published</u>						
Yes	49.6	(59)	50.4	(60)	100%	(119)
No	26.2	(85)	73.8	(240)	100%	(325)**

Source: Individual User Questionnaire

*Where N < 5, calculations have been omitted.

**Totals differ because response rates differed.

TABLE 6C.4

NEWSLETTER READERS BY CLEARINGHOUSE

Adult Education	1
Counseling and Personnel Services	4
Disadvantaged	3
Early Childhood Education	12
Educational Administration	7
Educational Media and Technology	7
Exceptional Children	2
Higher Education	6
Junior Colleges	3
Library and Informational Sciences	5
Linguistics	5
Reading	9
Rural Education and Small Schools	7
Science and Mathematics Education	1
Social Science Education	1
Teacher Education	6
Teaching of English	3
Teaching of Foreign Languages	0
Tests, Measures, and Evaluations	1
Vocational and Technical Education	2
Clearinghouse Not Specified	<u>73</u>

159

MEAN NO. OF NEWSLETTER READERS PER CLEARINGHOUSE (N = 159)

$$\bar{X} = 7.95$$

MEAN NO. OF NEWSLETTER READERS PER CLEARINGHOUSE FOR THOSE WHO SPECIFIED A CLEARINGHOUSE (N = 86)

$$\bar{X} = 4.3$$

Source: Individual User Questionnaire

TABLE 6C.5

EVALUATION OF CLEARINGHOUSE NEWSLETTERS

	<u>Very Useful</u> 1	2	3	4	<u>Of no Use</u> 5	<u>Never Used</u> 6	<u>N</u>
<u>Occupation</u>							
Administration	23.7%	21.1%	21.1%	0.0%	0.0%	34.2%	100% (38)
Teaching	11.6	17.4	11.6	7.2	1.4	50.7	100% (69)
Pupil Pers. Serv.	-----	-----	-----	-----	-----	-----	----- (3)*
R & D	21.1	18.4	15.8	7.9	5.3	31.6	100% (38)
Library	18.0	16.0	22.0	8.0	0.0	36.0	100% (50)
Consulting	55.6	11.1	11.1	0.0	0.0	22.2	100% (9)
Undergraduate	0.0	6.3	0.0	6.3	12.5	75.0	100% (16)
Graduate	3.6	13.6	16.4	4.5	0.0	61.8	100% (110)
Other	0.0	8.3	16.7	0.0	0.0	75.0	100% (12)
Overall	12.8	15.4	15.9	5.2	1.4	49.3	100% (345)**
<u>Conducted Research</u>							
Yes	16.1	16.8	16.1	6.0	1.3	43.6	100% (149)
No	10.7	13.5	14.0	5.1	1.7	55.1	100% (178)**
<u>Published</u>							
Yes	19.0	19.0	21.0	7.0	3.0	31.0	100% (100)
No	10.8	12.4	14.5	4.6	0.8	56.8	100% (241)**
<u>Organizations</u>	23.2	19.4	25.4	17.8	2.7	11.3	100% (185)

Source: Individual User and Organization Questionnaire

*Where N < 5, calculations have been omitted.

**Totals differ because response rates differed.

TABLE 6C.6

RESPONDENTS RECEIVING NEWSLETTERS
FROM MORE THAN ONE CLEARINGHOUSE

	<u>% Receiving at least one Additional Newsletter</u>	<u>% Receiving No Other Newsletter</u>	<u>(N)</u>
<u>Clearinghouse Newsletter</u>			
Adult Education	25%	75%	46
Early Childhood Education	18	82	33
Educational Media and Technology	33	67	101
Junior Colleges	17	83	46
Linguistics	19	81	48
Teacher Education	43	57	52

Source: Questionnaire to Newsletter Subscribers

TABLE 6C.7

MOST COMMONLY USED SUPPLEMENTARY
NEWSLETTERS BY PRIMARY NEWSLETTER

<u>Clearinghouse Newsletter</u>	<u>Most Common Additional Newsletter</u>
Adult Education	Educational Administration Educational Media and Technology
Early Childhood Education	Exceptional Children Educational Administration
Educational Media and Technology	Library and Information Science Educational Administration
Junior Colleges	Vocational and Technical Education Disadvantaged
Linguistics	Teaching of English Junior Colleges
Teacher Education	Early Childhood Education Educational Media and Technology

Source: Questionnaire to Newsletter Subscribers

TABLE 6C.8

EFFECTIVENESS OF NEWSLETTERS
IN REDUCING DEPENDENCE ON OTHER
MEANS OF REFERENCE

<u>Clearinghouse Newsletter</u>	<u>Judged Effectiveness</u>					<u>(N)</u>
	<u>Extremely Effective</u>	<u>Very Effective</u>	<u>Rather Effective</u>	<u>Not Very Effective</u>	<u>Never Effective</u>	
Adult Education	0%	28%	57%	16%	2%	(46)
Early Childhood Education	3%	23%	37%	37%	0%	(33)
Educational Media and Technology	6%	27%	50%	15%	1%	(101)
Junior Colleges	9%	33%	41%	8%	0%	(46)
Linguistics	0%	35%	46%	19%	0%	(48)
Teacher Education	0%	23%	57%	23%	0%	(52)

Source: Questionnaire to Newsletter Subscribers

TABLE 6C.9

FREQUENCY OF NEWSLETTERS BRINGING
ATTENTION TO IMPORTANT MATERIAL
THAT WOULD OTHERWISE BE MISSED

<u>Clearinghouse Newsletter</u>	<u>Estimated Frequency</u>					<u>(N)</u>
	<u>Very Often</u>	<u>Often</u>	<u>Occasionally</u>	<u>Seldom</u>	<u>Never</u>	
Adult Education	9%	44%	36%	9%	2%	(46)
Early Childhood Education	9%	41%	34%	16%	0%	(33)
Educational Media and Technology	9%	49%	35%	6%	1%	(101)
Junior Colleges	9%	57%	33%	4%	0%	(46)
Linguistics	6%	63%	20%	11%	0%	(48)
Teacher Education	6%	41%	41%	12%	0%	(52)

Source: Questionnaire to Newsletter Subscribers

TABLE 6C.10

ACCESS OF NEWSLETTER SUBSCRIBERS TO ERIC
DOCUMENTS AND EQUIPMENT

<u>Newsletter</u>	<u>% With Access to RIE</u>	<u>(N)</u>	<u>% With Access to Microfiche Collections</u>	<u>(N)</u>
Adult Education	61%	(46)	31%	(46)
Early Childhood Education	39%	(33)	21%	(31)
Educational Media and Technology	57%	(101)	45%	(101)
Junior Colleges	60%	(46)	27%	(46)
Linguistics	44%	(48)	33%	(78)
Teacher Education	69%	(52)	54%	(52)

Source: Questionnaire to Newsletter Subscribers

TABLE 6C.11

HOW RESPONDENTS FIRST
LEARNED OF NEWSLETTERS

<u>Clearinghouse Newsletter</u>	<u>Clearinghouse Announcements</u>		<u>Journal Reference</u>		<u>Colleague</u>		<u>Reference in Library</u>		<u>Citation in Bibliography</u>		<u>Can't Remember</u>		<u>Other</u>		<u>(N)</u>
	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	
Adult Education	33%	15	6%	3	15%	7	8%	4	2%	1	20%	9	13%	6	45
Early Childhood Education	34%	11	3%	1	34%	11	0%	0	0%	0	21%	7	6%	2	32
Educational Media and Technology	29%	29	29%	29	17%	17	2%	2	2%	2	18%	18	4%	4	101
Junior Colleges	43%	20	8%	4	10%	5	0%	0	0%	0	30%	14	6%	3	44
Linguistics	28%	14	16%	8	24%	12	0%	0	0%	0	24%	12	9%	4	50
Teacher Education	25%	13	9%	5	25%	13	2%	1	2%	1	25%	13	11%	6	52

Source: Questionnaire to Newsletter Subscribers

TABLE 69.1
BROCHURES PRODUCED

	<u>1969</u>		<u>1970</u>		<u>1971</u>
	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>
<u>Clearinghouse</u>					
Adult Education	0	0	0	0	0
Counseling & Pers. Serv.	1	3	2	2	0
Disadvantaged	1	0	0	0	0
Early Childhood Ed.	0	0	0	0	1
Ed. Administration	0	0	0	0	4
Ed. Media & Tech.	5	3	1	0	2
Exceptional Children	0	0	1	2	1
Higher Ed.	2	0	0	0	1
Junior Colleges	0	1	0	1	5
Lib. & Info. Sciences	0	0	2	0	0
Linguistics	0	0	0	0	0
Reading	0	0	1	0	0
Rural Ed. & Sm. Schools	0	0	0	0	1
Science & Math Ed.	1	2	1	0	0
Social Science Ed.		Started May 1970	0	2	0
Teacher Ed.	0	0	0	0	0
Teaching of English	1	5	8	8	8
Teaching of Foreign Lang.	1	1	1	0	0
Tests, Measures, & Eval.		Started May 1970	0	1	0
Vocational & Tech. Ed.	0	0	0	0	0

Source: Clearinghouse Quarterly Reports

AUDIO-VISUAL MATERIALS PRODUCED

	<u>1969</u>		<u>1970</u>		<u>1971</u>
	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>	<u>July-Dec</u>	<u>Jan-June</u>
<u>Clearinghouse</u>					
Adult Education	2	0	0	0	0
Counseling & Pers. Serv.	2	2	2	0	0
Disadvantaged	0	0	0	0	0
Early Childhood Ed.	0	0	0	0	0
Ed. Administration	0	0	0	0	0
Ed. Media & Tech.	2	3	3	2	2
Exceptional Children	2	2	0	0	0
Higher Ed.	0	0	0	0	0
Junior Colleges	0	0	0	0	0
Lib. & Info. Sciences	0	0	0	0	0
Linguistics	0	0	0	0	0
Reading	0	0	0	0	0
Rural Ed. & Sm. Schools	0	0	0	2	0
Science & Math Ed.	0	0	0	0	0
Social Science Ed.	Started May 1970		1	2	1
Teacher Ed.	1	1	2	0	0
Teaching of English	1	2	2	2	2
Teaching of Foreign Lang.	0	0	0	0	0
Tests, Measures, & Eval.	Started May 1970		0	0	1
Vocational & Tech. Ed.	0	1	0	0	0

Source: Clearinghouse Quarterly Reports

Involvement with Professional Organizations

TABLE 6E.1

SUMMARY FIGURES PROMOTIONAL EFFORTS WITH PROFESSIONAL ORGANIZATIONS
SUMMARY AND BY CLEARINGHOUSE

	1/69-3/69	4/69-6/69	7/69-9/69	10/69-12/69	1/70-3/70	4/70-6/70	7/70-9/70	10/70-12/70	1/71-3/71	4/71-6/71
Panel Part.	64	66	63	79	107	109	74	105	129	145
Joint Publ.	26	28	42	33	54	54	29	48	46	37
Other Affil.	33	35	35	13	24	11	28	27	27	29

Involvement with Professional Organizations

TABLE 6E.2

SUMMARY FIGURES, EACH CLEARINGHOUSE, PROMOTIONAL EFFORTS
TOTALS FOR EACH CLEARINGHOUSE, 1/69-6/71

	AC	AL	CG	EA	EC	EF	EM	FL	HE	JC	LI	PS	RC	RE	SE	SO	SP	TE	TM	UD	VT
Panel Part.	38	44	45	36	52	16	25	24	33	39	100	67	21	3	39	21	108	35	2	95	100
Joint Publ.	15	3	26	20	8	12	9	65	17	25	6	1	11	4	11	51	129	15	7	8	1
Other Affil.	16	0	19	4	2	2	21	15	9	24	0	3	8	6	17	11	27	4	0	55	33

Key:

AC=Adult Education
AL=Applied Linguistics
CG=Counsel & Personnel Services
EA=Education Administration
EC=Exceptional Children
EF=Educational Facilities
EM=Educational Media & Technology

FL=Teaching Foreign Lang.
HE=Higher Education
JC=Junior Colleges
LI=Library & Informational Science
PS=Early Child Education
RC=Rural Education & Small Schools
RE=Reading

SE=Science Education
SO=Social Science
SP=Teacher Education
TE=Teaching English
TM=Testing, Measurement, and Evaluation
UD=Urban Development
VT=Vocational and Technical Education

Source: Clearinghouse Quarterly Reports

VOLUME II - Chapter 7

PROVIDING A BASE FOR A NATIONAL INFORMATION NETWORK;
DEVELOPMENT OF THE TOTAL ERIC SYSTEM

Chapter 7

DEVELOPMENT OF THE NATIONAL INFORMATION NETWORK

Ultimately, all ERIC activity is designed to contribute to this fourth goal. To be used effectively, information about new and promising research must be available through local information centers. With the addition of a broad array of non-ERIC materials such as journals and other reference books, and staff who know how to use these materials, much of the nation's (and the world's) current knowledge from educational program and research and development efforts can be readily available to any local school district or state educational agency.

ERIC services go far in making this utopian-sounding possibility a reality. For an average of \$120 per month, an organization can acquire a complete microfiche collection of newly produced, screened, ready-to-use, fully indexed, and easily searched educational documents reporting results of exemplary programs, research and development efforts and related information that can be used in developing more effective educational programs.

Basic to the development of a national information network is, as was noted in Chapter 6, ERIC's growing involvement with professional organizations. Figure 7.1 graphs the growth that has occurred, between January of 1969 and June of 1971, in clearinghouses' involvement with professional organizations. The growth from 1969 to 1970 has been remarkable: over a 700%

increase in panel participation, nearly 600% increase in joint publications, and 300% increase in other affiliations.

Figure 7.2 graphs the changes (see Table 7.1) that have occurred between 1969 and 1971 in the numbers and types of requests for clearinghouse user services. The total number of requests increased substantially between 1970 and 1971. Most significant on this particular graph has been growth of services by letter, an indication that clearinghouses are indeed establishing a network well beyond their local centers. Letters account for the largest absolute increase, although the proportion of Letter to Telephone, Visit, and Other Categories remained the same. An upswing in the "other" category also occurred, particularly between December of 1970 and June of 1971.

Figure 7.2 graphs changes in types of requests for clearinghouse services between January 1969 and June 1971 (see data on Table 7.2). Requests for reference material (subject and non-subject) accounted for over 34% of the requests. The total number of requests for reference material remained the same. The data show a decline in the Reference-Subject Category, while the "other" category is increasing.

Figure 7.3 graphs changes in number of requests, by background of requester (see data in Table 7.3), between January of 1969 and June of 1971. The educational practitioner accounted for the greatest increase in number of requests, over 10,000 more items requested during this period. All other groups showed consistent increases in numbers of requests, with

smaller increases being registered by R & D specialists and by professional organizations.

Another aspect of the increasing national network has been the increasing volume of reference correspondence being handled by the ERIC Processing and Reference Facility, operated under contract by LEASCO. Table 7.4 cross-classifies requests made in two one-week periods (one, September 1970 and one in July 1971) by background of requester. These data reflect the general increase noted above. The percent increase in number of requests during this one-week period was 98%. Teachers and administrators showed a decline in number of requests but the "other" category increased. (This finding reflects only the difficulty in classifying "others."). Table 7.6 suggests that the major change in source of requests made during the sample periods was a major increase to 27.6% in requests from commercial firms. Requests from higher education held steady at 34%, while local school requests declined from 14 to 6 percent during the same period.

Table 7.6 cross-classifies one-week samples of two separate years by the uses made of that information. All groups recorded absolute increases, but administration and classroom/curriculum lost ground by 5 and 2 percent, while research gained by 6%.

It is important to know the major reason why people seek information through ERIC so that its services can meet those needs in the most efficient way possible. Table 7.7, using data derived from the questionnaire administered to organizations (which tapped an even broader information source

than that of 7.6), indicates the purposes for which ERIC publications were used. The main purposes for which the information was used (see Table 7.7) were "To keep abreast in a field" (65.7%), Research (65.7%), Curriculum Development (48%), and Program Improvement (50.8%). Advancing these purposes appears consistent with the objectives of the ERIC system.

Still another aspect of the developing national network is the reference service offered by ERIC service centers. Table 7.8 cross-classifies the estimated mean number served per week in several categories (teacher, administrator, graduate student, undergraduate, researcher, librarian, etc.) by organization. (These figures are estimates, however, and it should be remembered that organizations traditionally tend to inflate numbers served) Full examination of this aspect of service is included in summaries and profiles of ERIC service centers in Chapter 8.

Table 7.9 cross-classifies time spent in hours per week, assisting and maintaining collections by organizations serviced. One important feature brought out by this table is that, overall, the time investment for maintaining and updating the collection is relatively high when compared with the time spent assisting patrons. It should be pointed out, in addition, that the ERIC clearinghouses themselves were not designed, nor are they funded, with the exception of a small number, to provide extensive reference services on-site.

Table 7.10 breaks requests for ERIC publications into those made on-site and those made through mail service or telephone. Apart from organizations with sample size under 10,

leaders in on-site service are colleges and universities and Regional Educational Laboratories with 69% and 80% respectively performing such service. Local or regional information centers and professional organizations stand out in mail service, while service by phone is minor for all organizations.

Table 7.11 estimates the percent of requests which are repeat requests and classifies that estimate by the organizations receiving those requests. As can be seen, no more than one out of seven requests is a repeat request. This finding is based on an overall small sample size and should be viewed with caution.

Finally, percent of organizations circulating products for use outside the center (e.g., ERIC microfiche, RIE abstracts, computer printouts, etc.) is cross-classified in Table 7.12 by the organizations doing the circulating (pre-schools, elementary schools, secondary schools, etc.).

The numbers in parentheses refer to the number of organizations responding to that part of the question; the percentages are based upon these N's, e.g., 39 state departments of education responded to this question and 41.0% of these indicated distribution of computer printouts.

Looking at the organizations with fairly large N's (colleges, state departments of education and "other") and the overall, we see that the most circulated item is RIE abstracts, although only 36.6% of all the organizations circulate this outside their center. Generally, ERIC microfiche is circulated next most frequently and computer printouts next, followed by SDI lists and RIE and CIJE index journals. Overall, only 16% of the

centers circulate RIE/CIJE index journals.

The percentages probably overestimate the proportion of circulators, since they are based on those who responded, while those organizations who did not respond are the most likely non-circulators; if the latter were included, the percentages would likely be lower.

Of the centers (with N's large enough to be dependable) the biggest outside circulators are the state departments of education. They circulate about twice as often as universities; for example 51.2% of the state departments of education circulate RIE abstracts, while 20.8% of the colleges/universities circulate these materials. The comparison of the computer printouts is 41.0% vs. 16.0%. It should be pointed out that a general reason for low circulation is the fear that valuable copies, with expensive replacement cost, may be lost.

In summary, there has been a marked increase in the number of ERIC products and services requested, by all types of professional educators, by all types and forms of requests, for use on-site and out of ERIC centers.

Total ERIC System

The evaluation team considered it important to know what users thought of the ERIC system as a whole. No permanent national network will develop if users are dissatisfied with early efforts. Tables 7.13 through 7.16 present information on this subject, gathered through the individual questionnaire.

Table 7.13 indicates the frequency with which users found information through the ERIC system which they probably would

not have found otherwise. It indicates further, for those who did find such information, how often they had this sort of experience. This information is particularly important. The most sophisticated information collecting, organization, and retrieval system is of no use to the user who can find the same information in his own files or bookcase. Of the 494 respondents, almost nine out of ten indicated, that at one time or another, they had used ERIC to find otherwise untraceable materials. The second part of the table indicates that, for most of these users, the frequency of this event varies between one and ten times. As a rough approximation, it can be estimated that the respondents in at least 2000 instances received information from ERIC not otherwise available to them.

Table 7.14 presents the frequency with which information obtained through the ERIC system prevented duplication. In view of the already tremendous problem of integrating educational research, it is important that individual researchers not unwittingly add to the burden by duplicating research. For this matter, the straightforward information presented in Table 7.14 is important. More than half the respondents said that ERIC had helped them avoid duplication. From the second part of the table it can be roughly estimated (taking median scale values as representing the frequency classes) that over a 1000 duplicative research studies were not executed because of information supplied by ERIC.

Did information obtained from the ERIC system result in improvements in the way users do things? Table 7.15 gives an

unambiguous answer. Almost seven of ten respondents think so. A conservative rough estimate based on the responses of those in this group indicates that at least 2500 instances of such improvements were the result of information obtained from ERIC within the universe examined here.

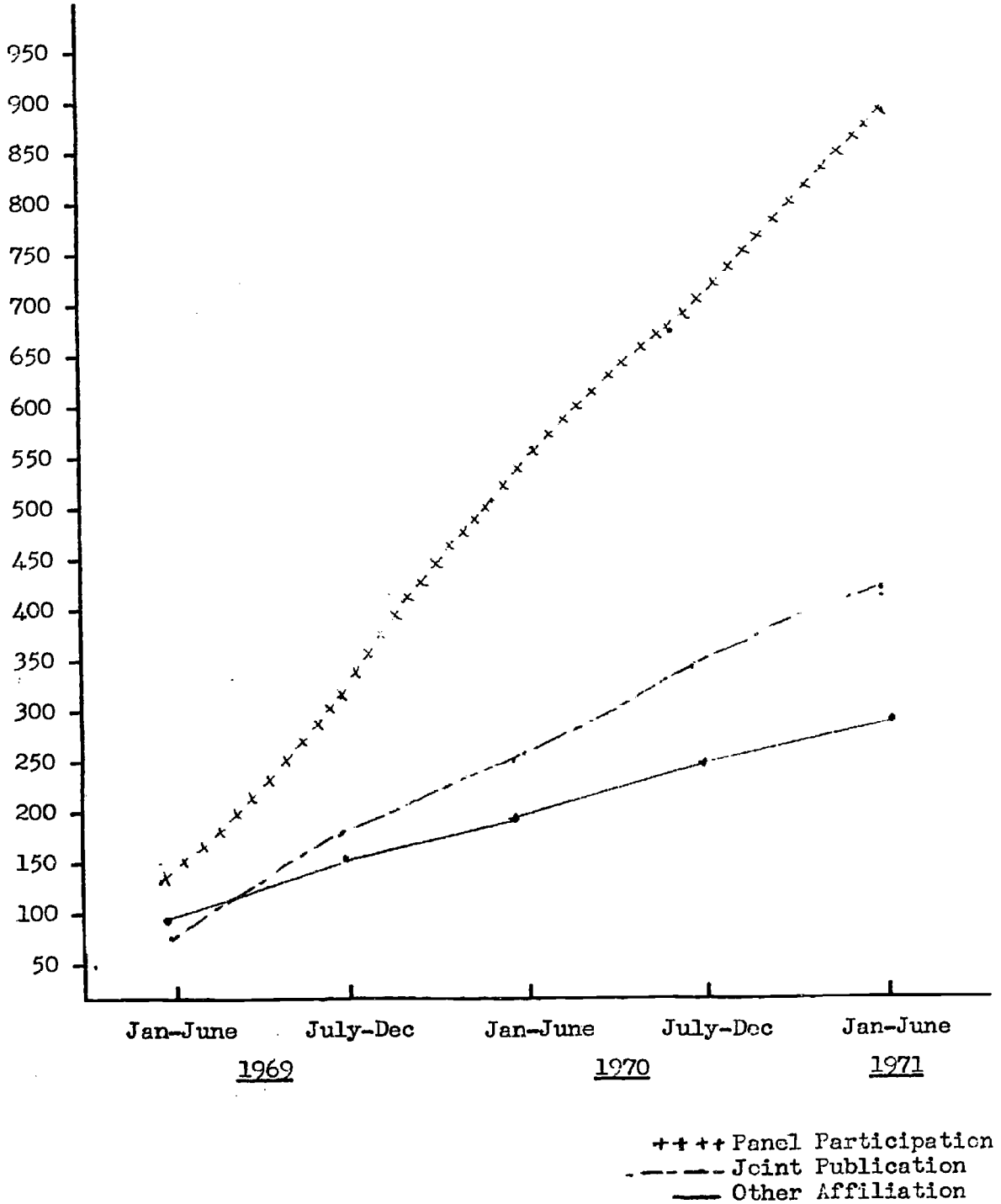
Finally, table 7.16 cross-tabulates user occupation with the degree to which they value the ERIC system as a whole. It should first be pointed out that the information in this table could not be allowed to override information obtained from either questions about part functions. Respondents may have a tendency to be too global in their judgments of the functioning of the entire system. If, for example, reactions to question 6 (see Individual User Questionnaire in Appendix) on the I.U.Q. conflicted with those given to questions on part functions, (e.g., see Tables 4D.8 or 4F.5) the evaluators would have to use a distillation of those micro-ratings rather than permit the overall rating to depend on one question. However, such a choice need not be made in this case. Users judged the ERIC system as a whole very favorably. The majority ~~considered~~ the system of considerable usefulness. If one looks back at ratings of individual functions and documents and considers only the ratings of respondents who have actually used those functions or documents, one notes very little discrepancy between these ratings and that presented in Table 7.16. To what extent one must consider "not used" in those part-ratings conflicting with "of considerable value" is, it must be admitted, an open question.

Responses in the "considerable value" class rank from a mere 50% to over 85%, or, (excluding small cell value groups) from 60% to 85%. The latter statistics seem more realistic since they can be ascribed a little more stability than the ones quoted first. The fact that professionals in libraries find the ERIC materials of considerable value is easy to understand. By contrast, the response of graduate students, though quite favorable, is somewhat unexpected. Further speculation about differences among professional groups is precluded by the small sizes of the differences.

Though the research and publication variables may have revealed different evaluations of particular ERIC products or services, no such differences are apparent with respect to the overall ratings.

FIGURE 7.1

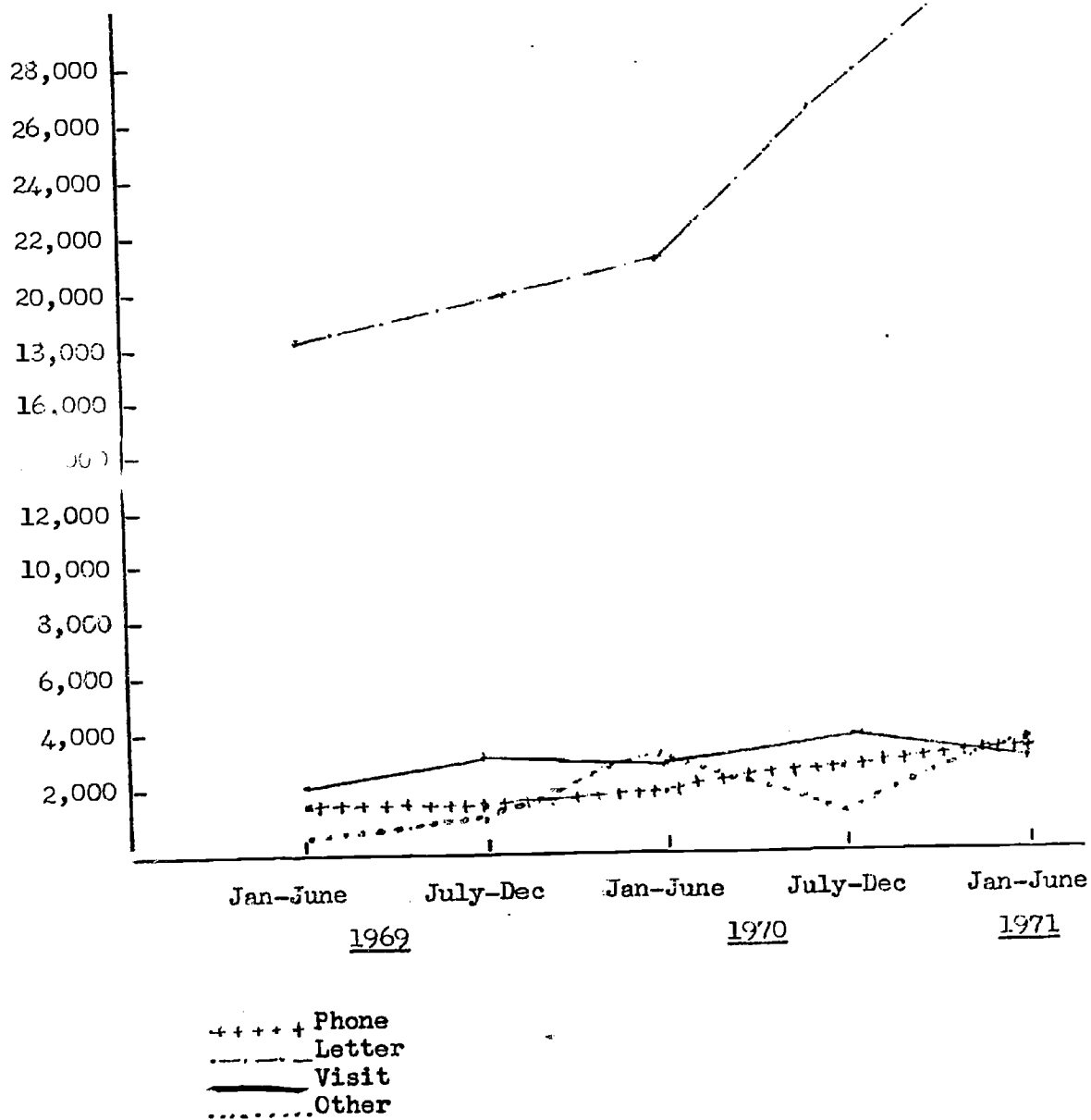
GROWTH IN INVOLVEMENT WITH PROFESSIONAL ORGANIZATIONS



Source: Clearinghouse Quarterly Reports

FIGURE 7.2

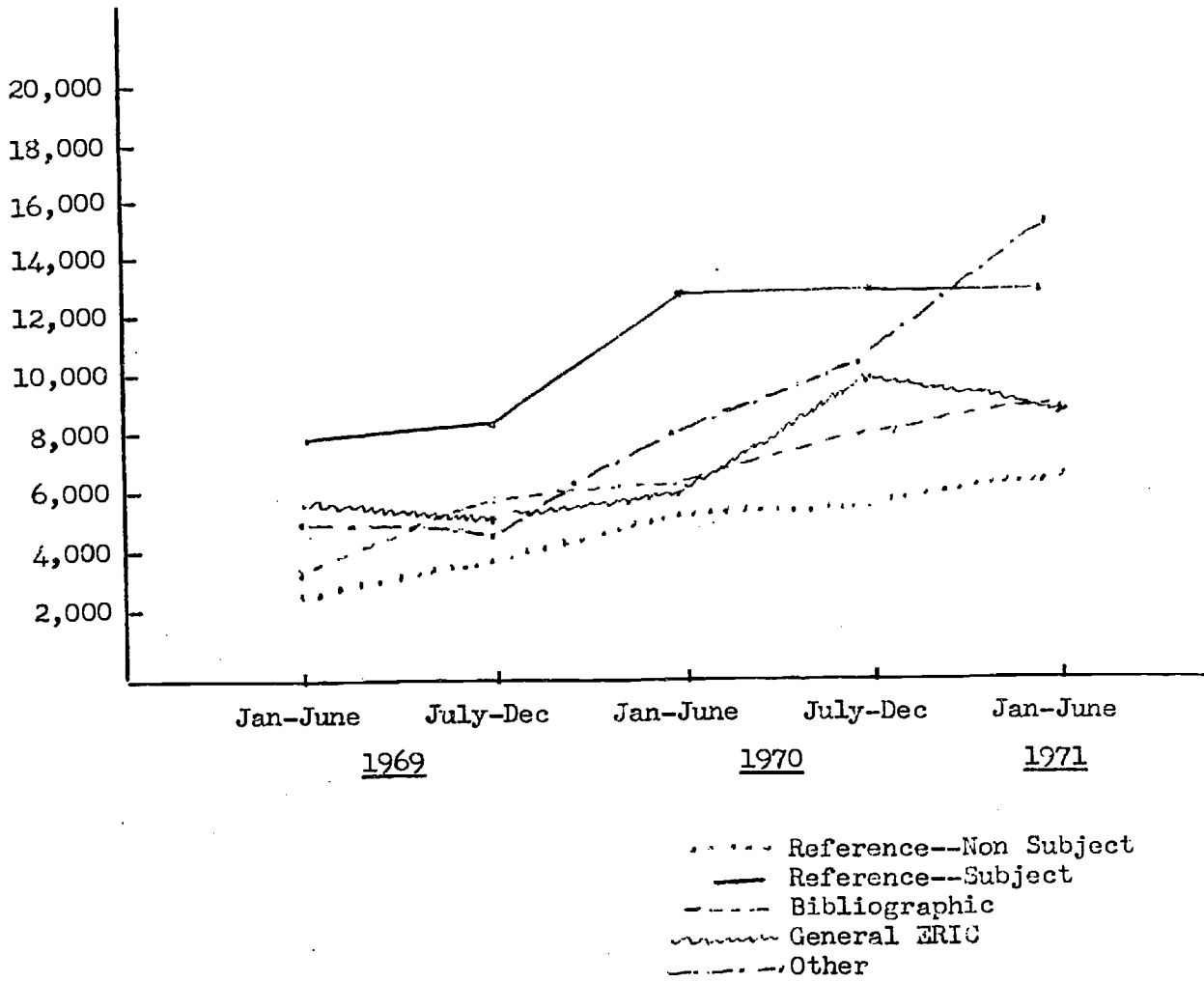
GROWTH IN NUMBER OF REQUESTS
FOR CLEARINGHOUSE USER SERVICES
BY MEDIUM



Source: Clearinghouse Quarterly Reports

FIGURE 7.3

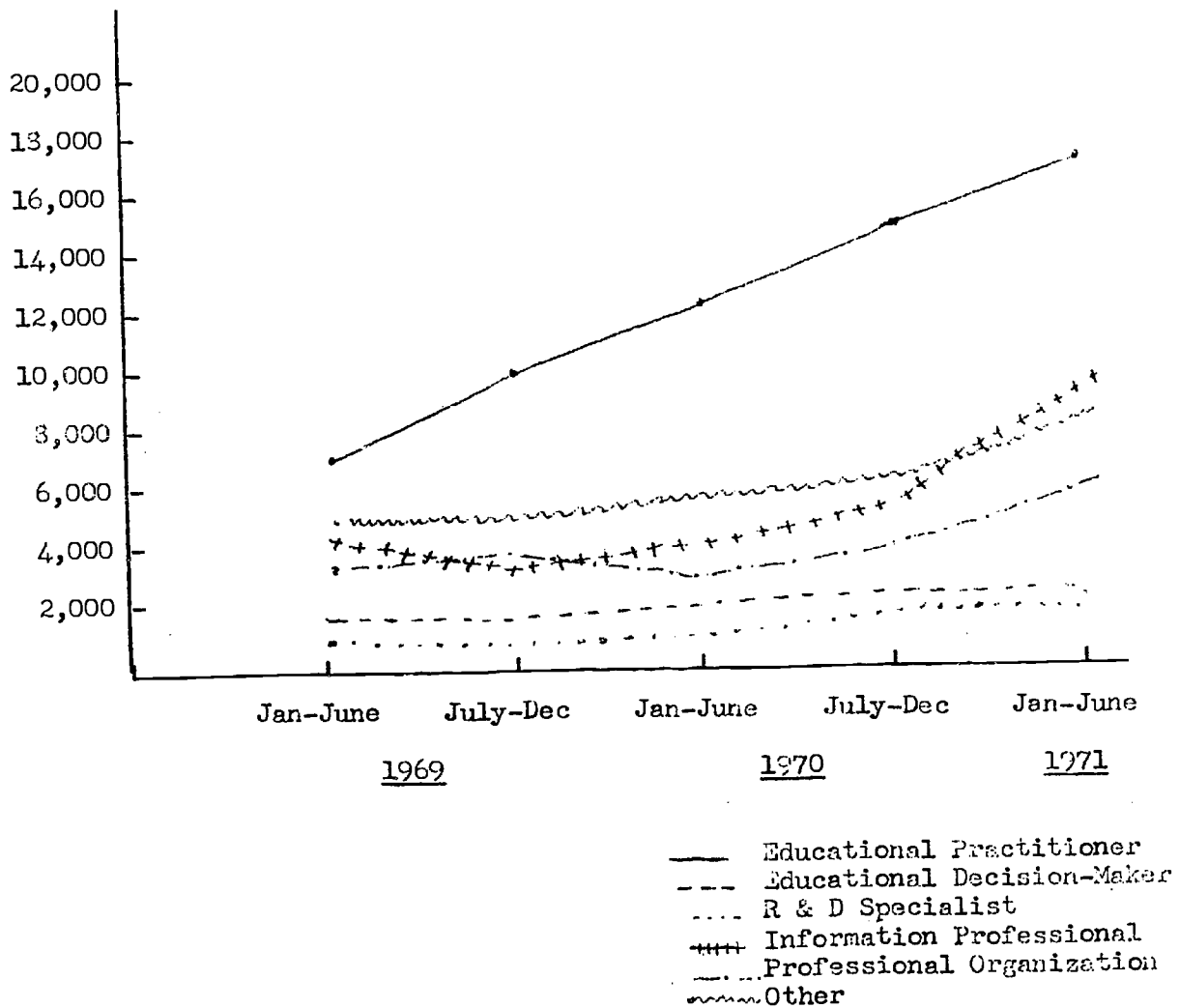
CHANGES IN TYPES OF REQUESTS
FOR CLEARINGHOUSE SERVICES



Source: Clearinghouse Reports

FIGURE 7.4

CHANGES IN NUMBER OF REQUESTS
BY BACKGROUND OF REQUESTER
MADE OF CLEARINGHOUSES



Source: Clearinghouse Quarterly Reports

TABLE 7.1

CHANGES IN MEDIUM BY WHICH REQUESTS ARE MADE OF CLEARINGHOUSES

<u>Medium of Request</u>	<u>Jan-June 1969</u>	<u>July-Dec 1969</u>	<u>Jan-June 1970</u>	<u>July-Dec 1970</u>	<u>Jan-June 1971</u>
Phone	7.2% (1636)	5.6% (1451)	6.3% (1751)	7.2% (2448)	7.8% (3173)
Letter	78.6% (18005)	76.5% (19620)	76.1% (21327)	79.8% (27273)	77.6% (31436)
Visit	9.4% (2160)	11.8% (3034)	6.9% (1947)	7.7% (2641)	5.6% (2258)
Other	4.8% (1099)	6.1% (1557)	10.7% (2894)	5.3% (1824)	9.0% (3663)
TOTAL	100.0% (22900)	100.0% (25662)	100.0% (28009)	100.0% (34182)	100.0% (40530)

Source: Clearinghouse Quarterly Reports

TABLE 7.2

CHANGES IN TYPES OF REQUESTS MADE FOR CLEARINGHOUSE SERVICES

Type of Request	Jan-June 1969	July-Dec 1969	Jan-June 1970	July-Dec 1970	Jan-June 1971
Reference--- Non Subject	9.0% (2260)	13.0% (3368)	13.4% (4945)	11.6% (5033)	10.8% (5508)
Reference--- Subject	32.0% (8023)	32.1% (8302)	35.7% (13223)	29.6% (12795)	24.7% (12574)
Bibliographic	12.9% (3230)	19.5% (5030)	15.7% (5795)	16.8% (7271)	17.6% (8930)
General ERI	23.7% (5930)	18.1% (4674)	14.7% (5441)	20.3% (8797)	14.3% (8251)
Other	22.4% (5585)	17.3% (4490)	20.5% (7586)	21.7% (9365)	30.7% (15610)
TOTAL	100.0% (25028)	100.0% (25364)	100.0% (36990)	100.0% (43261)	100.0% (50873)

Source: Clearinghouse Quarterly Reports

TABLE 7.3

**CHANGES IN NUMBER OF REQUESTS MADE OF CLEARINGHOUSES
BY BACKGROUND OF REQUESTER**

Background of Requester	Jan-June 1969	July-Dec 1969	Jan-June 1970	July-Dec 1970	Jan-June 1971
Educational Practitioner	31.2% (7085)	42.7% (10902)	42.8% (12058)	44.4% (15065)	40.5% (16713)
Educational Administrator	18.9% (4281)	13.6% (3468)	14.5% (4081)	16.0% (5433)	17.7% (7287)
R & D specialist	7.8% (1778)	6.8% (1744)	7.2% (2019)	6.6% (2260)	5.4% (2210)
Information Professional	14.6% (3319)	13.9% (3537)	11.1% (3121)	10.4% (3522)	12.4% (5132)
Professional Organization	5.7% (1284)	3.9% (1003)	4.7% (1316)	5.2% (1768)	4.6% (1907)
Other	21.8% (4948)	19.1% (4860)	19.7% (5584)	17.4% (5889)	19.5% (8037)
TOTAL	100.0% (22695)	100.0% (25514)	100.0% (28179)	100.0% (33937)	100.0% (41286)*

Source: Clearinghouse Quarterly Reports
 * Totals differ from those in 7B.1 and 7B.2. This disagreement results from clearinghouse records and not from errors.

TABLE 7.4

ANALYSIS OF REFERENCE CORRESPONDENCE RECEIVED BY ERIC FACILITY
BY TYPE OF REQUESTER

<u>Background of Requester</u>	<u>September, 1970</u>	<u>July, 1971</u>
Teachers	18.4% (28)	12.0% (35)
Students	.7% (1)	5.7% (17)
Researcher	3.3% (5)	8.3% (25)
Librarian	18.4% (28)	17.9% (54)
Administrator	34.2% (52)	15.3% (46)
Other	25.0% (38)	40.8% (123)
TOTAL	100.0% (152)	100.0% (301)

Percent increase in
number of requests: 98.0%

Source: ERIC Processing and Reference Facility

TABLE 7.5

ANALYSIS OF REFERENCE CORRESPONDENCE RECEIVED BY ERIC
FACILITY BY ORGANIZATION AFFILIATION

<u>Organizational Affiliation of Requester</u>	<u>Sept. 1970</u>	<u>July, 1971</u>
Federal	1.3%	2.7%
	(2)	(8)
State or Local Government Agency	8.5%	5.0%
	(13)	(15)
Higher Education	34.9%	33.8%
	(53)	(102)
Local School	14.5%	6.6%
	(22)	(20)
Commercial	18.4%	27.6%
	(28)	(83)
Non-Profit	8.5%	4.3%
	(13)	(13)
Individual	13.2%	19.6%
	(20)	(59)
International	.7%	.4%
	(1)	(1)
TOTAL	100.0%	100.0%
	(152)	(301)

Source: ERIC Processing and Reference Facility

TABLE 7.6

ANALYSIS OF REFERENCE CORRESPONDENCE RECEIVED BY ERIC FACILITY
BY END USE MADE OF INFORMATION

<u>Use Made of Information</u>	<u>September, 1970</u>		<u>July, 1971</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Classroom Curriculum	22	14.5%	38	12.6%
Research	50	32.9	117	38.8
Administration	26	17.1	35	11.6
Personal (e.g., Degree)	2	1.3	21	7.0
Other	52	34.2	90	30.0
Total	152	100.0%	301	100.0%

Source: ERIC Processing and Reference Facility

TABLE 7.7

MAIN PURPOSES FOR WHICH ERIC PUBLICATIONS ARE USED
BY PATRONS OF ORGANIZATIONS' SERVICE CENTERS

<u>Main Purpose</u>	<u>Percent</u>
To keep abreast in a field	65.7%
Assignments and term papers	49.2
Preparation or updating of course bibliographies	24.4
Curriculum development	48.0
Program improvement	50.8
Preparation of speech, report, article	41.7
Research project	65.7
Browsing	20.5
Other	9.1

N = 254

Source: Organization Questionnaire

* Each respondent could mark one or more "main purpose." Percentages are of total number representing each main purpose.

TABLE 7.8

ESTIMATED NUMBER SERVED PER WEEK
BY ORGANIZATION

(MEANS)

Organization	Teacher		Adminis- trator		Grad Student		Undergrad Student		Researcher		Librarian	
	\bar{X}	N	\bar{X}	N	\bar{X}	N	\bar{X}	N	\bar{X}	N	\bar{X}	N
Secondary School	20.5	(3)	13.1	(4)	---	(0)**	---	(1)	---	(1)	---	(1)
College or Univ.	14.1	(68)	3.0	(56)	16.3	(57)	19.2	(64)	9.8	(39)	6.4	(39)
State Dept. of Ed.	11.4	(23)	11.9	(32)	5.5	(20)	5.9	(7)	5.3	(25)	7.2	(21)
Regional Ed. Lab.	11.7	(8)	12.2	(7)	9.2	(7)	11.1	(4)	12.2	(12)	3.0	(3)
R & D Center	3.0	(6)	3.2	(7)	15.2	(8)	3.0	(3)	11.6	(7)	5.5	(5)
Professional Org.	---	(2)	---	(2)	---	(2)	---	(1)	4.2	(4)	7.1	(3)
Regional Office	8.0	(5)	7.0	(5)	6.2	(6)	7.0	(5)	3.0	(6)	4.2	(3)
Other Federal	10.5	(6)	13.5	(5)	12.3	(7)	9.7	(3)	12.0	(5)	8.0	(5)
Local or Reg. Inf. C.	12.0	(5)	8.9	(4)	3.5	(3)	---	(2)	---	(1)	---	(2)
Business or Industry	---	(0)	---	(2)	---	(0)	---	(0)	13.0	(4)	3.0	(4)
Other	16.9	(35)	12.0	(38)	10.3	(26)	16.0	(19)	9.1	(29)	6.4	(27)
Overall	13.9	(162)	10.3	(163)	13.1	(145)	15.5	(108)	8.8	(133)	6.4	(118)

* N indicates the number of organizations responding.

** Where $N < 2$, no mean has been calculated.

*** Each respondent could mark one or more category. Percentages are of total number representing each organization.

Source: Organization Questionnaire

TABLE 7.9

ESTIMATED STAFF TIME SPENT WITH ERIC COLLECTION

(Mean hours per week)

<u>Organization</u>	<u>Assisting Patrons</u>		<u>Maintaining Collections and Equipment</u>	
	\bar{X}	(N)	\bar{X}	(N)
Secondary School	1.5	2	3.0	3
College or University	10.2	64	5.8	61
State Dept. of Education	13.2	32	3.9	31
Regional Ed. Laboratory	5.2	12	2.7	13
R & D Center	7.0	7	3.3	7
Professional Organization	5.2	4	26.6	4
OE Regional Office	7.0	5	3.3	6
Other Federal Agency	19.5	6	15.5	6
Local or Regional Info. Center	9.7	5	5.3	6
Business or Industry	3.5	3	8.9	6
Other	4.9	31	3.6	32
	$\bar{X}.. =$ 8.9	171	$\bar{X}.. =$ 5.6	175

Source: Organization Questionnaire

TABLE 7.10

ESTIMATED PERCENT OF REQUESTS FOR ERIC PUBLICATIONS
HANDLED THROUGH ON-SITE SERVICE, MAIL AND PHONE

<u>Organization</u>	<u>On-site Service</u>		<u>Mail Service</u>		<u>Phone</u>		
	<u>%</u>	<u>(N)</u>	<u>%</u>	<u>(N)</u>	<u>%</u>	<u>(N)</u>	
Secondary School	75.0	(3)	1.3	(1)	0.0	(0)	
College or University	69.2	(70)	16.6	(39)	1.9	(30)	
State Department of Education	40.2	(34)	33.3	(28)	7.4	(22)	
Regional Ed. Laboratory	79.6	(13)	11.4	(8)	8.4	(9)	
R and D Center	27.9	(5)	32.9	(6)	5.8	(3)	
Professional Organization	25.3	(4)	49.3	(4)	8.7	(3)	
OE Regional Office	44.7	(6)	20.6	(4)	15.2	(5)	
Other Federal Agencies	27.6	(6)	37.0	(5)	9.9	(5)	
Local or Reg. Info. Center	11.8	(6)	52.5	(5)	17.3	(5)	
Business or Industry	16.7	(2)	48.8	(4)	.8	(2)	
Other	41.2	(34)	29.8	(24)	12.2	(25)	
	\bar{X} =	50.8	(183)	25.9	(128)	6.2	(109)

Source: Organization Questionnaire

TABLE 7.11

ESTIMATED PERCENT OF REQUESTS FOR ERIC PUBLICATIONS
WHICH ARE REPEAT REQUESTS

<u>Organizations</u>	<u>\bar{X}</u>	<u>(N)</u>
Secondary School	0.0	(0)
College or University	17.6	(41)
State Department of Education	18.3	(25)
Regional Educational Laboratory	21.2	(7)
Research & Development Center	15.6	(6)
Professional Organization	.2	(1)
OE Regional Office	15.8	(3)
Other Federal Agencies	10.6	(4)
Local or Regional Information Center	24.1	(3)
Business or Industry	1.3	(2)
Other	8.1	(13)
	$\bar{X} = 14.4$	$N = 105$

Source: Organization Questionnaire

TABLE 7.12

PERCENT OF ORGANIZATIONS CIRCULATING PRODUCTS
FOR USE OUTSIDE CENTER **

<u>Organization</u>	<u>ERIC Microfiche</u>	<u>RIE Abstracts</u>	<u>Computer Printouts</u>	<u>SDI Lists of Documents</u>	<u>RIE & CIJE Index Journals</u>
Secondary	--- (4)	--- (4)	--- (3)	--- (3)	--- (4)*
College or University	28.6 (78)	20.8 (72)	16.4 (67)	12.1 (66)	8.2 (73)
State Dept. of Education	42.9 (42)	51.2 (41)	41.0 (39)	25.7 (35)	26.3 (38)
Regional Educational Laboratory	38.5 (13)	25.0 (12)	0.0 (10)	0.0 (11)	25.0 (12)
R & D Center	9.1 (11)	40.0 (10)	10.0 (10)	20.0 (10)	10.0 (10)
Professional Organization	0.0 (6)	33.3 (6)	33.3 (6)	33.3 (6)	0.0 (6)
OE Regional Office	14.3 (7)	33.3 (6)	33.3 (6)	0.0 (6)	0.0 (6)
Other Federal Agency	14.3 (7)	75.0 (8)	28.6 (7)	0.0 (6)	28.6 (7)
Local or Regional Info. Center	40.0 (5)	60.0 (5)	20.0 (5)	33.3 (6)	20.0 (5)
Business or Industry	0.0 (9)	0.0 (8)	12.5 (8)	0.0 (8)	12.5 (8)
Other	18.2 (44)	47.7 (44)	24.4 (41)	10.0 (40)	18.4 (38)
Overall	26.1 (226)	36.6 (216)	22.8 (202)	13.7 (197)	15.9 (207)**

** Each respondent could mark one or more publication. Percentages are of total number representing each organization.

Source: Organization Questionnaire
* Where N < 5 calculations have been omitted

TABLE 7.13

INFORMATION FOUND THROUGH ERIC SYSTEM WHICH
PROBABLY WOULD NOT BE FOUND OTHERWISE

<u>Yes</u>	<u>No</u>	<u>No Answer</u>
86.0%	9.1%	4.9%

N = 494

If YES, How Often?

<u>1-5 times</u>	<u>6-10 times</u>	<u>10+ times</u>	<u>No estimate</u>
38.5%	31.0%	24.5%	6.0%

N = 416

Source: Individual User Questionnaire

TABLE 7.14

INFORMATION OBTAINED THROUGH ERIC SYSTEM
PREVENTED DUPLICATION OF RESEARCH

<u>Yes</u>	<u>No</u>	<u>No Answer</u>
53.8%	44.5%	11.7%

N = 494

If YES, how often?

<u>1-5 times</u>	<u>6-10 times</u>	<u>10+ times</u>	<u>No estimate</u>
54.6%	17.6%	12.9%	14.9%

N = 216

Source: Individual User Questionnaire

TABLE 7.15

INFORMATION OBTAINED THROUGH ERIC SYSTEM
RESULTED IN IMPROVEMENTS

<u>Yes</u>	<u>No</u>	<u>No Answer</u>
66.4%	24.3%	9.3%

N = 494

If YES, how often?

<u>1-5 times</u>	<u>6-10 times</u>	<u>10+ times</u>	<u>No estimate</u>
10.6%	24.6%	51.4%	13.4%

N = 328

Source: Individual User Questionnaire

TABLE 7.16

USER EVALUATION OF ERIC SYSTEM
BY RESPONDENT'S OCCUPATION

<u>Occupation</u>	<u>Of Considerable Value</u>	<u>Of Some Value</u>	<u>Of Doubtful Value</u>	<u>Of No Value</u>	<u>(N)</u>
Administration	63.5%	34.6%	1.9%	0.0%	100% (52)
Teaching	71.4	26.5	2.0	0.0	100% (98)
Pupil Pers. Serv.	---	---	---	---	---- (4)*
R & D	69.6	26.1	2.2	2.2	100% (46)
Library	85.7	10.7	3.6	0.0	100% (56)
Consulting	53.3	46.7	0.0	0.0	100% (15)
Undergraduate	50.0	50.0	0.0	0.0	100% (20)
Graduate	59.5	36.6	2.3	1.5	100%(131)
Other	70.0	30.0	0.0	0.0	100% (20)
Overall	67.0	30.3	2.0	0.7	100%(442)**
<u>Conducted Research</u>					
Yes	67.2	30.6	1.6	0.5	100%(186)
No	68.9	27.6	2.7	0.9	100%(225)**
<u>Published</u>					
Yes	65.3	32.2	1.7	0.8	100%(118)
No	67.9	29.2	2.2	0.6	100%(315)**

Source: Individual User Questionnaire

* Where N < 5, calculations have been omitted.

** Totals differ because response rates differed.

VOLUME III - Chapter 3

PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS

- Clearinghouses
- Libraries and Information Centers
- USOE Regional Offices
- State Education Agencies
- Reading Resource Network Centers
- USOE Regional Laboratories
- Standing Order Institutions (Privately supported)
- Institutions Making Individual Orders

ERIC CLEARINGHOUSES
(Profile and Summary of Clearinghouse Operations)
N = 14

1. Estimate of Number of Clearinghouses Holding Microfiche Equipment:

a. Microfiche Readers	12
b. Microfiche Printers	11
c. Microfiche Duplicators	3
d. Portable Readers	6

2. Estimate of Number of Patrons Served per Week (in mean numbers):

a. Teachers	12
b. Administrators	8
c. Graduate Students	9
d. Undergraduate Students	4
e. Researchers	5
f. Librarians or Information Specialists	7

3. Types of Service Requests for ERIC Publications by Patrons of Clearinghouses (mean % per Clearinghouse):

a. On-site	16.9%
b. Mail	72.2
c. Telephone	11.3
d. Service Which is Repeat Request	23.7

4. Number of Clearinghouses Circulating ERIC Publications to Outside Users:

a. Microfiche	0
b. RIE Abstracts	11
c. Computer Printouts	6
d. SDI Lists of Documents	2
e. RIE, CIJE Index Journals	0

5. ERIC-Related Work Time of Clearinghouse Personnel (mean man-hours per week):

a. Assisting Patrons	12.7
b. Maintaining Collections	20.0

6. Search Patterns Followed by Patrons of Clearinghouses:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	1
b. Patron looks through copies of RIE and CIJE under the descriptor headings until the articles or documents are identified	10
c. Patron submits his request to an information specialist who searches via computer search system	2
d. No response	1

*Data based on tables included in Volume II under Chapter 8.
Numbers and percentages are based on sample of respondents: N = 14.

7. Methods Used by Clearinghouses to Inform Patrons of ERIC Services:

a. Individual Instruction	15
b. Classroom Instruction	13
c. Brochures or Fliers	11
d. Professional Meetings	10
e. Correspondence with Individuals	6
f. Displays	6

EDUCATIONAL INFORMATION CENTERS*
(Profile and Summary of Center Operations)

N = 22

1. Estimate of Number of Centers Holding Microfiche Equipment:

a. Microfiche Readers	18
b. Microfiche Printers	13
c. Microfiche Duplicators	2
d. Portable Readers	3

2. Estimate of Number of Patrons Served per Week (in Mean Numbers):

a. Teachers	194
b. Administrators	74
c. Graduate Students	9
d. Undergraduate Students	16
e. Researchers	3
f. Librarians or Information Specialists	14

3. Types of Service Requests for ERIC Publications by Patrons of Centers (mean % per center):

a. On-site	52.2%
b. Mail	47.7
c. Telephone	27.6
d. Service Which is Repeat Request	39.6

4. Number of Centers Circulating ERIC Publications to Outside Users:

a. Microfiche	9
b. RIE Abstracts	12
c. Computer Printouts	4
d. SDI Lists of Documents	5
e. RIE, CIJE Index Journals	10

5. ERIC-Related Work Time of Center Personnel (mean man-hours per week):

a. Assisting Patrons	14.1
b. Maintaining Collections	6.9

6. Search Patterns Followed by Patrons of Centers Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	3
b. Patron looks through copies of RIE and CIJE under the descriptor headings until the articles or documents are identified	13
c. Patron submits his request to an information specialist who searches via computer search system	3
d. No response	3

*Data based on tables included in Volume II under Chapter 8.
Numbers and percentages are based on sample of respondents: N = 22.

7. Methods Used by Centers to Inform Patrons of ERIC Services:

a. Individual Instruction	12
b. Classroom Instruction	3
c. Brochures or Fliers	6
d. Professional Meetings	13
e. Correspondence with Individuals	7
f. Displays	2

USOE REGIONAL OFFICES*
 (Profile and Summary of Regional Office Operations)
 N = 7

1. Estimate of Number of Regional Offices Holding Microfiche Equipment:

a. Microfiche Readers	7
b. Microfiche Printers	5
c. Microfiche Duplicators	0
d. Portable Readers	2

2. Estimate of Number of Patrons Served per Week (in mean numbers):

a. Teachers	8
b. Administrators	22
c. Graduate Students	12
d. Undergraduate Students	22
e. Researchers	17
f. Librarians or Information Specialists	5

3. Types of Service Requests for ERIC Publications by Patrons of Regional Offices (mean % per office):

a. On-site	52.5%
b. Mail	31.0
c. Telephone	28.2
d. Service Which is Repeat Request	31.7

4. Number of Regional Offices Circulating ERIC Publications to outside Users:

a. Microfiche	1
b. RIE Abstracts	2
c. Computer Printouts	2
d. SDI Lists of Documents	0
e. RIE, CIJE Index Journals	0

5. ERIC-Related Work Time of Regional Office Personnel (mean man-hours per week):

a. Assisting Patrons	8.4
b. Maintaining Collections	3.7

6. Search Patterns Followed by Patrons of Regional Offices Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	0
b. Patron looks through copies of RIE and CIJE under the descriptor headings until the articles or documents are identified	5
c. Patron submits his request to an information specialist who searches via computer search system	1
d. No response	1

*Data based on tables included in Volume II under Chapter 8.
 Numbers and percentages are based on sample of respondents: N = 7.

7. Methods Used by Regional Offices to Inform Patrons of ERIC Services:

a. Individual Instruction	0
b. Classroom Instruction	2
c. Brochures or Fliers	6
d. Professional Meetings	4
e. Correspondence with Individuals	0
f. Displays	0

STATE DEPARTMENTS OF EDUCATION*
 (Profile and Summary of Department Operations)
 N = 35

1. Estimate of Number of Departments Holding Microfiche Equipment:

a. Microfiche Readers	30
b. Microfiche Printers	30
c. Microfiche Duplicators	8
d. Portable Readers	17

2. Estimate of Number of Patrons Served per Week (in mean numbers):

a. Teachers	65
b. Administrators	30
c. Graduate Students	28
d. Undergraduate Students	110
e. Researchers	14
f. Librarians or Information Specialists	20

3. Types of Service Requests for ERIC Publications by Patrons of Departments (mean % per department):

a. On-site	52.5%
b. Mail	52.9
c. Telephone	15.0
d. Service Which is Repeat Request	32.7

4. Number of Departments Circulating ERIC Publications to Outside Users:

a. Microfiche	14
b. <u>RIE</u> Abstracts	15
c. Computer Printouts	13
d. SDI Lists of Documents	8
e. <u>RIE</u> , <u>CIJE</u> Index Journals	8

5. ERIC-Related Work Time of Depart. Personnel (mean man-hours per week):

a. Assisting Patrons	15.5
b. Maintaining Collections	5.2

6. Search Patterns Followed by Patrons of Departments Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	10
b. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified	11
c. Patron submits his request to an information specialist who searches via computer search system	7
d. No response	7

*Data based on tables included in Volume II under Chapter 8.
 Numbers and percentages are based on sample of respondents: N = 35.

7. Methods Used by Departments to Inform Patrons of ERIC Services:

a. Individual Instruction	16
b. Classroom Instruction	4
c. Brochures or Fliers	16
d. Professional Meetings	22
e. Correspondence with Individuals	18
f. Displays	7

READING RESOURCE NETWORK CENTERS*
 (Profile and Summary of Center Operations)
 N = 27

1. Estimate of Number of Centers Holding Microfiche Equipment:

a. Microfiche Readers	25
b. Microfiche Printers	16
c. Microfiche Duplicators	4
d. Portable Readers	6

2. Estimate of Number of Patrons Served per Week (in Mean Numbers):

a. Teachers	77
b. Administrators	77
c. Graduate Students	30
d. Undergraduate Students	173
e. Researcher ^s	9
f. Librarians or Information Specialists	11

3. Types of Service Requests for ERIC Publications by Patrons of Centers (mean % per center):

a. On-site	52.2%
b. Mail	47.7
c. Telephone	27.6
d. Service Which is Repeat Request	39.6

4. Number of Centers Circulating ERIC Publications to Outside Users:

a. Microfiche	5
b. <u>RIE</u> Abstracts	5
c. Computer Printouts	6
d. SDI Lists of Documents	4
e. <u>RIE</u> , <u>CIJE</u> Index Journals	1

5. ERIC-Related Work Time of Center Personnel (mean man-hours per week):

a. Assisting Patrons	18.5
b. Maintaining Collections	7.5

6. Search Patterns Followed by Patrons of Centers Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	6
b. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified	10
c. Patron submits his request to an information specialist who searches via computer search system	2
d. No response	7

*Data based on tables included in Volume II under Chapter 8.
 Numbers and percentages are based on sample of respondents: N = 27.

7. Methods Used by Centers to Inform Patrons of ERIC Services:

a. Individual Instruction	12
b. Classroom Instruction	23
c. Brochures or Fliers	13
d. Professional Meetings	14
e. Correspondence with Individuals	9
f. Displays	6

USOE REGIONAL LABORATORIES*
 (Profile and Summary of Laboratory Operations)
 N = 10

1. Estimate of Number of Laboratories Holding Microfiche Equipment:

a. Microfiche Readers	9
b. Microfiche Printers	10
c. Microfiche Duplicators	1
d. Portable Readers	5

2. Estimate of Number of Patrons Served per Week (in mean numbers):

a. Teachers	10
b. Administrators	8
c. Graduate Students	10
d. Undergraduate Students	7
e. Researchers	20
f. Librarians or Information Specialists	3

3. Types of Service Requests for ERIC Publications by Patrons of Laboratories (mean % per laboratory):

a. On-site	82.5%
b. Mail	14.9
c. Telephone	7.9
d. Service Which is Repeat Request	23.2

4. Number of Laboratories Circulating ERIC Publications to Outside Users:

a. Microfiche	4
b. RIE Abstracts	4
c. Computer Printouts	0
d. SDI Lists of Documents	0
e. RIE, CIJE Index Journals	1

5. ERIC-Related Work Time of Laboratory Personnel (mean man-hours per week):

a. Assisting Patrons	8.3
b. Maintaining Collections	2.8

6. Search Patterns Followed by Patrons of Laboratories Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	2
b. Patron looks through copies of RIE and CIJE under the descriptor headings until the articles or documents are identified	8
c. Patron submits his request to an information specialist who searches via computer search system	0
d. No response	0

*Data based on tables included in Volume II under Chapter 8.
 Numbers and percentages are based on sample of respondents: N = 10

7. Methods Used by Laboratories to Inform Patrons of ERIC Services:

a. Individual Instruction	3
b. Classroom Instruction	3
c. Brochures or Fliers	4
d. Professional Meetings	3
e. Correspondence with Individuals	3
f. Displays	1

PRIVATELY SUPPORTED STANDING ORDER SERVICE CENTERS
(Profile and Summary of Center Operations)
N = 31

1. Estimate of Number of Centers Holding Microfiche Equipment:

a. Microfiche Readers	30
b. Microfiche Printers	29
c. Microfiche Duplicators	3
d. Portable Readers	7

2. Estimate of Number of Patrons Served per Week (in mean numbers):

a. Teachers	43
b. Administrators	28
c. Graduate Students	121
d. Undergraduate Students	218
e. Researchers	12
f. Librarians or Information Specialists	7

3. Types of Service Requests for ERIC Publications by Patrons of Centers (mean % per center):

a. On-site	95.9%
b. Mail	4.6
c. Telephone	4.1
d. Service Which is Repeat Request	43.4

4. Number of Centers Circulating ERIC Publications to Outside Users:

a. Microfiche	9
b. <u>RIE</u> Abstracts	3
c. Computer Printouts	1
d. SDI Lists of Documents	0
e. <u>RIE, CIJE</u> Index Journals	1

5. ERIC-Related Work Time of Center Personnel (mean man-hours per week):

a. Assisting Patrons	6.9
b. Maintaining Collections	4.7

6. Search Patterns Followed by Patrons of Centers Responding:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	3
b. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified	24
c. Patron submits his request to an information specialist who searches via computer search system	0
d. No response	4

*Data based on tables included in Volume II under Chapter 8.
Numbers and percentages are based on sample of respondents: N = 31.

7. Methods Used by Centers to Inform Patrons of ERIC Services:

a. Individual Instruction	30
b. Classroom Instruction	18
c. Brochures or Fliers	4
d. Professional Meetings	8
e. Correspondence with Individuals	4
f. Displays	3

INDIVIDUAL ORDER CUSTOMERS OF EDRS*
 (Profile and Summary of Individual Order Customers)
 N = 100

1. Estimate of Number of Individual Order Customers Holding Microfiche Equipment:

a. Microfiche Readers	53
b. Microfiche Printers	25
c. Microfiche Duplicators	8
d. Portable Readers	19

2. Estimate of Number of Patrons Served per Week (in Mean Numbers):

a. Teachers	115
b. Administrators	31
c. Graduate Students	24
d. Undergraduate Students	344
e. Researchers	66
f. Librarians or Information Specialists	7

3. Types of Service Requests for ERIC Publications by Patrons of Individual Order Customers (mean % per center):

a. On-site	76.2%
b. Mail	68.1
c. Telephone	22.8
d. Service Which is Repeat Request	26.2

4. Number of Individual Order Customers Circulating ERIC Publications to Outside Users:

a. Microfiche	17
b. RIE Abstracts	29
c. Computer Printouts	12
d. SDI Lists of Documents	8
e. RIE, CIJE Index Journals	11

5. ERIC-Related Work Time of Individual Order Customer Personnel (mean man-hours per week):

a. Assisting Patrons	10.8
b. Maintaining Collections	7.6

6. Search Patterns Followed by Patrons of Individual Order Customers:

a. Patron examines the Thesaurus to identify the terms he wants to use in a search	13
b. Patron looks through copies of RIE and CIJE under the descriptor headings until the articles or documents are identified	48
c. Patron submits his request to an information specialist who searches via computer search system	7
d. No response	32

*Data based on tables included in Volume II under Chapter 8.

Numbers and percentages are based on sample of respondents: N = 100.

7. Methods Used by Individual Order Customers to Inform Patrons of ERIC Services:

a. Individual Instruction	47
b. Classroom Instruction	24
c. Brochures or Fliers	18
d. Professional Meetings	23
e. Correspondence with Individuals	22
f. Displays	17

VOLUME II - Chapter 8
PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS
Clearinghouses

TABLE 8B.1

NUMBERS OF CLEARINGHOUSES* WHO REPORT HOLDING VARIOUS
TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	5	9	3	2
2-3	5	1	0	4
4-5	2	0	0	0
6 or more	0	0	0	0
<hr/>				
Total No. Organizations Reporting	12	11**	3	6

Source: Organization Questionnaire

* N = 14

** One organization reported having no (0) microfiche printers.

TABLE 8B.2

CLEARINGHOUSES ESTIMATE OF NUMBERS OF PATRONS SERVED BY OCCUPATIONAL CHARACTERISTICS OF PATRONS*

<u>Estimated number served per week</u>	<u>Teacher</u>	<u>Administrator</u>	<u>Graduate Student</u>	<u>Undergraduate Student</u>	<u>Researcher</u>	<u>Librarian or Information Scientist</u>
1-5	6	5	7	6	9	6
6-15	3	4	4	1	1	2
16-25	1	0	1	0	1	1
26-50	2	1	0	0	0	0
51-100	0	0	0	0	0	0
101-500	0	0	0	0	0	0
501-1000	0	0	0	0	0	0
Total number centers reporting:	12	10	12	7	11	9
Mean number served per week	12	8	9	4	5	7
Median number served per week	6	7	5	2	2	2

Source: Organization Questionnaire
* N = 14

TABLE 8B.3

ESTIMATED ERIC SERVICE REQUESTS OF CLEARINGHOUSES*

<u>Clearinghouses'</u> <u>Estimated %</u>	<u>Type of Service</u>			<u>Service</u> <u>which is</u> <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
0-25%	12	1	13	4
26-50%	1	2	0	2
51-75%	0	2	1	1
76-100%	1	9	0	0
<hr/>				
Total No. Reporting	14	14	14	7
No. Not Reporting	--	--	--	7
Mean Estimated % per Center	16.9%	72.2%	11.3%	23.7%
Median Estimated % per Center	10.0%	85.0%	5.0%	10.0%

Source: Organization Questionnaire

* N = 14

TABLE 8B.4

CLEARINGHOUSES CIRCULATION OF ERIC PRODUCTS OUTSIDE
THEIR ORGANIZATIONS*

<u>Eric Products</u>	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Microfiche	0.0% (0)**	100.0% (14)	0.0% (0)
<u>RIE</u> Abstracts	78.6 (11)	21.4 (3)	0.0 (0)
Computer Printouts	42.9 (6)	57.1 (8)	0.0 (0)
SDI Lists of Documents	14.3 (2)	78.6 (11)	7.1 (1)
<u>RIE</u> , <u>CLJE</u> Index Journals	0.0 (0)	85.7 (12)	14.3 (2)

Source: Organization Questionnaire

* N = 14

** Numbers in brackets are frequencies

TABLE 8B.5

CLEARINGHOUSE* PERSONNEL'S ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 - 10	11	11
11 - 20	0	0
21 - 30	1	0
31 - 40	1	1
41 - 50	0	0
51 - 60	1	0
61 +	0	2
<hr/>		
Total number of organizations reporting:	14	14
Mean estimated man-hours per week	12.7	20.0
Median estimated man-hours per week	6	6

Source: Organization Questionnaire

* N = 14

TABLE 8B.6

SEARCH PATTERNS FOLLOWED
BY PATRONS OF CLEARINGHOUSES*

<u>Search Patterns</u>	<u>Percent</u>	<u>Number</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search	7.1	1
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified	71.4	10
3. Patron submits his request to an information specialist who searches via computer search system	14.3	2
No Response	7.1	1
Totals	100.0	14

Source: Organization Questionnaire
* N = 14

TABLE 8B.7

METHODS PREFERRED BY CLEARINGHOUSES*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	35.7% (15)**	64.3% (9)
Classroom Instruction	92.9 (13)	7.1 (1)
Brochures or Fliers	78.6 (11)	21.4 (3)
Professional Meetings	71.4 (10)	28.6 (4)
Correspondence with Individuals	42.9 (6)	57.1 (8)
Displays	42.9 (6)	57.1 (8)

Source: Organization Questionnaire

* N = 14

** Numbers in brackets are frequencies

VOLUME II - Chapter 8

PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS

Libraries and Information Centers

TABLE 8C.1

NUMBERS OF EDUCATIONAL INFORMATION CENTERS* WHO REPORT HOLDING
VARIOUS TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	11	12	1	3
2-3	6	1	1	0
4-5	1	0	0	0
6 or more	0	0	0	0
<hr/>				
Total No. Organizations Reporting	18	13	2	3

Source: Organization Questionnaire

* N = 22

TABLE 8C.2

EDUCATIONAL INFORMATION CENTERS: * ESTIMATES OF NUMBERS OF PATRONS SERVED
BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

<u>Estimated No. served per week</u>	<u>Teacher</u>	<u>Administrator</u>	<u>Graduate Student</u>	<u>Undergraduate Student</u>	<u>Researcher</u>	<u>Librarian or Information Specialist</u>
1-5	4	7	5	3	8	11
6-15	4	7	3	1	0	0
16-25	3	2	0	1	0	0
26-50	0	1	1	1	0	0
51-100	1	2	0	0	0	2
101-500	5	1	0	0	0	0
501-1000	2	1	0	0	0	0

Total No. centers reporting 19 21 9 6 8 13

Mean No. served per week 194 74 9 16 3 14

Median No. served per week 20.0 10.0 5.0 8.5 3.0 3.0

Source: Organization Questionnaire

* N = 22

TABLE 8C.3

ESTIMATED ERIC SERVICE REQUESTS OF
EDUCATIONAL INFORMATION CENTERS*

	Type of Service			Service which is <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
<u>Centers' Estimated %</u>				
0-25%	8	4	8	4
26-50%	3	2	2	1
51-75%	1	2	1	2
76-100%	8	2	1	1
<hr/>				
Total No. Reporting	20	10	12	8
Mean Estimated % per Center	52.2%	47.7%	27.6%	39.6%
Median Estimated % per Center	50.0%	50.5%	13.5%	37.5%

Source: Organization Questionnaire

* N = 22

TABLE 8C.4

EDUCATIONAL INFORMATION CENTERS**
CIRCULATION OF ERIC PRODUCTS
OUTSIDE THEIR ORGANIZATION

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Microfiche	40.9% (9)**	54.5% (12)	4.5% (1)
<u>RIE</u> Abstracts	54.8 (12)	36.4 (8)	9.1 (2)
Computer Printouts	18.2 (4)	59.2 (13)	22.7 (5)
SDI Lists of Documents	22.7 (5)	54.5 (12)	22.7 (5)
<u>RIE</u> , <u>CIJE</u> Index Journals	45.5 (10)	40.9 (9)	13.6 (3)

Source: Organization Questionnaire

* N = 22

** Numbers in brackets are frequencies

TABLE 8C.5

EDUCATIONAL INFORMATION CENTER* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Assisting Patrons</u>	<u>Duties</u> <u>Maintaining Collections</u>
0 - 10	13	16
11 - 20	1	0
21 - 30	2	0
31 - 40	0	0
41 - 50	1	0
51 - 60	0	1
61 +	1	0
<hr/>		
Total number of organizations reported:	18	17
Mean estimated man-hours per week	14.1	6.9
Median estimated number of man-hours per week:	5	2

Source: Organization Questionnaire
* N = 22

TABLE 8C.6

SEARCH PATTERNS FOLLOWED BY PATRONS OF
EDUCATIONAL INFORMATION CENTERS*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search.	3	13.6
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified.	13	59.1
3. Patron submits his request to an information specialist who searches via computer search system.	3	13.6
No Response	3	13.6
Totals	22	100.0

Source: Organization Questionnaire

* N = 22

TABLE 8C.7

METHODS USED BY EDUCATIONAL INFORMATION CENTERS*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	54.5% (12)**	45.5% (10)
Classroom Instruction	13.6 (3)	86.4 (19)
Brochures or Fliers	27.3 (6)	72.7 (16)
Professional Meetings	59.1 (13)	40.9 (9)
Correspondence with Individuals	31.8 (7)	68.2 (15)
Displays	9.1 (2)	90.9 (20)
Other	36.4 (8)	63.6 (14)

Source: Organizational Questionnaire

* N = 22

** Numbers in brackets are frequencies

VOLUME II - Chapter 8
PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS
USOE Regional Offices

TABLE 8D.1

NUMBERS OF USOE REGIONAL OFFICES* WHO REPORT HOLDING VARIOUS
TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	4	5	0	2
2-3	3	0	0	0
4-5	0	0	0	0
6 or more	0	0	0	0
<hr/>				
Total No. Organizations Reporting	7	5	0	2

Source: Organization Questionnaire

* N = 7

TABLE 8D.2

USOE REGIONAL OFFICES: * ESTIMATES OF NUMBERS OF PATRONS SERVED
BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

<u>Estimated No. served per week</u>	<u>Teacher</u>	<u>Administrator</u>	<u>Graduate Student</u>	<u>Undergraduate Student</u>	<u>Researcher</u>	<u>Librarian or Information Specialist</u>
1-5	3	4	4	4	3	2
6-15	1	0	0	0	2	1
16-25	0	0	0	0	0	0
26-50	1	0	1	0	0	0
51-100	0	1	0	1	1	0
101-500	0	0	0	0	0	0
501-1000	0	0	0	0	0	0

Total No. centers
reporting

5 5 5 5 6 3

Mean No. served per
week

8 22 12 22 17 5

Median No. served
per week

1.0 2.0 3.0 2.0 5.5 4.0

Source: Organization Questionnaire

* N = 7

TABLE 8D.3

ESTIMATED ERIC SERVICE REQUESTS OF USOE REGIONAL OFFICES*

<u>Centers'</u> <u>Estimated %</u>	<u>Type of Service</u>			<u>Service</u> <u>which is</u> <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
0-25%	2	2	3	2
26-50%	1	1	2	0
51-75%	1	1	0	1
76-100%	2	0	0	0
<u>Total No.</u> <u>Reporting</u>	6	4	5	3
<u>Mean Estimated</u> <u>% per Center</u>	52.5%	31.0%	28.2%	31.7%
<u>Median Estimated</u> <u>% per Center</u>	65.0%	25.0%	25.0%	20.0%

Source: Organization Questionnaire

* N = 7 (two did not respond)

TABLE 8D.4

USOE REGIONAL OFFICES' * CIRCULATION OF ERIC PRODUCTS
FOR USE OUTSIDE THEIR ORGANIZATION

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Microfiche	14.3% (1)**	85.7% (6)	0.0% (0)
<u>RIE</u> Abstracts	28.6 (2)	57.1 (4)	14.3 (1)
Computer Printouts	28.6 (2)	57.1 (4)	14.3 (1)
SDI Lists of Documents	0.0 (0)	85.7 (6)	14.3 (1)
<u>RIE</u> , <u>CIJE</u> Index Journals	0.0 (0)	85.7 (6)	14.3 (1)

Source: Organization Questionnaire

* N = 7

** Numbers in brackets are frequencies

USOE REGIONAL OFFICE* PERSONNELS'
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0-10	3	6
11-20	2	0
21-30	0	0
31-40	0	0
41-50	0	0
51-60	0	0
61+	0	0
<hr/>		
Total number of organizations reported:	5	6
Mean estimated man-hours per week	8.4	3.7
Median estimated man-hours per week	6	4.5

Source: Organization Questionnaire

* N = 7

TABLE 8D.6

SEARCH PATTERNS FOLLOWED BY PATRONS OF
USOE REGIONAL OFFICES*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he want to use in a search.	0	0.0
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified.	5	71.4
3. Patron submits his request to an information specialist who searches via computer search system.	1	14.3
No Response	1	14.3
Totals	7	100.0

Source: Organization Questionnaire
* N = 7

TABLE 8D.7

METHODS PREFERRED BY OE REGIONAL OFFICES*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	0.0 (0)**	100.0 (7)
Classroom Instruction	28.6 (2)	71.1 (5)
Brochures or Fliers	71.4 (6)	28.6 (2)
Professional Meetings	47.1 (4)	42.9 (3)
Correspondence with Individuals	0.0 (0)	100.0 (7)
Displays	14.3 (1)	85.7 (6)

Source: Organization Questionnaire

* N = 7

** Numbers in brackets are frequencies

VOLUME II - Chapter 8
PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS
State Education Agencies

TABLE 8E.1

NUMBERS OF STATE DEPARTMENTS OF EDUCATION* WHO REPORT HOLDING
VARIOUS TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	18	27	8	8
2-3	9	3	0	5
4-5	2	0	0	0
6 or more	1	0	0	4
<hr/>				
Total No. Organizations Reporting	30	30	8	17

Source: Organization Questionnaire

* N = 35

TABLE 8E.2

STATE DEPARTMENTS OF EDUCATION'S* ESTIMATES OF NUMBERS OF PATRONS SERVED
BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

Estimated No. served per week	Teacher	Administrator	Graduate Student	Undergraduate Student	Researcher	Librarian or Information Specialist
1-5	5	9	14	4	15	8
6-15	6	7	1	0	6	5
16-25	3	1	1	0	0	1
26-50	0	6	0	0	0	1
51-100	1	2	0	0	0	0
101-500	2	1	1	0	1	1
501-1000	0	0	0	1	0	0

Total No. centers
reporting

17 26 17 5 22 16

Mean No. served per
week

65 30 28 110 14 20

Median No. served
per week

10.0 12.5 4.0 4.0 5.0 7.5

Source: Organization Questionnaire

* N = 35

TABLE 8E.3

ESTIMATED ERIC SERVICE REQUESTS OF
STATE DEPARTMENTS OF EDUCATION*

	Type of Service			Service which is <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
<u>Centers'</u> <u>Estimated%</u>				
0-25%	11	9	18	11
26-50%	3	2	2	6
51-75%	3	3	0	4
76-100%	6	8	0	0
<hr/>				
Total No. Reporting	23	22	20	21
Mean Estimated % per Center	52.5%	52.9%	15.0%	32.7%
Median Estimated % per Center	45.0%	70.0%	10.0%	25.0%

Source: Organization Questionnaire

* N = 35

TABLE 8E.4

STATE DEPARTMENTS OF EDUCATION'S*
CIRCULATION OF ERIC PRODUCTS FOR USE
OUTSIDE THEIR ORGANIZATIONS

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No Answer</u>
Microfiche	40.0% (14)**	57.1% (20)	2.9% (1)
<u>RIE</u> Abstracts	42.9 (15)	51.4 (18)	5.7 (2)
Computer Printouts	37.1 (13)	51.4 (18)	11.4 (4)
SDI Lists of Documents	22.9 (8)	60.0 (21)	17.1 (6)
<u>RIE</u> , <u>CIJE</u> Index Journals	22.9 (8)	65.7 (23)	11.4 (4)

Source: Organization Questionnaire

* N = 35

** Numbers in brackets are frequencies

TABLE SE.5

STATE DEPARTMENTS OF EDUCATION* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 - 10	20	24
11 - 20	1	0
21 - 30	2	0
31 - 40	1	0
41 - 50	0	1
51 - 60	0	0
61 +	2	0
<hr/>		
Total number of organizations reported:	26	25
Mean estimated man-hours per week	15.5	5.2
Median estimated number of man-hours per week:	8	2

Source: Organization Questionnaire
* N = 35

TABLE 8E.6

SEARCH PATTERNS FOLLOWED BY PATRONS OF
STATE DEPARTMENTS OF EDUCATION*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search.	10	28.6
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents identified.	11	31.4
3. Patron submits his request to an information specialist who searches via computer search system.	7	20.0
No Response	7	20.0
Totals	35	100.0

Source: Organization Questionnaire
* N = 35

TABLE 8E.7

METHODS PREFERRED BY STATE DEPARTMENTS OF EDUCATION*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	45.7% (16)	54.3% (19)
Classroom Instruction	11.4 (4)	88.6 (31)
Brochures or Fliers	45.7 (16)	54.3 (19)
Professional Meetings	22.9 (22)	37.1 (13)
Correspondence with Individuals	51.4 (18)	48.6 (17)
Displays	20.0 (7)	80.0 (28)

Source: Organization Questionnaire

* N = 35

** Numbers in brackets are frequencies

VOLUME II - Chapter 8

PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS

Reading Resources Network Centers

TABLE 8F.1

NUMBERS OF READING RESOURCE NETWORK CENTERS* WHO REPORT HOLDING
VARIOUS TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	10	13	3	3
2-3	8	3	1	3
4-5	7	0	0	0
6 or more	0	0	0	0
<hr/>				
Total No. Organizations Reporting	25	16	4	6

Source: Organization Questionnaire

* N = 27

TABLE 8F.2

READING RESOURCES NETWORK CENTERS: * ESTIMATES OF NUMBERS OF PATRONS SERVED BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

Estimated No. Served per week	Teacher	Administrator	Graduate Student	Undergraduate Student	Researcher	Librarian or Information Specialist
1-5	7	11	3	5	6	9
6-15	9	3	8	4	3	0
16-25	2	1	3	0	2	0
26-50	2	1	4	3	0	0
51-100	1	1	1	3	0	1
101-500	2	1	4	3	1	0
501-1000	1	0	2	2	0	0
<hr/>						
Total No. centers reporting	24	18	25	20	12	10
<hr/>						
Mean No. served per week	77	77	130	173	9	11
<hr/>						
Median No. served per week	15.0	5.0	20.0	30.0	7.5	5.0

Source: Organization Questionnaire

* N = 27



TABLE 8F.3

ESTIMATED ERIC SERVICE REQUESTS OF READING RESOURCE NETWORK CENTERS*

<u>Centers'</u> <u>Estimated %</u>	<u>Type of Service</u>			<u>Service</u> <u>which is</u> <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
0-25%	1	11	15	2
26-50%	2	2	0	8
51-75%	2	0	0	5
76-100%	19	1	0	1
 	<hr/>			
<u>Total No.</u> <u>Reporting</u>	20	10	12	8
 	<hr/>			
<u>Mean Estimated</u> <u>% per Center</u>	52.2%	47.7%	27.6%	39.6%
<u>Median Estimated</u> <u>% per Center</u>	50.0%	50.0%	13.5%	37.5%

Source: Organization Questionnaire

* N = 27

TABLE 8F.4

READING RESOURCE NETWORK CENTERS**
CIRCULATION OF ERIC PRODUCTS FOR USE
OUTSIDE THEIR ORGANIZATIONS

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No RESPONSE</u>
Microfiche	18.5% (5)**	70.4% (19)	11.1% (4)
<u>RIE</u> Abstracts	18.5 (5)	63.0 (17)	18.5 (5)
Computer Printouts	22.2 (6)	63.0 (17)	14.8 (4)
SDI Lists of Documents	14.8 (4)	63.0 (17)	22.2 (6)
<u>RIE, CIJE</u> Index Journals	3.7 (1)	81.5 (22)	14.8 (4)

Source: Organization Questionnaire

* N = 27

** Numbers in brackets are frequencies

TABLE 8F.5

READING RESOURCE NETWORK CENTER* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 - 10	11	20
11 - 20	5	2
21 - 30	3	0
31 - 40	1	0
41 - 50	2	0
51 - 60	1	0
61 +	0	0
<hr/>		
Total number of organizations reporting:	23	22
Mean estimated man-hours per week	18.5	7.5
Median estimated number of man-hours per week:	12	9

Source: Organization Questionnaire

* N = 27

TABLE 8F.6

SEARCH PATTERNS FOLLOWED BY PATRONS OF
READING RESOURCES NETWORK CENTERS*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search.	6	22.2
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified.	10	37.0
3. Patron submits his request to an information specialist who searches via computer search system.	2	7.4
No Response	9	33.3
Totals	27	100.0

Source: Organization Questionnaire
* N = 27

TABLE 8F.7

METHODS PREFERRED BY READING RESOURCE NETWORK CENTERS*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	44.5% (12)**	55.6% (15)
Classroom Instruction	85.2 (23)	14.8 (4)
Brochures or Fliers	48.1 (13)	51.9 (14)
Professional Meetings	51.9 (14)	48.1 (13)
Correspondence with Individuals	33.3 (9)	66.7 (18)
Displays	22.2 (6)	77.8 (21)

Source: Organizational Questionnaire

* N = 27

** Numbers in brackets are frequencies

VOLUME II - Chapter 8
PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS
USOE Regional Laboratories

TABLE 8G.1

NUMBERS OF USOE REGIONAL LABORATORIES* WHO REPORT HOLDING VARIOUS
TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	5	10	1	3
2-3	3	0	0	2
4-5	1	0	0	0
6 or more	0	0	0	0
<hr/>				
Total No. Organizations Reporting	9	10	1	5

Source: Organization Questionnaire

* N = 10

TABLE 8G.2

REGIONAL LABORATORIES: ESTIMATES OF NUMBERS OF PATRONS SERVED BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

<u>Estimated No. served per week</u>	<u>Teacher</u>	<u>Administrator</u>	<u>Graduate Student</u>	<u>Undergraduate Student</u>	<u>Researcher</u>	<u>Librarian or Information Specialist</u>
1-5	2	2	2	3	3	7
6-15	3	2	5	1	1	0
16-25	1	0	0	0	3	0
26-50	0	0	0	0	1	0
51-100	0	0	0	0	1	0
101-500	0	0	0	0	0	0
501-1000	0	0	0	0	0	0

Total No. centers reporting 6 4 7 4 9 7

Mean No. served per week 10 8 10 7 20 3

Median No. served per week 10.0 7.0 10.0 5.0 19.0 2.0

Source: Organization Questionnaire

* N = 10

TABLE 8G.3

ESTIMATED ERIC SERVICE REQUESTS OF USOE REGIONAL LABORATORIES*

<u>Centers'</u> <u>Estimated %</u>	<u>Type of Service</u>			<u>Service</u> <u>which is</u> <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
0-25%	0	6	8	3
26-50%	1	0	0	2
51-75%	2	1	0	0
76-100%	7	0	0	0
<hr/>				
<u>Total No.</u> <u>Reporting</u>	10	7	8	5
<u>Mean Estimated</u> <u>% per Center</u>	82.5%	14.9%	7.9%	23.2%
<u>Median Estimated</u> <u>% per Center</u>	90.0%	5.0%	5.0%	10.0%

Source: Organization Questionnaire

* N = 10

TABLE 8G.4

REGIONAL LABORATORIES' CIRCULATION*
OF ERIC PRODUCTS FOR USE
OUTSIDE THEIR ORGANIZATIONS

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No answer</u>
Microfiche	40.0% (4)**	60.0% (6)	0.0% (0)
<u>RIE</u> Abstracts	40.0 (4)	60.0 (6)	0.0 (0)
Computer Printouts	0.0 (0)	80.0 (8)	20.0 (2)
SDI Lists of Documents	0.0 (0)	90.0 (9)	10.0 (1)
<u>RIE</u> , <u>CIJE</u> Index Journals	10.0 (1)	80.0 (8)	10.0 (1)

Source: Organization Questionnaire

* N = 10

** Numbers in brackets are frequencies

TABLE 8G.5

REGIONAL LABORATORY* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 -10	8	10
11 - 20	1	0
21 - 30	0	0
31 - 40	0	0
41 - 50	0	0
51 - 60	0	0
61 +	0	0
<hr/>		
Total number of organizations reporting:	9	10
Mean estimated man-hours per week	8.3	2.8
Median estimated man-hours per week	8	2

Source: Organization Questionnaire
* N = 10

TABLE 8G.6

SEARCH PATTERNS FOLLOWED BY PATRONS
OF REGIONAL LABORATORIES*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search.	2	20.0
2. Patron looks through copies of <u>RJE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified.	8	80.0
3. Patron submits his request to an information specialist who searches via computer search system.	0	0.0
No Response	0	0.0
Totals	10	100.0

Source: Organization Questionnaire
* N = 10

TABLE 8G.7

METHODS PREFERRED BY REGIONAL LABORATORIES*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	30.0% (3)**	70.0% (7)
Classroom Instruction	30.0 (3)	70.0 (7)
Brochures or Fliers	40.0 (4)	60.0 (6)
Professional Meetings	30.0 (3)	70.0 (7)
Correspondence with Individuals	30.0 (3)	70.0 (7)
Displays	10.0 (1)	90.0 (9)

Source: Organization Questionnaire

* N = 10

** Numbers in brackets are frequencies

VOLUME II - Chapter 8

PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS

Standing Order Institutions
(Privately Supported)

TABLE 8H.1

NUMBERS OF PRIVATE STANDING ORDER CUSTOMERS* WHO REPORT HOLDING
VARIOUS TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	3	21	3	3
2-3	9	8	0	4
4-5	9	0	0	0
6 or more	9	0	0	0
<hr/>				
Total No. Organizations Reporting	30	29	3	7
No. Not Reporting	1	2	28	24

Source: Organization Questionnaire

* N = 31

TABLE 8H.2

EDRS' STANDING ORDER CUSTOMERS'* ESTIMATES OF NUMBERS OF PATRONS SERVED BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

<u>Estimated No. served per week</u>	<u>Teacher</u>	<u>Administrator</u>	<u>Graduate Student</u>	<u>Undergraduate Student</u>	<u>Researcher</u>	<u>Librarian or Information Specialist</u>
1-5	5	12	3	3	10	12
6-15	7	3	5	2	3	4
16-25	6	1	3	3	3	2
26-50	4	1	4	6	2	0
51-100	1	2	4	1	0	0
101-500	2	1	4	4	0	0
501-1000	0	0	1	4	0	0

Total No. centers reporting

25 20 24 23 18 18

Mean No. served per week

43 28 121 218 12 7

Median No. served per week

20.0 50.0 32.5 40.0 40.0 5.0

Source: Organization Questionnaire

* N = 31 Privately supported standing orders for all ERIC Microfiche.

ESTIMATED ERIC SERVICE REQUESTS OF EDRS' STANDING ORDER CUSTOMERS*

Centers' Estimated %	Type of Service			Service which is <u>Repeat Request</u>
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
0-25%	0	10	14	6
26-50%	0	0	0	4
51-75%	1	0	0	1
76-100%	29	0	0	4
Total No. Reporting	30	10	14	15
Mean Estimated % per Center	95.9%	4.6%	4.1%	43.4%
Median Estimated % per Center	100%	4.0%	3.0%	40.0%

Source: Organization Questionnaire

* N = 31

TABLE 8H.4

CIRCULATION OF ERIC PRODUCTS BY PRIVATELY SUPPORTED STANDING
ORDER COLLECTIONS OUTSIDE THEIR ORGANIZATIONS

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
<u>ERIC Products</u>			
Microfiche	29.0% (9)*	64.5% (20)	6.5% (2)
<u>RIE</u> Abstracts	9.7 (3)	71.0 (22)	19.4 (6)
Computer Printouts	3.2 (1)	71.0 (22)	25.8 (8)
SDI Lists of Documents	0.0 (0)	74.2 (23)	25.8 (8)
<u>RIE, CIJE</u> Index Journals	3.2 (1)	83.9 (26)	12.9 (4)

Source: Organization Questionnaire.
* N = 31

EDRS' STANDING ORDER CUSTOMER* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 - 10	19	27
11 - 20	8	2
21 - 30	2	0
31 - 40	0	0
41 - 50	0	0
51 - 60	0	0
61 +	0	0
<hr/>		
Total number of organizations reported:	29	29
Mean estimated man-hours per week	6.9	4.7
Median estimated number of man-hours per week:	10	5

Source: Organization Questionnaire
* N = 31

TABLE SH.6

SEARCH PATTERNS FOLLOWED BY PATRONS OF
EDRS' STANDING ORDER CUSTOMERS*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search	3	9.7
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified	24	77.4
3. Patron submits his request to an information specialist who searches via computer search system	0	0.0
No Answer	4	12.9
Totals	31	100.0

Source: Organization Questionnaire
* N = 31

TABLE 8H.7

METHODS PREFERRED BY EDRS STANDING ORDER CUSTOMERS
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	96.8% (30)**	3.2% (1)
Classroom Instruction	58.1 (18)	41.9 (13)
Brochures or Fliers	12.9 (4)	87.1 (27)
Professional Meetings	25.8 (8)	74.2 (23)
Correspondence with Individuals	12.9 (4)	87.1 (27)
Displays	9.7 (3)	90.3 (28)

Source: Organization Questionnaire

* N = 31

** Numbers in brackets are frequencies

VOLUME II - Chapter 8

PROFILES OF ORGANIZATIONS PROVIDING ERIC SERVICES AND PRODUCTS

Institutions Making Individual Orders

TABLE 8I.1.

NUMBERS OF EDRS' INDIVIDUAL ORDER CUSTOMERS* WHO REPORT HOLDING
VARIOUS TYPES AND AMOUNTS OF MICROFICHE EQUIPMENT

<u>No. of Pieces Reported</u>	<u>Microfiche Readers</u>	<u>Microfiche Printers</u>	<u>Microfiche Duplicators</u>	<u>Portable Readers</u>
1	27	18	7	7
2-3	11	5	1	5
4-5	8	2	0	6
6 or more	7	0	0	1
<hr/>				
Total No. Organizations Reporting	53	25	8	19

Source: Organization Questionnaire

* N = 100

TABLE 81.2

EDRS' INDIVIDUAL CUSTOMERS' ESTIMATES OF NUMBERS OF PATRONS SERVED BY OCCUPATIONAL CHARACTERISTICS OF PATRONS

Estimated No. served per week	Teacher	Administrator	Graduate Student	Undergraduate Student	Researcher	Librarian or Information Specialist
1-5	10	24	12	7	18	22
6-15	11	17	7	3	11	14
16-25	10	6	5	3	1	6
26-50	5	6	6	2	4	0
51-100	5	3	1	3	4	0
101-500	12	3	11	12	2	0
501-1000	3	0	2	11	1	0

Total No. centers reporting

56 59 44 41 41 42

Mean No. served per week

115 31 24 344 66 7

Median No. served per week

25.0 10.0 20.0 200.0 8.0 5.0

Source: Organization Questionnaire

* N = 100

TABLE 31.3

ESTIMATED ERIC SERVICE REQUESTS OF EDRS' INDIVIDUAL ORDER CUSTOMERS*

	Type of Service			Service which is Repeat Request
	<u>On-site</u>	<u>Mail</u>	<u>Telephone</u>	
<u>Centers' Estimated %</u>				
0-25%	9	12	11	23
26-50%	3	4	5	6
51-75%	3	1	1	2
76-100%	35	27	0	2
<hr/>				
Total No. Reporting	50	44	17	33
Mean Estimated % per Center	76.2%	68.1%	22.8%	26.2%
Median Estimated % per Center	97.5%	95.0%	15.0%	10.0%

Source: Organization Questionnaire

* N = 100

TABLE 81.4

EDRS' INDIVIDUAL ORDER CUSTOMERS'*
CIRCULATION OF ERIC PRODUCTS FOR USE
OUTSIDE THEIR ORGANIZATIONS

<u>ERIC Product</u>	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Microfiche	17.0% (17)**	66.0% (66)	17.0% (17)
<u>RIE</u> Abstracts	29.0 (29)	55.0 (55)	16.0 (16)
Computer Printouts	12.0 (12)	63.0 (63)	25.0 (25)
SDI Lists of Documents	8.0 (8)	67.0 (67)	25.0 (25)
<u>RIE</u> , <u>GLJE</u> Index Journals	11.0 (11)	65.0 (65)	23.0 (23)

Source: Organization Questionnaire

* N = 100

** Numbers in brackets are frequencies

EDRS' INDIVIDUAL ORDER CUSTOMER* PERSONNEL'S
ERIC-RELATED WORK TIME

<u>Estimated Man-Hours Per Week Spent</u>	<u>Duties</u>	
	<u>Assisting Patrons</u>	<u>Maintaining Collections</u>
0 - 10	33	40
11 - 20	5	6
21 - 30	1	1
31 - 40	0	1
41 - 50	3	0
51 - 60	0	0
61 +	2	1
<hr/>		
Total number of organizations reported:	44	49
Mean estimated man-hours per week	10.8	7.6
Median estimated number of man-hours per week:	3	2

Source: Organization Questionnaire
* N = 100

TABLE 8I.6

SEARCH PATTERNS FOLLOWED BY
EDRS' INDIVIDUAL ORDER CUSTOMERS*

<u>Search Patterns</u>	<u>No.</u>	<u>%</u>
1. Patron examines the <u>Thesaurus</u> to identify the terms he wants to use in a search.	13	13.0
2. Patron looks through copies of <u>RIE</u> and <u>CIJE</u> under the descriptor headings until the articles or documents are identified.	48	48.0
3. Patron submits his request to an information specialist who searches via computer search system.	7	7.0
No Response	32	32.0
Totals	100	100.0

Source: Organization Questionnaire
* N = 100

TABLE EI.7

METHODS PREFERRED BY EDRS' INDIVIDUAL ORDER CUSTOMERS*
TO INFORM PATRONS OF ERIC SERVICES

<u>Methods</u>	<u>Yes</u>	<u>No</u>
Individual Instruction	47.0% (47)**	52.0% (52)
Classroom Instruction	24.0 (24)	76.0 (76)
Brochures or Fliers	18.0 (18)	82.0 (82)
Professional Meetings	23.0 (23)	77.0 (77)
Correspondence with Individuals	22.0 (22)	78.0 (78)
Displays	17.0 (17)	83.0 (83)

Source: Organization Questionnaire

* N = 100

** Numbers in brackets are frequencies