DOCUMENT RESUME

ED 068 101

LI 003 896

AUTHOR   Baugham, Robyn C.
TITLE   Survey of Information Needs of Educational
                Information Specialists.
INSTITUTION   Maryland Univ., College Park. School of Library and
                Information Services.
PUB DATE   31 May 72
NOTE   31p.; (0 References)

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   *Education Service Centers; *Information Centers;
                *Information Services; Questionnaires; Surveys;
                Teachers
IDENTIFIERS   *Educational Resources Information Center; ERIC

ABSTRACT
          In conjunction with the ERIC Clearinghouse on Library
and Information Science's sponsored seminar at the University of
Maryland School of Library and Information Services on "The Marketing
of Information Analysis Products," a mailed questionnaire survey was
conducted to investigate the information problems and needs of people
who are presently or plan to be active in the operation of
educational information centers and in the educational extension
agent program. Questions deal with the respondent's professional
background, resources of his information service, problem areas
and/or limitations, and suggested topics for information analysis
products. The results of this survey are meant to aid in the design
and development of information analysis products and services that
would be precisely tailored to meet the needs of the practitioner who
works in this area. (Author)

ED 068101

SURVEY OF INFORMATION NEEDS

OF EDUCATIONAL INFORMATION SPECIALISTS

by

Robyn C. Baugham

University of Maryland
College Park, Maryland
May 31, 1972

LI 003 896

1

TABLE OF CONTENTS

DATA TABLES

Purpose

In conjunction with the ERIC/CLIS sponsored seminar at the University of Maryland's School of Library and Information Services on "The Marketing of Information Analysis Products," a survey was conducted to investigate the information problems and needs of people who are presently or plan to be active in the operation of educational information centers and in the educational extension agent program.

Since this is a comparatively new profession in the education and information science field, few studies have been made into those peoples' information needs. Based on the surveyor's personal associations with many of the people who serve in this capacity, there is general consensus among them that little is written on the subject and a need exists for such reference tools to be made available.

In order to get a better understanding of their information problems and needs, a survey was taken of the State Dissemination Officers, the three OE funded (FY 1972) pilot State Dissemination Projects, the OE funded (FY 1972) State and Local Education Information Centers, Education Information Centers who use ERIC tapes, and a few selected educational information services. Hopefully, the results of this survey will provide a step toward the design and development of information analysis products and services that would be precisely tailored to meet the needs of the practitioner who works in this area.

Methodology

The research method used in this survey was a mailed questionnaire, (Appendix I). A cover under the name of the surveyor's professor, Dr. Jerry Kidd, (Appendix II), was included.

Ninety questionnaires were mailed out during the week of April 17, 1972. The response deadline was May 10th. As of May 31, a total of fifty-nine questionnaires were returned which is a 65.5% return. Only three follow-up telephone calls were made to encourage response from selected centers.

Survey Results

As mentioned previously, fifty-nine questionnaires were returned. One such respondent stated that they did not have an operating educational information center so he did not fill out the questionnaire. The results were as follows:

ORGANIZATION

Type of Organization	No. of Agencies Responding
State Education Agency	39
Local Education Agency	7
Regional Education Agency	4
ERIC Clearinghouse	4
Professional Association or Organization	3
University	4
Educational Media Center	2
Information Utilization Project	1
Federal Government Education Agency	1
Research and Development Center	1
TOTAL	66

FIGURE 1

In several cases, respondents indicated that their organization belonged to more than one category. Thus, the total comes to more than the total number of questionnaires returned. In any case, the results show a good response from the State Dissemination Officers.

The questions regarding the staff, especially conditions of the respondent were asked in question 3. The results are indicated in Figures 2 - 7:

AGE OF RESPONDENTS

Age Range	Number of Respondents in this Range
20 - 25	1
26 - 30	8
31 - 40	24
41 - 50	17
51 - 60	6
61 - over	2
No Response	1
TOTAL	59

FIGURE 2

HIGHEST DEGREE EARNED

Degree	Number of Respondents With This Highest Degree
Bachelors	8
Masters	26
Doctorate	23
No Response	2
TOTAL	59

FIGURE 3

YEARS OF EDUCATIONAL WORK EXPERIENCE

Number of Years	Number of Respondents
1 - 5	6
6 - 10	16
11 - 15	14
16 - 20	7
21 - 25	7
26 - over	5
No Response	3
TOTAL	59

FIGURE 4

NUMBER OF YEARS IN PRESENT POSITION

Number of Years	Number of Respondents
0 - 3	36
4 - 6	15
7 - 9	1
10 - 15	4
16 - over	2
No Response	1
TOTAL	59

FIGURE 5

NUMBER OF PEOPLE SUPERVISED

Number of People	Number of Respondents
None	4
1 - 5	18
6 - 10	8
11 - 15	9
16 - 20	1
21 - over	9
No Response	10
TOTAL	59

FIGURE 6

- 4 -

7

In some cases, respondents failed to answer all of the questions
which accounts for the fact that there is a small no response figure.

The respondent was asked to break down by percentage the way
in which he spent his time. The categories included: program administration,
reference and retrieval services, information acquisition, information
dissemination, orientation, public relations, processing documents, and
other. They were asked throughout this questionnaire to specify what "other"
meant. The overall results indicated that the most amount of the respondant's
time was spent included (in rank order):

How Time is Spent:

1. Program Administration
2. Other (usually program planning and research)
3. Information Dissemination
4. Reference & Retrieval Services
5. Information Acquisition
6. Public Relations
7. Orientation
8. Processing Documents

FIGURE 7

In looking at Figures 2 - 7, it must be remembered that the
respondent is answering for himself only. Respondents supervised
professional, technical, and clerical help. Because of the diversity
of job titles, it was not tallied as the other questions. A suggestion
might be to either specify job positions in the questionnaire form
or to eliminate this question completely. For the purposes of this
questionnaire it did not serve to be very important.

- 5 -

Since it was the program administrator who generally responded to the questionnaire, how he personally spent his time does not necessarily reflect how the total operation functions--time-wise.

The various channels of communication were investigated in the fourth question dealing with resource materials.

The rank order of the resource materials listed in the questionnaire which the respondents have available for answering information requests are listed in Figure 8.

Not included in Figure 8 were several resource materials that were listed only once by several people. One respondent, commenting (facetiously?) on the locally produced fugitive literature, wrote: "In all seriousness, we do employ individuals on pardon."

The second question (Figure 9) regarding resource material requested a list of the five reference tools they used most often.

Not included in this report are several additional reference tools which were mentioned one or two times by several respondents.

Services of the Center were investigated in Question 5. The results of these questions are listed in Figures 10 - 14.

Resource Materials (in rank order)

Materials	Number of Responses
Microfiche	
ERIC	51
New York State Curriculum Materials	3
Kettering - I/D/E/A	1
Assn. for Supervision and Curriculum Development (NEA)	1
Xerox	1
UNIPACS	1
NTIS	1
SUBTOTAL	59
Research in Education (ERIC)	56
Books and Monographs	52
Bulletins and Newsletters	51
Current Index to Journals in Education (CIJE)	51
U. S. Government Publications	51
Putting Research into Educational Practice (PREP)	49
ERIC Clearinghouse Products	49
Periodicals	46
Pamphlets	45
Human Resources	43
Education Index	42
Statistics	41
Locally Produced Fugitive Literature	38
Subscription Services (other than periodicals & bulletins)	32
Newspaper Clippings	28
Historical Documents	27
Microfilm	13
Archives	1
Microbook (Encyclopedia Britannica)	1
University Microfilms	2
Dissertation Abstracts	1
SUBTOTAL	18

Resource Materials not listed in questionnaire, but added by respondent:

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and Abstracts of Research and Related materials in Vocational and Technical Education (ARM)	3
State Library	4

FIGURE 8

Reference Tools Used Most Often (in Rank Order)

1. ERIC materials (including Research in Education, ERIC Computer
   tapes, ERIC microfiche, ERIC Thesaurus of Descriptors, ERIC
   Clearinghouse Products, and ERIC Descriptor Usage Postings).

2. Current Index to Journals in Education (CIJE)

3. Education Index

4. AIM and ARM

5. U. S. Government Publications

6. PREP

7. State Statistical Reports

8. Books and Monographs
   Local Vertical File Collection
   Periodicals

9. Human Resources

10. Educational Research and Service of the National Education Association

11. Encyclopedia of Educational Research

12. Newsletters

13. State Library

FIGURE 9

Number of Requests Per Week

Number of Weekly Requests	Number of Responses
1 – 10	14
11 – 25	8
26 – 50	10
51 – 100	8
101 – 150	1
151 – 200	2
201 – 250	2
251 – 300	2
301 – over	1
No Response	11
TOTAL	59

FIGURE 10

The number of educational information requests per week shown in Figure 10, indicate that several centers receive ten or less requests per week, which implies that these operations have not developed very far in the servicing aspect. Most of the Centers receive under fifty requests per week.

Contract Method (Percentage)

	NUMBER OF RESPONDENTS IN THIS PERCENTAGE RANGE									
	0–10%	11–20%	21–30%	31–40%	41–50%	51–60%	61–70%	71–80%	81–90%	90–100%
Visit	20	9	4	6	2	2	0	1	1	2
Letter	4	7	6	8	7	4	3	4	1	4
Telephone	11	9	6	8	7	4	2	2	0	1

FIGURE 11

The method of contact as illustrated in Figure 11 greatly varies from one operation to another. Generally, letter and telephone requests are the main contact methods. On the other hand, two organizations said that 100% of their contact was by visit. Certainly the location of the center in relation to the location of its user community greatly affects how the user will go about contacting the center. Another factor, not adequately taken into account here was the contact made by an educational extension agent or linker.

The respondent was asked to give a percentage breakdown of his user community. The results are as follows:

<u>User Community Composition</u> (Approximate Percentages)

	NUMBER OF RESPONDENTS IN THIS PERCENTAGE RANGE									
	0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	90-100%
School Administrators (State, Local, and Bldg. level)	4	8	6	7	9	4	3	5	4	2
Teachers	15	9	11	4	2	3	4	0	0	0
Graduate Students	25	7	4	2	0	0	0	2	0	0
School Librarians	25	2	2	0	0	0	0	0	0	0
Government Agencies, Legislators, Citizens	5	3	1	0	1	0	0	0	0	0
Others	13	3	1	0	0	1	1	0	0	0

FIGURE 12

- 10 -

13

Figure 12 indicates that the largest percentage of users have been school administrators, followed by teachers. The other groups listed do not account for a very large percentage of the current user community. These figures, of course, represent the present conditions. Several state dissemination officers indicated that they were trying to increase the number of teachers using their service.

Services Offered User Community-Listed in Questionnaire (in rank order)

Services	Number of Responses
Manual ERIC Searches	43
Referrals	42
Inservice Programs (teachers and/or administrators)	38
Reproduction of book and/or periodical articles	39
Dissemination of PREP materials	36
Computerized ERIC Searches	36
Demonstrations and Orientation on your information service	36
Current Awareness	35
Reproduction of microfiche	35
Help in writing proposals	31
Selective Dissemination of Information (SDI)	27
Interlibrary loans	27
In-depth literature searches	26
Extension agents or linkers	24

How Many?

Number of Agents	Number of Respondents
0 - 5	7
6 - 10	2
11 - 15	1
21 - 30	1
over 30	2
No response	10

Table of Contents Service		10
Other		17
Consultant Assistance	4	
Dissemination of ESEA, Title III materials	2	
Reproduction of Statistical Articles	2	
Miscellaneous	8	

FIGURE 13

- 11 -

14

The figures in Figure 13 indicate that many of the centers offer a wide range of services. Also several states have initiated the use of educational extension agents or linkers.

Feedback

Provision for Feedback	Number of Respondents
Yes	32
No	14
No Response	13
TOTAL	59

Means of Feedback	Number of Respondents
Questionnaire (form)	18
Informal (i.e., face-to-face)	12
Other Ways	8
No Response	21
TOTAL	59

FIGURE 14

A means of feedback from the user to the information service is provided in many of the centers. This is usually accomplished by filling out a form or questionnaire and returning it to the center. Informal, face-to-face contact was the other most widely used means. Several respondents who said that they were not providing a means for feedback indicated that they were developing a method.

Each respondent was asked to indicate the types of information products or packages they produced. The categories were listed in the questionnaire.

Information Products (in rank order)

Products	Number of Responses
Computer Printouts	41
Bibliographies	39
Reproduction of Periodical Articles	38
Reports (statistical, Title III Evaluations, research and development, etc.)	29
Surveys	29
Single Concept Papers	25
State of the Art Reviews	15
Other	
Information Packages (including computer printout, journal articles, pamphlets, etc. on a particular subject)	5
Reproduction of ERIC microfiche	4
Newsletter	+

FIGURE 15

Not included in this listing are those products which were mentioned by only one respondent.

Question 7 asked for the respondent to list the professional tools, references, or products which have helped them most in setting up and operating their educational information service. This particular question was the only one where the respondent did not always answer in the manner that the surveyor was seeking. The surveyor wanted to know how the respondent got direction or guidance in setting up his center. Not being asked for were the resource materials the respondents used in answering his requests.

Professional Tools for Setting Up and Operating an Educational Information Service (in rank order)

1. ERIC and CIJE References and Indexes

2. Visits, Conferences, and Contacts with other professionals who operate other educational information centers.

3. The Educational Information Center: An Introduction, by Sherman, Lewis, and Wanger, System Development Corporation.
   PREP materials

4. MORE! Reports

5. AIM and ARM
    Ronald Havelock's and Everett Rogers works
    National Dissemination Project
    Work Experience

                        FIGURE 16

    Many other references were listed by only one respondent but are

not included in Figure 16.

    The eighth question delved into the biggest problem or limitation

the respondents have in getting research or innovation into the hands

of the practicing educator. The responses cover the areas of staff,

money, organization, educational community, operation, and networks.

Problem Areas or Limitations

A. STAFF

1. Problem of identifying and training enough extension agents over the state to make the services easily accessible to all educators.

2. Need for more highly trained staff in librarianship and information science.

B. MONEY

1. Cost limitations on reproducing hard copy.

2. The cost of running a computer search is too high to be of use to teachers and graduate students.

3. As Federal monies evaporate, will the state or local education agency pick up the tab?

4. Limited funds available for additional staff. The Board of Education's current thrust is to employ people who are in direct contact with students.

5. Need for partial institutional or organizational support in order to provide capital for new ventures and products.

6. Lack of money made available to facilities for actual dissemination. Awaiting approval to purchase microfiche duplicating equipment for the main office, as well as microfiche headers for the field.

C. ORGANIZATION

1. Selling your education agency on the need for an educational information center.

2. Developing an understanding of what an information service can do to strengthen the activities of existing services and institutions.

3. Problems of integrating the information role with other roles of consultants and specialists.

4. Getting people to plan for the future and allowing sufficient time to review available information.

5. Restrictions from bureaucratic structure.

6. We need the renewal center "to serve as the marketplace." Producer and consumer can get together here face-to-face, to buy and sell, following demonstration. Educational extension agents can provide the broader and deeper consumer information.

D. EDUCATIONAL COMMUNITY

1. Most serious problem is the lack of interest, concern or motivation on the part of the average educator to research or innovation.

2. Time for practicing educators to do research.

3. Lack of awareness of information retrieval services to practicing educators.

4. Personal habits of educators related to information acquisition. Too many educators seem to project the impression that they want information without any work on their part. They do not want to read more than one page and they do not want to synthesize the work from several reports.

5. Lack of resolution of questions as to why rank and file teachers do not read even when provided with good access to research; a virtual paucity of theoretical constraints related to the sociology of professional information within education.

6. Training educators to use research in the decision making process.

7. Client being more aware of uses of material.

E. OPERATIONAL

1. Copyright.

2. User reaction to microforms and availability of readers.

3. Accessibility of hands-on curriculum materials for national dissemination.

4. Inconsistencies in ERIC Clearinghouses in indexing and abstracting.

5. Getting the right questions asked.

6. Turn-around-time.

7. Relevance of material (screening).

8. Availability of computer services for ERIC within their own department.

9. Having personal contact with the user.

10. Educational data base limitations---needs to be made stronger.
    This limitation also affects your center's service.

11. Hardware limitations.

F. NETWORKS

1. Need to establish linker network beyond the retrieval system.

2. Need for cooperation between ERIC Clearinghouses and retrieval
    operations.

3. Federal support for specialized information centers which
    create duplication of effort and political problems.

FIGURE 17

The final question asked for specific topics for information analysis

products they would find most useful to them in their role as disseminator

of educational information. Seventeen suggested topics were listed and

additional topics were encouraged. Four respondents said that they would

be very much interested in each of the suggested topics.

Information Analysis Products Suggested Topics (in rank order)

Storage and Retrieval Systems in an Educational Information Center   37
Needs Assessment and the Educational Information Center   34
Educational Extension Agents   30
Change Agents in Education   30
Delivery Systems in the Educational Information Center   30
Training tc be an Educational Information Specialist   25
The Educational Information Center Collection   25
Centralization of Dissemination Efforts in a School System (State   25
  and/or Local)
The Educational Information Center Services   24
Search Negotiation Strategy   23
The Educational Information Center Products   22
Communications in a Bureaucracy   21
Public Relations in an Educational Information Service   19
The Use of Telefacsimile Transmission in an Educational Information   19
  Center

- 17 -

Selling your School System on the Need for an Educational   18
    Information Center
Reporting in an Educational Information Center   17
The Role of the School Librarian in Bringing About Change   12

Additional Suggestions Made by Several Respondents

Survey of Educational Information Centers (organizational patterns,
    user community, products, services, etc.)
Feasibility Study of a Network between Educational Information Centers
    in order to Exchange Ideas and Products---to Avoid Duplication of
    Effort.
The Art and Process of Synthesizing Information from a Collection of
    Topic Relevant Documents.
Technological Advances in Information Centers.
User Reaction to Computer Generated Abstracts.
Study of Reaction to Prepackaged vs. Individualized Information Prodcuts.
Costs of an Educational Information Center and Cost Benefits.

FIGURE 18

Two people commented that the school librarian would not be accepted

as a change agent. In order to make this happen, the image of the school

librarian would have to be changed from what it has been traditionally.

One respondent replied that telefacsimile is too costly for it to

be used in an educational information center.

Comments

This mailed questionnaire survey attempted to find out the information

needs and problem areas of persons who operate educational information

centers. The survey was national in scope and it included responses

from all FY 1972 Office of Education supported National Dissemination

Project Pilot States, and the ten OE funded state and local educational

information centers for FY 1972. This is significant because these centers

represent operations that are both in the developmental stage as well as centers that have been in existence for several years.

It might be well to note that due to the inception and actual production of ERIC materials, this new professional role in education really came into its own. With having educational research and information in one collection using microfiche as the main storage form, education agencies, universities and education related agencies or organizations can store the entire collection in their own facility and have reader-printer machines available so they can reproduce their own hard copy of a document, if desired. Indexes and computers can be used to locate and retrieve relevant documents. As a result of the availability of this major resource, state and local education agencies as well as some universities and professional organizations have developed educational information centers to provide educators with information on topics of interest.

This questionnaire sought information concerning present conditions, not what was being planned. There were several areas such as the hardware equipment used that were not investigated.

The response to the survey was encouraging. The comments made showed that there was a real interest among practitioners in this field for this type of information to be compiled and made available to others who either plan or now operate an educational information center. Information such as resource materials used most often, services and products, as well as the reference tools most helpful in setting up and operating an educational information center should be valuable to anyone developing a similar operation.

Generally, the people who serve in this capacity are very enthusiastic
and optimistic concerning this new professional role. This judgment
is based on the surveyor's personal association with many questioned in
this survey. Bureaucratic structures, money and staff are the major
barriers they have in accomplishing their objectives.

One thing that was made evident by the respondents was the need for
more communication between and among the Centers. Perhaps information
analysis products could be designed to include input and feedback from
the various centers, thus making this information available on a broader
scale to more practitioners.

QUESTIONNAIRE

1. Name _____

    Position/Title _____

    Organization _____

    Mailing Address _____

    City/State/Zip _____

    Telephone _____

2. Type of Organization

    State Education Agency _____

    Local Education Agency _____

    Regional Education Agency _____

    Educational Media Center _____

    ERIC Clearinghouse _____

    Professional Assn. or
    Organization _____

    Other (Please Specify) _____

3. Staff   (Please answer for the person listed in #1 above)

    A. Age

        20 - 25 ___   41 - 50 ___

        26 - 30 ___   51 - 60 ___

        31 - 40 ___   61 -   ___

    B. Highest degree earned _____

    C. Years of educational work experience _____

    D. Number of years in present position _____

    E. Number of people supervised, if any _____

        Breakdown by position and number

        _____   _____

Breakdown by position and number (continued)

_____   _____

_____   _____

F. What percentage of your time is spent on:

1. Program Administration   _____

2. Reference & Retrieval Services _____

3. Information Acquisition   _____

4. Information Dissemination   _____

5. Orientation   _____

6. Public Relations   _____

7. Processing Documents   _____

8. Other (Please Specify)   _____

4. Resources

A. What Resource materials do you have available for answering information requests?

Books and Monographs   _____

Government Publications   _____

Microfilm (Please Specify) _____

Microfiche (ERIC, other [Please Specify]) _____

Newspaper clippings   _____

Pamphlets   _____

Statistics   _____

Periodicals   _____

Historical Documents   _____

Bulletins & Newsletters   _____

- 22 -   25

4. Resources (Continued)

Putting Research into Educational Practice (PREP) _____

ERIC - Research in Education (RIE) _____

Current Index to Journals in Education (CIJE) _____

Education Index _____

ERIC Clearinghouse products _____

Subscription services (other than periodicals & bulletins) _____

Locally produced fugitive literature _____

Human Resources _____

Other (Please specify) _____

_____

_____

B. List the 5 reference tools you use most often. (Please Be Specific)

_____

_____

_____

_____

_____

_____

_____

5. Services

A. How many requests do you receive per week (avg.) _____

B. Contact method (%) Visit _____ Letter _____ Telephone _____

C. User Community Composition (Give Approximate Percentages)

School Administrators _____

Teachers _____

School Librarians _____

5. C. User Community Composition (Continued)

Graduate Students   _____

Other (Please Specify)   _____

_____

_____

_____

D. What services do you offer your user community?

In-depth literature searches   _____

Computerized ERIC searches   _____

Manual ERIC searches   _____

Reproduction of microfiche   _____

Dissemination of PREP materials   _____

Reproduction of book and/or periodical articles   _____

Current Awareness   _____

Selective Dissemination of Information (SDI)   _____

Table of Contents Service   _____

Referrals   _____

Demonstrations & Orientation on your information service   _____

Help in writing proposals   _____

Extension agents or linkers   _____

    If yes, how many   _____

Inservice Programs (teachers and/or administrators)   _____

Inter-library loans   _____

Other (Please Specify)   _____

_____

_____

E. Do you provide a means for feedback? _____

      If yes, how _____.

6. Products

    What type of information products or packages do you produce?

      State of the Art Reviews   _____

      Bibliographies   _____

      Computer Printouts   _____

      Single Concept Papers   _____

      Reports (Please Specify Type)   _____

      Surveys   _____

      Xerox Copies of Periodical Articles   _____

      Other (Please Specify)   _____

    _____

    _____

    _____

7. List the professional tools, references, or products which have helped you
    most in setting up and operating your educational information service.

    _____ _____

    _____ _____

        _____

8. Problems

    What do you see as the biggest problems or limitations you have in getting
    research or innovation into the hands of the practicing educator? (Please
    write any additional comments on the back of the page.)

      Staff _____   Money _____

8. <u>Problems</u> (Continued)

Organizational Committment .... _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

9. Which topics for information analysis products would you find most useful to
   you in your role as disseminator of educational information?

   (In this questionnaire the term educational information service is synonomous
   with educational information center.)

   Public Relations in an Educational Information Service   _____

   Educational Extension Agents   _____

   Training to be an Educational Information Specialist   _____

   Communications in a Bureaucracy   _____

   Change Agents in Education   _____

   The Educational Information Center Collection   _____

   The Educational Information Center Services   _____

   The Educational Information Center Products   _____

   Reporting in an Educational Information Center   _____

   Storage and Retrieval Systems in an Educational Information Center   _____

9. Which topics for information analysis products would you find most useful to you in your role as disseminator of educational information? (Continued)

The Role of the School Librarian in Bringing About Change   _____

Centralization of Dissemination Efforts in a School System (State and/or Local)   _____

Selling your School System on the Need of an Educational Information Center   _____

Needs Assessment and the Educational Information Center   _____

Delivery Systems in an Educational Information Center   _____

The Use of Telefacsimile Transmission in an Educational Information Center   _____

Search Negotiation Strategy   _____

Others (Please List)

_____

_____

_____

_____

_____

UNIVERSITY OF MARYLAND
COLLEGE' PARK 20742

SCHOOL OF LIBRARY AND INFORMATION SERVICES

PHONE: (301) 454-3016

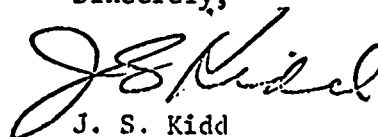April 24, 1972

Dear Educator:

As part of her work in a course in research methods, one of my students has prepared the enclosed questionnaire as a means of finding out some basic facts about the information problems and needs of people who are to be active in the operation of educational information centers and in the educational extension centers and in the educational extension agent program. Hopefully, such means are a step toward the development of information products and services that will be precisely tailored to the conditions in the field (as opposed to mere speculation about what is happening or should be happening).

We ask your cooperation in completing the questionnaire and in commenting on its characteristics. Is it, for example, worded in such a way as to be meaningful to operators of educational information centers and the extension agents who are to be working out of such centers?

Please take a few minutes and give us your views. We would appreciate it if you could return the form in the enclosed envelope by May 10.

Thank you.

Sincerely,

J. S. Kidd
Professor

JSK:itd
Enclosures

31