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ABSTRACT

The National Instructional Television Center (NIT) aims to reduce the time of bringing about educational innovation from the usual 15 years, achieved through traditional means like pre-service education and workshops, to five years. Its procedure in doing this is to identify significant ideas and translate them into useful television programs. This booklet describes NIT courses, which consist of television series. The course descriptions are organized by subject matter. For each, the appropriate audience level (which ranges from primary through senior high school as well as teacher training and higher education) is indicated. Also included are an index of courses by grade level and subject matter, a list of NIT prices, procedures, and policies, and descriptions of NIT services and professional publications and films, which deal with instructional television. (JK)

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## Foreword

The progress and effectiveness of the National Instructional Television Center are perhaps best determined by a measure too little used in education.

One could count the number of courses NIT offers and note the steady improvement in the quality of production; one could estimate the growth in the size of the school audiences using these courses. But more important even than all of this is the extent to which such television materials facilitate the wide adoption of better educational ideas and practices. According to estimates, at least fifteen years are required to bring about a particular change in education through such traditional means as pre-service education, workshops, demonstrations, visits, and profession-

al publications. NIT intends to help reduce this to about five years through classroom television.

In achieving this goal, significant ideas and practices must first be identified and then transformed into useful television programs. Currently, an NIT-organized consortium is attempting to accomplish such a transformation through the production of *INSIDE OUT*, a health education series that will be ready for distribution in the United States and Canada in 1973. In the past, health education was largely a matter of providing information about the body and its processes, which students memorized and later forgot. The result of this prescriptive, cognitive approach to health was, in general, indifference on the part of students and teachers alike.

Growing evidence that all was not well in health education prompted NIT to ask a number of lead-



From *INSIDE/OUT*



From RIPPLES

ing specialists in the field what might be done. The consensus was that the subject required an affective approach, one that addressed itself to the well-being of the whole person and emphasized the importance of feelings in the lives of children. Transforming this into widely accepted television programs called for a nationwide, cooperative effort.

#### Consortium Activity

Cooperative, or "consortium," projects organized by NIT have already produced two series that stress emotions and attitudes. The first, *RIPPLES*, was designed for children in kindergarten and the first and second grades. It deals with values, feelings, and relationships, and has been in wide use since 1970. The second, *IMAGES & THINGS*, was introduced into classrooms in the fall of 1971. It focuses on art as it is found in virtually all of man's activities and relates it to the lives of ten-to-thirteen-year-olds. These series amply demonstrate the advantages of engaging the emotions as well as the minds of

the students through the presentation of recognizable experiences.

The *RIPPLES* and *IMAGES & THINGS* consortia consisted, respectively, of fourteen and twenty-seven educational and broadcasting agencies. Now, with *INSIDE OUT*, more than thirty organizations in the United States and Canada—most of them state-wide agencies—are making financial, technical, and intellectual contributions to the production, field testing, and utilization of the thirty 15-minute programs for eight-to-ten-year-olds. When all of the programs are completed in the summer of 1973, the series, mainly through the consortium, will be within reach of most of the third, fourth, and fifth graders in the



From READY? SET . . . GO!

United States. The importance of this is not the sheer size of the potential audience but the opportunity to disseminate widely a new strategy in health education—one that may revitalize a subject area much in need of new directions.

In the attempt to effect educational change widely and more rapidly, the consortium process itself is highly important. Under this process, state, regional, and municipal agencies become involved early in a program project, beginning at



From IMAGES & THINGS

the planning and design stages. They help to shape the project; they know its nature and objectives; they share its philosophy. Thus, they are well equipped for what is sometimes a large and difficult job—the job of overcoming in their own areas the opposition and indifference to desirable new ideas and practices, of promoting a clear understanding and acceptance of the series, and of helping their own school administrators and classroom teachers make the best use of these new and different television materials.

### A Complex of Ideas

Although the affective approach has been central to the three consortium-supported courses, it is only one of a complex of ideas introduced in these series. *RIPPLES*, for example, was designed to be an interdisciplinary treatment of early childhood education, combining health, social studies, language arts, and the humanities. Each of the three series, in fact, focuses on a given area of the curriculum but reaches out to include related areas. Television is helping to overcome the fragmentary nature of traditional subjects by stressing the continuity of teaching and learning that enables the student to grasp the larger meanings of his experience. Further, because such

series as *IMAGES & THINGS* take so much into account, the classroom teacher is given more to choose from and so has a renewed opportunity to teach imaginatively, even in subjects that may have become routine and stale.

Another recent emphasis in NIT offerings is the process of inquiry through which students are encouraged to learn inductively and to make their own discoveries through the course of their studies. This lessens the reliance on the teacher as merely a dispenser of information and, in turn, strengthens the teacher's position as a stimulator of more active learning. Series such as *READY? SET . . . GO!*, the physical education course based on the concept of basic movement, and the two life science courses, *COMMUNITY OF LIVING THINGS* and *ANIMALS & SUCH*, are presented in such a way that the students themselves can think through the content and solve on their own terms whatever problems grow out of it.

These are some of the shifts in content and emphasis, in technique and approach, that instructional television is now helping to bring about. If the impact of this kind of television contributes significantly to the strengthening of education, television will become, at last, an integral part of instruction and learning.



## Descriptions of NIT Courses

### Primary Through Senior High School

#### Art

**ART FOR THE DAY** is a series of short single-concept units in art appreciation. Each unit focuses on one art masterpiece, using varied camera shots, brief narration, and appropriate musical augmentation. The series offers a visual introduction to art in general and a familiarity with specific art works. (Intermediate. Junior High. Senior High. Color.)

**IMAGES & THINGS** fuses the arts and humanities in a varied format as it relates the understanding and enjoyment of art to the daily experiences of ten-to-thirteen-year-olds. The series is based on two years of planning and development by distinguished art educators. Three 30-minute teacher programs accompany the series. (Intermediate. Junior High. Color.)

**MEANING IN ART** helps the student respond imaginatively to the many forms of art, to value and enjoy objects in his surroundings, to gain knowledge and build concepts about artistic experience, and to become more aware of the connection between art and his everyday world. (Primary. Intermediate. Some lessons in color.)

**MEET THE ARTS** explores the common elements—rhythm, shape, mood, form, content—in such diverse arts as music, theater, dance, painting,

sculpture, literature, photography, and architecture. It also surveys the characteristic styles of eight different periods of western civilization. (Intermediate.)

**PRIMARY ART** introduces children to the meaning and method of art by considering important artistic concepts and presenting a variety of artistic examples and methods for achieving self-expression. The series balances understanding art with making art. (Primary. Color.)

**YOU AND EYE** presents art as a creative process and as a means of self-expression. The course introduces students to a wide range of artistic subjects and explores the visual elements of design—line, form, space, color, texture, and pattern. (Intermediate.)

#### Communications

**CODE/ENGLISH** makes the student aware that English is in fact a code—a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the code structure works in every part. (Intermediate. Junior High.)

**GETTING THE WORD** is a remedial reading series for students in the intermediate and junior high grades. It is designed to encourage and help these students to use word-attack skills in their reading. (Intermediate. Junior High. Color.)

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media. (Senior High.)

WORD WORKERS, INC. is for beginning readers whose teachers are providing phonics instruction—sight-basal, linguistics, or phonic series—as part of their reading program. Intended to supplement the teacher's presentation, it gives further drill in associating sounds in words with letters in words. (Primary. Color.)

WORDS ARE FOR READING helps develop language skills while presenting related scenes that appeal to children. The words to be taught appear on the screen in a variety of ways. Original songs reinforce the presentation. The lessons are designed to encourage pupil participation. (Primary. Color.)

THE WORDSMITH introduces the idea of word roots and word families. The course is designed to arouse the student's curiosity about words and the history of words and expressions, and to sharpen his awareness of language. (Intermediate.)

#### Early Childhood

THE METOOSHOW consists of four programs designed to stimulate the curiosity and imaginative play of children from three to six. Moving through fantasy and reality, the series looks at rain, at the streets of a city, at animals, and at games and activities. (Color.)

RIPPLES, based on intensive development work by professional educators and instructional television experts, takes a new approach to early childhood education. It presents encounters that develop a child's feelings, values, sense of inquiry, ability to cope with change, and capacity for creating and understanding relationships. Three 20-minute teacher programs accompany the course. (Color.)

ROUNABOUT is designed to enhance the educational experience of the disadvantaged child. It helps him cope with his emotional reactions, acquaints him with the occupations and facilities found in most neighborhoods, and provides ex-

periences that stimulate his imagination and creative expression, deepen his perception, and broaden his world.

#### Economics

ECONOMICS FOR THE CONCERNED CITIZEN offers a sound orientation in the science of economics. It provides the student with the knowledge he needs to think his way through an economic problem in an objective way and to reach logical conclusions shaped by his own personal values. (Senior High.)

#### Foreign Language

EN FRANÇAIS combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherche et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Senior High. Color.)

#### Guidance

LOOK TO THE FUTURE presents a lively and realistic view of some of the many careers open to high school graduates. Emphasis is placed on career planning for life and not merely on choosing a job. (Junior High.)

#### Health and Physical Education

ALL ABOUT YOU explores with the child the wonder of his mind and body. It presents a picture of what a human being is, promotes an understanding of how people grow and develop, both physically and emotionally, and examines the reasons for good health care. (Primary.)

HEALTH: YOUR DECISION presents scientific information and enlightened opinion on matters of drug abuse, use of tobacco and alcohol, emotional stability, and the troubling maze of human sexuality. The relationship between the individual and his society is also considered with regard to such problems as environmental pollution and over-population. One 30-minute teacher program accompanies the course. (Senior High.)



INSIDE/OUT, based on two years of planning by health educators and learning specialists, is designed to help children achieve and maintain well-being. The series takes an affective approach to social, emotional, and physical problems, engaging the minds and feelings of eight-to-ten-year-olds through the presentation of situations common to their own lives. One 30-minute teacher program accompanies the course. (Intermediate. Color.)

READY? SET . . . GO! I and II focus on the development in physical education of the techniques of basic movement, which provides a foundation for effective body control that will help the child throughout his life. The courses are based on intensive studies of television's potential in physical education and are, in fact, a national effort to improve a major content area. (Primary.)

A TIME OF YOUR LIFE considers personal relationships, self-understanding, family structure, and sex education. The course relates self-control to personal freedom and responsibility. Two 30-minute teacher programs accompany the course. (Intermediate.)

#### Humanities

MEET THE ARTS explores the common elements—rhythm, shape, mood, form, content—in such diverse arts as music, theater, dance, painting, sculpture, literature, photography, and architecture. It also surveys the characteristic styles of eight different periods of western civilization. (Intermediate.)

#### Language Arts

AFRICAN ANTHOLOGY presents insights into Africa's literature and civilization, from Egypt to the new nations with their songs of protest and revolution. The great variety of materials presented throughout this anthology will encourage students and teachers alike to build anthologies of their own. (Intermediate. Junior High. Senior High.)

CODE/ENGLISH makes the student aware that English is in fact a code—a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the code structure works in every part. (Intermediate. Junior High.)

COVER TO COVER focuses on some of the finest books ever written for young people—works like *The Wind in the Willows*, *Treasure Island*, and *Tom Sawyer*. The narrative and the illustrations do not unfold the entire story, but create the kind of interest that leads students to their libraries to look for the books discussed. (Intermediate.)

GETTING THE WORD is a remedial reading series for students in the intermediate and junior high grades. It is designed to encourage and help these students to use word-attack skills in their reading. (Intermediate. Junior High. Color.)

HOW CAN I TELL YOU stimulates students to express their thoughts and feelings in many different ways. Some of the programs present open-ended stories that give each child a chance to develop his own ending. Others help the students develop sensory perception and an awareness of how the body can be used effectively in expression. Still others offer the students a lively model of what they themselves might do with their own talents and imaginations. (Primary. Intermediate. Color.)

IMAGINE THAT . . . , a course in literature and creative dramatics, gives children an opportunity to express ideas and emotions and to develop beginning dramatic skills. The lessons begin with simple group pantomime and progress to more complicated scenes with dialogue and interpretation. One 30-minute teacher program accompanies the course. (Primary.)

A MATTER OF FACT and its companion course, A MATTER OF FICTION, deal with the generally neglected area of literature for the adolescent. Each lesson of A MATTER OF FACT takes up one theme as expressed in various non-fictional works—essays, poetry, biography, history. The commentary and film sequences are designed to stimulate the student to seek out and read the featured works. (Junior High. Senior High. Color.)

A MATTER OF FICTION and its companion course, A MATTER OF FACT, deal with the generally neglected area of literature for the adolescent. Each lesson of A MATTER OF FICTION considers one or more pieces of fiction, presenting just enough of the work through commentary, illustrations, and film segments to whet the student's appetite for the book itself. (Junior High. Senior High. Color.)

**SECONDARY DEVELOPMENTAL READING** assists students toward greater comprehension in reading and studying, skill in following the cues of the printed language, sophistication in critical and analytical reading, and deeper appreciation of the various forms of literature and of the written and spoken language. (Junior High.)

**TELL ME A STORY** features stories from the folklore of the world and from the classic storytellers. The course is designed to awaken the child's imagination, instill a feeling for logic, broaden his horizon, and enhance his vocabulary. One 30-minute teacher program accompanies the course. (Primary.)

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**WORDS ARE FOR READING** helps develop language skills while presenting related scenes that appeal to children. The words to be taught appear on the screen in a variety of ways. Original songs reinforce the presentation. The lessons are designed to encourage pupil participation. (Primary. Color.)

**THE WORDSMITH** introduces the idea of word roots and word families. The course is designed to arouse the student's curiosity about words and the history of words and expressions, and to sharpen his awareness of language. (Intermediate.)

#### Mathematics

**PATTERNS** offers an imaginative presentation of mathematics as a logical search for patterns, a well-disciplined guessing game rather than a rigid adherence to absolute rules or computational skills. It is designed to teach students to think logically and to progress from observing, guessing, and generalizing to the ability to predict accurately mathematical events. Eight 30-minute teacher programs are available. (Intermediate.)

**PATTERNS IN ARITHMETIC** consists of six levels for grades one through six. The course is a complete, self-contained elementary arithmetic

program incorporating the most recent research studies made at the Wisconsin Research and Development Center for Cognitive Learning. (Primary. Intermediate.)

#### Music

**SING, CHILDREN, SING** stimulates creative expression by actively involving students in singing and rhythmic movement. The series presents musical experiences not ordinarily available in the classroom, such as folk songs and dances from many countries and cultures. The programs also introduce representative stringed, woodwind, and percussion instruments. (Primary.)

**STEPPING INTO MELODY** (a continuation of **STEPPING INTO RHYTHM**) makes the enjoyment and learning of music synonymous. The children are led to act out songs, beat rhythms on drums and other percussion instruments. Make up words and music, and take part in singing games. They also learn the basic principles of reading music. (Primary.)

**STEPPING INTO RHYTHM** uncovers the wealth of the world of music and helps each child discover the activities he most enjoys. Through a variety of guided musical experiences that include singing, rhythm, listening, and becoming familiar with instruments, each student begins to develop his own musical standards. (Primary.)

#### Science

**ABOUT SCIENCE** is a series of short single-concept units, each consisting of a scientific experiment or a demonstration of a scientific principle. The screen shows only the hands of the person performing the experiment. An off-camera narrator explains what is taking place. (Intermediate. Junior High. Senior High. Color.)

**ALL ABOUT YOU** explores with the child the wonder of his mind and body. It presents a picture of what a human being is, promotes an understanding of how people grow and develop, both physically and emotionally, and examines the reasons for good health care. (Primary.)

**ANIMALS & SUCH** introduces life science to intermediate students and advanced third-graders. Through specialized photographic techniques, it presents a wide diversity of life, from

bacteria to insects, water molds, sea slugs, and larger mammals. The course takes an ecological approach, focusing on living organisms in their own environment. (Intermediate. Color.)

**COMMUNITY OF LIVING THINGS** introduces elementary life science with an emphasis on ecology. Through field trips, close-up photography, and microphotography, the course provides experiences not ordinarily available to students. The lessons are designed so that the students observe, discover, and analyze data, and engage in other significant learning processes. (Junior High.)

**NATURAL SCIENCE SPECIALS** focus on diverse aspects of the natural environment—fossils, glaciers, physiographic features, salt lakes, marshland, plant and animal distribution, mountain water. The programs can be used to support the regular curricular offerings, or as a special interdisciplinary unit of study. (Intermediate. Junior High. Senior High. Color.)

**THE SCIENCE SHED** develops critical thinking, establishes the importance of evaluation based on observation, and presents the idea that there is not always a set answer to science. Functional and fundamental concepts are derived from everyday science. (Intermediate.)

### Social Studies

**AFRICAN ANTHOLOGY** presents insights into Africa's literature and civilization, from Egypt to the new nations with their songs of protest and revolution. The great variety of materials presented throughout this anthology will encourage students and teachers alike to build anthologies of their own. (Intermediate. Junior High. Senior High.)

**BREAKTHRU** presents a series of short dramas about social and moral problems common to nine-to-eleven-year-olds. The programs encourage students to seek a clearer perspective on their own experiences and to search for values that can make their own lives more fulfilling. Subjects include cheating, prejudice, sibling rivalry, stealing, conflicting codes of behavior, and setting realistic goals. (Intermediate. Color.)

**CHILDREN OF THE WORLD** takes American school children into the homes and private lives of children in different countries. The course intro-

duces the student to customs, cultures, and problems very different from his own. (Intermediate. Color.)

**THE COMMUNISTS** deals with the origins and concepts of communism, its political and geographic growth, the work of its leaders, and the practical application of its ideology. The series projects the communist movement as a force seeking the overthrow of non-communist systems. (Senior High.)

**EXPLORERS UNLIMITED** takes students on visual field trips to places seldom available to them, and sometimes to places virtually inaccessible to all but a camera. Included are visits to a skyscraper, a salt mine, an automobile assembly line, a fish hatchery, a steel mill, and a large hospital. (Primary. Intermediate. Color.)

**IF YOU LIVE IN A CITY WHERE DO YOU LIVE** focuses on the problems of cities. The series, designed to be part of a social studies course, gives the child a balanced and positive look at what city life can offer as well as an understanding of how he can bring about changes in it. One 30-minute teacher program accompanies the series. (Intermediate. Color.)

**LET'S SEE AMERICA!** takes children to American landmarks and looks at American ways of living, past and present. The course is designed to help the child interpret facts and improve his power of generalizing, stimulate his desire to seek further information, and improve his self-expression. (Intermediate.)

**ONE NATION, INDIVISIBLE?** explores racial tension and conflict in America. The course provides information about the social and economic situations of black Americans and assists young people to understand others and gain insight into their own feelings and motives. (Junior High. Senior High.)

**OTHER FAMILIES, OTHER FRIENDS I and II** consists of field trips that are concerned more with people and how they live in various parts of the world than with places and things. The programs visit families and "friends" in Mexico, England, Canada (Quebec), the United States (Maine and Hawaii), Aruba, Greece, Turkey, Israel, Egypt, Iceland, Jamaica, Holland, France, Panama, and Nicaragua. (Primary. Intermediate. Color.)

**PEOPLE** is designed to promote and support better human understanding and human relations. The course uses an open-ended approach to problems resulting from differences in race or ethnic group, religion, socioeconomic class, and creed. The individual lessons are varied in format, style, and mood. (Senior High.)

**PILGRIMS TO THE WEST** is a four-part series on the history of the Spanish colonial Southwest. It depicts the exploration and colonization by Spain of that region of the United States and the relationships among the Spaniards, American Indians, and Mexicans. (Junior High. Senior High. Color.)

**PROJECT: HISTORY** focuses on ten themes and issues in American history, from the colonial period to the age of the atom. Dramatic vignettes and still photos help to give students a sense of living history. (Senior High.)

**WHAT'S MY THING?** is a series of six short, open-ended episodes that deal directly with children's real-life experiences. Each program presents a focused yet complex set of situations involving six young boys in a city neighborhood. A problem related to authority grows out of the boys' random activities, but it remains unresolved and thus open to class discussion and interpretation. (Intermediate.)

**WHY!** is a contemporary affairs series that looks at issues and events in relation to general ideas that make clear their meanings and possible consequences. It is intended to stimulate thoughtful and thorough classroom discussion and to help students acquire an understanding of and an interest in current events. (Junior High. Senior High. Color.)

## Teacher In-Service

### Health and Physical Education

**DRUGS: THE CHILDREN ARE CHOOSING** presents vital facts about drugs, depicts the experience of drug use, and examines drug abuse as it exists today. (Color.)

### Language Arts

**DO YOU READ ME?** examines impartially many methods of teaching reading. Each program ex-

plains the philosophy and viewpoint of a particular approach, acquaints teachers with its materials, discusses its special characteristics with a teacher who uses it, and reviews each method's pros and cons with nationally known experts.

**ENGLISH—FACT AND FANCY** develops attitudes about English and English instruction that accord with mid-twentieth century knowledge about languages. The course is designed to help improve teaching by creating an understanding of the English language as a social and behavioral phenomenon rather than as an abstract impersonal system devised for the "expression of thought."

## Higher Education

### Communications

**TV TODAY** provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media.

### Computer Technology and Science

**MATH VII (Boolean Algebra and Computers)** brings out the meaning of abstraction in mathematics and its applications by using Boolean Algebra, number fields, and computing machines. The course concentrates on ideas rather than technical skills.

**COMPUTER PROGRAMMING TECHNIQUES** considers the basic principles of computer systems and programming. The course is divided into three parts: Basic Computer Systems, Machine/Assembly Language, and FORTRAN.

**ENGINEERING I (Introduction to Computer Science I)** surveys computation devices from the early abacus to current electronic technology. The course introduces machine-operating techniques and computer programming with particular emphasis on the fundamentals of the FORTRAN language.

**ENGINEERING II (Introduction to Computer Science II)** emphasizes the non-numeric aspects of computer programming. Procedures for data processing and automatic processing are covered.

## Economics

**ECONOMICS I** (Economics and the Public Interest) introduces economic analysis and its application to the major economic issues confronting the United States and the world. The purpose of the course is to give students the tools for making informed judgment about such vital matters as unemployment, inflation, competition, and growth.

**ECONOMICS FOR THE CONCERNED CITIZEN** offers a sound orientation in the science of economics. It provides the student with the knowledge he needs to think his way through an economic problem in an objective way and to reach logical conclusions shaped by his own personal values.

## Engineering

**ENGINEERING I** (Introduction to Computer Science I) surveys computation devices from the early abacus to current electronic technology. The course introduces machine-operating techniques and computer programming with particular emphasis on the fundamentals of the FORTRAN language.

**ENGINEERING II** (Introduction to Computer Science II) emphasizes the non-numeric aspects of computer programming. Procedures for data processing and automatic processing are covered.

**ENGINEERING IV** (Electrical Engineering: Circuit Analysis) treats the three components of circuit analysis: the elements that compose a circuit, the basic laws governing the behavior of the circuit, and the mathematical techniques for the systematic application of these laws.

**SLIDE RULE SEMINAR** provides instruction in the use of the instrument considering the functions of the logarithmic scales and their corresponding anti-logarithms.

## Foreign Language

**EN FRANÇAIS** combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherche et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de Saint-Cloud, the

course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Color.)

## Geography

**GEOGRAPHY I** (Introduction to Geography: The Geographer's World) demonstrates how complex but basic man-land relationships are achieved by stressing topography, climate, vegetation, soils, and cultural development. It also considers man's occupancy patterns, describing and analyzing them as comprehensible geographic entities.

## Government

**GOVERNMENT I** (American National Government) introduces the development of the three main institutions of American national government—Congress, the Presidency, and the Supreme Court. Each is traced historically from the Constitutional Convention to the present and thoroughly analyzed.

**GOVERNMENT II** (Ideologies in World Affairs) examines the role of ideas in world affairs, the nature and characteristics of an "ideology," and the distinction between political parties and political movements.

## History

**HISTORY I** (World History I) presents a comprehensive pictorial overview of world history from the Fall of Rome to the Napoleonic Era. The course covers the great movements, the men that led them, and the consequences of their work.

**HISTORY II** (World History II) begins with the Peace of Vienna in 1815 and probes the revolutions of 1830 and 1848, which led to reform in England, Italy, and Germany. Also covered are America's westward expansion and Civil War, the rise of capitalism and socialism, imperialism in Africa and Asia, politics before and after the World Wars, the end of empire after the wars, the Cold War and the deterrent power of the Polaris.

**HISTORY III** (History of the United States I) covers the earliest voyages to the New World through the Reconstruction years immediately after the Civil War.

**HISTORY IV** (History of the United States II) covers the emergence of the United States as a world power from the 1890's through the Johnson years.

#### Literature and Composition

**ENGLISH I** (Expository English I) strengthens the student's writing abilities and increases his reading comprehension. The elements of formal prose and the structural, stylistic, and thematic devices of selected essays and fictional pieces are discussed.

**ENGLISH II** (Expository English II) makes more demanding writing assignments and analyzes more sophisticated problems in writing style. Representative literary works in the novel, the essay, drama, and poetry are discussed.

**ENGLISH III** (Major American Books—American Literature) deals with fifteen of America's great authors. The course suggests the many ways of analyzing and interpreting a book.

**ENGLISH IV** (The Critical Reader—English Literature) teaches the student how to read and what to look for in his reading through discussions of form, content, meaning, and effect. The course focuses on essays, short stories, and poetry.

#### Mathematics

**MATH I** (College Algebra) presents a mature treatment of real number arithmetic from the point of view of modern mathematics. The honesty of mathematics and the variety of its applications are the course's main objectives.

**MATH III** (Introduction to the Calculus I) shows how calculus grows directly out of arithmetic. The idea of function as a set of X, Y number pairs is introduced. Starting with simple functions, the course demonstrates how the physical idea of speed and the geometrical idea of steepness led earlier mathematics to more sophisticated functions and to the idea of derivative.

**MATH IV** (Introduction to the Calculus II: The Power Functions) concentrates on the use of powers and logarithms in equations and power functions of all kinds. The course continues the use of derivatives and introduces the integral with some of its simpler applications.

**MATH V** (Introduction to the Calculus III: The Trigonometric Functions) offers an overall view of trigonometry from its ancient origins to modern theory. The course emphasizes how trigonometry grew from ancient geometrical origins and how far its area of application has expanded in the process.

**MATH VI** (Introduction to Statistics) introduces the field of statistical inference. After a brief discussion of certain ideas involving probability, the topics of estimation and tests of hypothesis are illustrated by means of the binomial distribution. Chi-square tests, tests of association, continuous data, and confidence intervals for medians are discussed. Kendall's rank correlation coefficient is used to illustrate the measurement of two variables.

**MATH VII** (Boolean Algebra and Computers) brings out the meaning of abstraction in mathematics and its applications by using Boolean Algebra, number fields, and computing machines. The course concentrates on ideas rather than technical skills.

**SLIDE RULE SEMINAR** provides instruction in the use of the instrument, considering the functions of the logarithmic scales and their corresponding anti-logarithms.

#### Physics

**PHYSICS III** (Introduction to Wave Motion, Light, and Sound) discusses electricity and harmonic motion, and considers some of the properties of wave motion. The phenomena of sound are described, and the subject of light is discussed at length.

**PHYSICS IV** (Introduction to Modern Physics) introduces the phenomena and the laws of modern physics, including the theory of relativity, quantum mechanics, and atomic, nuclear, and subnuclear physics.

**PHYSICS V** (Mechanics and Heat) considers both translational and rotational motion; it considers the conservation laws associated with linear momentum and energy and with the vibrational and gravitational systems.

**PHYSICS VI** (Classical Electromagnetism, an Introduction) covers electrostatics, electron ballistics, generation of microwave signals, magnetic

fields caused by electrical currents, Faraday's Law of Induction, and the elements of electrostatic radiation.

**PHYSICS VII (Electronics)** acquaints non-engineers with the basic principles, capabilities, and limitations of the electronic equipment and techniques used in industry and scientific research.

### **Psychology**

**PSYCHOLOGY I (Principles of Behavior)** considers the complexity of the seemingly simple question: "Why do organisms do what they do?" The course discusses categories of behavior such as motivation, perception and learning, and the techniques used to study behavior. It also focuses on principles of behavior central to an understanding of man's purpose, intentions, and goals.

**PSYCHOLOGY II (Man and His Motives)** discusses the subject of human motivation and introduces basic theories and research findings that bear on the "why" of man's thought and action.

### **Sociology**

**SOCIOLOGY I (Introduction to Sociology)** presents the basic terms of sociology and the sociological view of "men in groups." It considers major sociological institutions, various types of groups (categorical, territorial, and purposeful), and basic social processes (public opinion, deviance, control, and social change).

## **Continuing Education**

### **Communications**

**TV TODAY** provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media.

### **Economics**

**ECONOMICS FOR THE CONCERNED CITIZEN** offers a sound orientation in the science of economics. It provides the student with the knowledge he needs to think his way through an economic problem in an objective way and to reach logical conclusions shaped by his own personal values.

### **Foreign Language**

**EN FRANÇAIS** combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Coior.)

# Index of Courses by Grade Level

Although NIT telecourses have been designed for specific grade levels, most can be used at several grade levels at the professional discretion of the user.

## Primary Through Senior High School

Primary (Kindergarten—3rd grade)	No. of Units	Length
All About You	20	15'
Explorers Unlimited (c)	16	15'
How Can I Tell You (c)	15	15'
Imagine That . . .*	15	15'
Meaning in Art	17	20'
The McTooShow (c)*	4	20'
Other Families, Other Friends I (c)	16	15'
Other Families, Other Friends II (c)	17	15'
Patterns in Arithmetic 1	32	15'
Patterns in Arithmetic 2	48	15'
Patterns in Arithmetic 3	64	15'
Primary Art (c)	30	15'
Ready? Set . . . Go! Level I*	30	20'
Ready? Set . . . Go! Level II*	30	20'
Ripples (c)*	36	15'
Roundabout	52	15'
Sing, Children, Sing	15	15'
Stepping into Melody	30	15'
Stepping into Rhythm	30	15'
Tell Me a Story*	30	15'
Word Workers, Inc. (c)	25	15'
Words Are for Reading (c)	10	10'-15'
<b>Intermediate (4-7)</b>		
About Science (c)	40	5'-8'
African Anthology	15	20'
Animals & Such (c)	16	15'
Art for the Day (c)	140	3'-4'
Breakthru (c)	10	17'-23'
Children of the World (c)	6	30'
Code/English	15	20'
Cover to Cover	40	20'
Explorers Unlimited (c)	16	15'
Getting the Word (c)	30	20'
How Can I Tell You (c)	15	15'
If You Live in a City Where Do You Live (c)*	5	30'
Images & Things (c)*	30	20'
Inside/Out (c)*	30	15'
Let's See America!	26	30'
Meaning in Art	17	20'
Meet the Arts	15	30'
Natural Science Specials (c)	10	15'
Other Families, Other Friends I (c)	16	15'
Other Families, Other Friends II (c)	17	15'
Patterns*	33	20'
Patterns in Arithmetic 4	64	15'
Patterns in Arithmetic 5	64	15'
Patterns in Arithmetic 6	64	15'
The Science Shed	15	20'
A Time of Your Life*	15	20'
What's My Thing?	6	6'-10'
The WordSmith	28	20'
You and Eye	30	20'
<b>Junior High School (7-9)</b>		
About Science (c)	40	5'-8'
African Anthology	15	20'
Art for the Day (c)	140	3'-4'
Code/English	15	20'



# Policies—Procedures—Prices

## Telecourse use

- Rental fees are based on school enrollments plus a "Base Rate."
- The rental fee authorizes one "use" over any type of electronic system when lessons are recorded on NIT tape stock.
- A use is defined as unlimited transmission of each lesson during a school week.
- Full rental fees are charged for each "use" during a school year when lessons are recorded on NIT tape stock.
- There are two standard rental fee structures:\*

*Fees for single licensees operating one or more stations*  
The fee is the Base Rate plus \$1.25 per 10,000 students (or portion thereof) up to 250,000, plus 50¢ for each additional 10,000 students. Student figures are based on Grades K through 12, ADA.

The Base Rates are \$30 for each 15-minute lesson, \$35 for a 20-minute lesson, \$40 for a 25-minute lesson, and \$45 for a 30-minute lesson.

*Fees for multiple licensees operating tape or interconnected regional or area networks*

2 or 3 network participants, each pays 85% of single licensee fee

4 to 6 network participants, each pays 80% of single licensee fee

7 to 9 network participants, each pays 75% of single licensee fee

\* Fees for the following telecourses are not based on the standard rental fee structures and are as follows:

**ABOUT SCIENCE**—Available for purchase only. Price furnished upon request.

**ART FOR THE DAY**—Available for purchase only. Price for eight program units of approximately three minutes each, recorded on half-hour tapes, is \$270 plus tape.

**ROUNDAABOUT**—  
more than 200,000 students \$35 each lesson  
less than 200,000 students \$25 each lesson

**WHAT'S MY THING**—Available for purchase only. Price for six program units of from six to nine minutes each, recorded on a one-hour tape, is \$300 plus tape.

**WHY!**—The Base Rate for these lessons is available upon request.

10 to 12 network participants, each pays 70% of single licensee fee

13 or more network participants, each pays 65% of single licensee fee.

The multiple license fee provides for one set of NIT tapes to be transmitted or circulated among network participants. Additional NIT tape copies are available, if required at a cost of \$1.00 per minute.

• A user is permitted unlimited transmission during a school year when lessons are recorded on the user's tape stock. A service charge is made for dubbing lessons on user's tape stock as follows:

	Quad tape	Helical tape
15-min.	\$12.00	\$10.00
20-min.	15.00	13.00
30-min.	22.00	18.00

• Rental fees are reduced when lessons on user's tape stock are used during consecutive years. The fee during the second year is reduced \$7 for each 15-minute lesson, \$10 for each 20-minute lesson, and \$15 for each 30-minute lesson. Fees during additional years are the same as for year two.

• A user may supply tape stock or purchase it from NIT. NIT prices for tape stock are indicated below.

(NOTE: Prices for tape used with helical machines not listed are available on request.)

Quad tape	Recorded at	
	15 ips	7½ips
15-min.	\$43.50	\$32.00
20-min.	64.00	37.00
30-min.	79.00	43.50

  

Helical tape	3M 461 for 1" Ampex	3M 462 for 1" IVC	3M 361 for ½" EIAJ-1
15-min.	\$25.00	\$25.00	\$12.50
20-min.	28.00	26.00	12.50
30-min.	32.00	29.00	12.50

All tape is packaged in plastic impact cases except 3M 361 tape, which is packaged in vinyl boxes.

• Agencies leasing telecourses from NIT may grant permission to institutions to record off-the-air for convenience replay purposes only, provided that the recordings are:

- made by subscribing institutions,
- used for instructional purposes only on the premises where they are made,
- erased within one school week of their being made.

### Standard Tape Formats

Quadruplex—7½ ips or 15 ips low-band monochrome and 15 ips high-band color.

Helical—1" Ampex, 1" IVC, ½" EIAJ-1 are standard for most courses. Most other formats can be made available by special arrangement. Check with your Regional Representative.

### Supplying Tape Stock

All user tape stock must be in plastic impact shipping cases.

All user tape stock must be ready for dubbing.

Separate tape must be supplied for *each* lesson.

Minimum tape lengths for quadruplex recordings:

	15 ips	7½ ips
15-min.	1240'	625'
20-min.	1615'	815'
30-min.	2410'	1200'

Tape stock should be shipped to:

Net Television, Inc.  
2715 Packard Road  
Ann Arbor, Michigan 48104

All tape should be identified. (A great deal of tape is received from many sources; inadequate identification creates obvious problems.)

### Ordering Telecourses

Order through your regional office at least six weeks before scheduled starting date.

Supply the following information with your order:

Purchase order number, special billing instructions, and name of person to receive billing.

Complete transmission schedule, including lesson titles, lesson numbers, and transmission dates.

Desired tape format.

Complete shipping addresses for film and tapes (P.O. Box No. is not sufficient).

Name and telephone number of person who is to receive shipping information and instructions.

Mailing address for general correspondence.

Identification of transmission facilities (call letters, CCTV, ITFS, CATV).

### Confirmation

A signed NIT Telecourse Authorization is confirmation of your order.

### Shipping Instructions

Shipping instructions will be sent by mail and will include shipping labels.

Shipping instructions will include transmission schedule of the next user when lessons are bicycled.

Tape must be forwarded immediately following use and no later than Friday of the week in which they are used.

*NOTE: The user is authorized to use lessons only Monday through Friday of the scheduled week, unless lessons are recorded on user's tape stock.*

### Previewing

Preview kits containing one or more pre-selected lessons on 16mm film, or one pre-selected lesson on 2" quad tape, are available without charge except for return postage.

Lessons different from those pre-selected by NIT are available for previewing at a cost of \$7.50 each if the tape or film is in stock. If the tape or film is not in stock, the charge will vary, depending upon the preparation required.

Preview materials should be requested through NIT regional offices.

Preview materials should be requested at least three weeks in advance of use date; at least one alternate use date should be specified.

Preview materials are for *one week* use only. If necessary, arrangements can be made for longer preview periods; this must be done when the order is placed.

Confirmation is sent by mail and includes shipping instructions.

Preview materials may be transmitted if permission is obtained when the original request is made.

### What To Do If

Tape does not arrive on schedule (three working days before use date):

Check shipping instructions to determine origin of shipment.

Call shipper

Call NIT Operations if tape is lost. (812) 339-2203

Tape is unusable:

Call NIT Operations at least three working days before use date. (812) 339-2203

Complete and return (by separate mail) service card that accompanies tape.

## Printed Materials

Teacher's guides and manuals are available for purchase from NIT. Reprint rights for most printed materials can be obtained from NIT for a modest fee. Guides and manuals are not sold on consignment.

### Ordering Printed Materials

Order all printed materials or obtain reprint rights through your regional office.

Allow four to six weeks for delivery. Normal surface shipments are prepaid. Special orders and expedited shipments are F.O.B., Bloomington, Indiana.

### Supply the following with your order:

Purchase order number, special billing instructions, and name of person to receive billing. *NOTE:* All orders for fewer than ten manuals must be accompanied by remittance or institutional purchase order.

Complete shipping address. (P.O. Box No. is not sufficient.)

Name and telephone number of person to receive shipping information.

### Price List of Printed Materials

Course Title	Copies: 1-9	10-499	500 & over
About Science	*	*	*
African Anthropology	\$1.00	\$ .50	\$ .45
All About You	1.00	.50	.45
Animals & Such	1.00	.40	.36
Art for the Day	*	*	*
Breakthru	1.00	.45	.40
Children of the World	1.00	.35	.30
Code/English	1.50	1.00	.90
The Communists	1.00	.50	.45
Community of Living Things	1.50	.90	.81
Computer Programming Techniques			
Instructor's Manual			
Vol. 1 & 2	1.50/ea.	1.50	1.50
Student's Textbook Vol. 1	5.50/ea.	5.50	5.50
Student's Textbook Vol. 2	5.95/ea.	5.95	5.95
Cover to Cover			
Teacher's Manual	1.00	.36	.36
Bibliography	.15	.15	.15
Do You Read Me?	3.00	2.25	2.03
Drugs: The Children			
Are Choosing	1.25	.80	.72
Economics for the			
Concerned Citizen	1.00	.50	.45
En Français	†	†	†
English—Fact and Fancy	1.00	.70	.63
Explorers Unlimited	1.00	.40	.36
Getting the Word	*	*	*
Health: Your Decision	1.00	.50	.45
How Can I Tell You	1.00	.60	.54
If You Live in a City			
Where Do You Live	2.00	1.60	1.44
Images & Things Teacher's Guide	1.50	1.00	.90
Images & Things Learning			
Resources Guide	1.00	.80	.72

Imagine That . . .	1.00	.50	.45
Inside/Out	*	*	*
Let's See America!	1.00	.40	.36
Look to the Future	1.00	.50	.45
A Matter of Fact	*	*	*
A Matter of Fiction	1.00	.25	.20
Meaning in Art	1.00	.40	.36
The MeTooShow	.05	.05	.05
Meet the Arts	1.00	.70	.63
Natural Science Specials	*	*	*
One Nation, Indivisible?			
Teacher's Handbook	1.25	1.00	.90
Student's Handbook	.25	.10	.10
Other Families, Other Friends I	1.00	.30	.27
Other Families, Other Friends II	*	*	*
Patterns	3.00	2.00	1.80
Patterns in Arithmetic 1			
Teacher's Manual	2.50	1.80	1.62
Exercises for Pupils	1.00	.70	.63
Patterns in Arithmetic 2			
Teacher's Manual	4.00	2.75	2.48
Exercises for Pupils	1.25	.80	.72
Patterns in Arithmetic 3			
Teacher's Manual	4.00	3.00	2.70
Exercises for Pupils	1.25	.80	.72
Patterns in Arithmetic 4			
Teacher's Manual	2.50	1.85	1.66
Exercises for Pupils	1.50	.90	.81
Patterns in Arithmetic 5			
Teacher's Manual	3.00	2.00	1.80
Exercises for Pupils	1.50	.90	.81
Patterns in Arithmetic 6			
Teacher's Manual	3.50	2.80	2.52
Exercises for Pupils	1.50	.30	.81
People	.75	.30	.27
Pilgrims to the West	*	*	*
Primary Art	1.50	.90	.81
Project: History	1.00	.50	.45
Ready? Set . . . Go! Level I	3.50	2.00	1.80
Ready? Set . . . Go! Level II	3.50	2.00	1.80
Ripples			
Teacher's Guide	1.00	.60	.54
Discussion Leader's Guide	1.00	.25	.23
Roundabout	1.00	.70	.63
The Science Shed	3.50	2.00	1.80
Secondary Developmental Reading			
Teacher's Manual and			
Reading List	1.00	.70	.63
Reading List	1.00	.30	.27
Sing, Children, Sing	1.00	.50	.45
Stepping into Melody	1.00	.60	.54
Stepping into Rhythm	1.90	.60	.54
Tell Me a Story	1.00	.60	.54
TV Today	1.00	.50	.45
A Time of Your Life			
Teacher's Manual	1.50	1.00	.90
Administrator's Handbook	1.00	.50	.45
What's My Thing?	1.00	.35	.31
Word Workers, Inc.	1.50	1.00	.90
Words Are for Reading	1.00	.60	.54
The WordSmith	1.00	.70	.63
You and Eye	1.00	.70	.63

\* Price available upon request.

† Order form available from NIT.

## Films and Cassettes

Single 16mm color films or Sony U-Matic cassettes of *INSIDE/OUT*, *IMAGES & THINGS*, and *RIPPLES* are available for purchase.

Preview copies are available to prospective purchasers without charge except for return postage. Preview requests should include a preferred and alternate use date. Preview copies may be held for one week.

Purchase of a film or cassette does not include the right to reproduce it in whole or in part or to use it on open-circuit or closed-circuit television.

Film and cassette prices are as follows:

*INSIDE/OUT*. Thirty 15-minute student lessons, color.  
16mm film—\$150.00 each      U-Matic—\$125.00 each

*IMAGES & THINGS*. Thirty 20-minute student lessons, color.

16mm film—\$190.00 each      U-Matic—\$150.00 each

*RIPPLES*. Thirty-six 15-minute student lessons, color.

16mm film—\$150.00 each      U-Matic—\$125.00 each

Thirty-minute teacher programs in color are available for each of the above courses. The price of each, whether on 16mm film or U-Matic cassette, is \$135.00. There is one teacher program for *INSIDE/OUT*, three teacher programs for *IMAGES & THINGS*, and three teacher programs for *RIPPLES*.

Complete sets of each course may be purchased at a 10% discount.

### **IMAGES & THINGS Learning Resources Kit**

A learning resources kit, created in conjunction with the art education series *IMAGES & THINGS*, is available for purchase. Designed to stimulate visual and aesthetic experiences, it can be used independently by individual students or by groups, with or without the programs.

The kit contains:

180 full-color slides of art images appearing in the series

10 slide viewers for individual use

A guide designed for student and/or teacher use.

The price of the complete kit is \$130.00

## NIT Offices

### NIT Headquarters

Box A  
Bloomington, Indiana 47401  
Phone: 812 339-2203

### NIT Regional Offices and Service Areas

**Eastern Office**  
1346 Connecticut Avenue, N.W.  
Washington, D.C. 20036  
Phone: 202 293-3888

#### Serves:

Connecticut	Pennsylvania
Delaware	Rhode Island
District of Columbia	Vermont
Maine	Virginia
Maryland	West Virginia
Massachusetts	New Brunswick
New Hampshire	Newfoundland
New Jersey	Nova Scotia
New York	Quebec

**Midwestern Office**  
910 Elm Grove Road  
Elm Grove, Wisconsin 53122  
Phone: 414 786-9230

#### Serves:

Illinois	Nebraska
Indiana (contact NIT, Bloomington)	North Dakota
Iowa	Ohio
Michigan	South Dakota
Minnesota	Wisconsin
Missouri	Manitoba
	Ontario

**Southern Office**  
333 Sandy Springs Circle, N.E.  
Atlanta, Georgia 30328  
Phone: 404 252-6525

#### Serves:

Alabama	Louisiana
Arkansas	Mississippi
Florida	North Carolina
Georgia	South Carolina
Kentucky	Tennessee

**Western Office**  
113 El Camino Real  
Millbrae, California 94030  
Phone: 415 697-6441

#### Serves:

Alaska	Oklahoma
Arizona	Oregon
California	Texas
Colorado	Utah
Hawaii	Washington
Idaho	Wyoming
Kansas	Alberta
Montana	British Columbia
Nevada	Saskatchewan
New Mexico	

Community of Living Things	32	20'
Getting the Word (c)	30	20'
Images & Things (c)*	30	20'
Look to the Future	10	30'
A Matter of Fact (c)	15	20'
A Matter of Fiction (c)	15	20'
Natural Science Specials (c)	10	15'
One Nation, Indivisible?	5	30'
Pilgrims to the West (c)	4	20'
Secondary Developmental Reading	30	25'
Why! (c)	30	15'
<b>Senior High School</b>		
About Science (c)	40	5'-8'
African Anthology	15	20'
Art for the Day (c)	140	3'-4'
The Communists	8	20'
Economics for the Concerned Citizen	12	30'
En Français (c)	26	15'
Health: Your Decision*	15	20'
A Matter of Fact (c)	15	20'
A Matter of Fiction (c)	15	20'
Natural Science Specials (c)	10	15'
One Nation, Indivisible?	5	30'
People	10	20'
Pilgrims to the West (c)	4	20'
Project: History	10	20'
TV Today	8	30'
Why! (c)	30	15'

#### Teacher In-Service

Computer Programming Techniques	1	12'
Do You Read Me?	15	30'
Drugs: The Children Are Choosing (c)	7	30'
English—Fact and Fancy	15	30'
Health: Your Decision	1	30'
If You Live in a City		
Where Do You Live (c)	1	30'
Images & Things (c)	3	30'
Imagine That . . .	1	30'
Inside/Out (c)	1	30'
The MeTooShow (c)	1	60'
Patterns	8	30'
Ready? Set . . . Go! Level I and II	4	30'
Ripples (c)	3	30'
Tell Me a Story	1	30'
A Time of Your Life	2	30'

#### Higher Education

American National Government	15	30'
Boolean Algebra and Computers	15	30'
Classical Electromagnetism, an Introduction	15	30'
College Algebra	15	30'
Computer Programming Techniques*	40	30'
The Critical Reader (English Literature)	15	30'
Economics and the Public Interest	15	30'
Economics for the Concerned Citizen	12	30'
Electrical Engineering: Circuit Analysis	15	30'
Electronics	15	30'
Expository English I	15	30'
Expository English II	15	30'
En Français (c)	26	15'
History of the United States I	15	30'
History of the United States II	15	30'
Ideologies in World Affairs	15	30'
Introduction to the Calculus I	15	30'
Introduction to the Calculus II	15	30'
Introduction to the Calculus III	15	30'
Introduction to Computer Science I	15	30'
Introduction to Computer Science II	15	30'
Introduction to Geography: The Geographer's World	15	30'
Introduction to Modern Physics	15	30'
Introduction to Sociology	15	30'
Introduction to Statistics	15	30'
Introduction to Wave Motion, Light, and Sound	15	30'
Major American Books (American Literature)	15	30'
Man and His Motives	15	30'
Mechanics and Heat	15	30'
Principles of Behavior	15	30'
Slide Rule Seminar	5	15'
TV Today	8	30'
World History I	15	30'
World History II	15	30'

#### Continuing Education

Economics for the Concerned Citizen	12	30'
En Français (c)	26	15'
TV Today	8	30'

(c) Series is in color.

\* See Teacher In-Service section on page 21 for programs related to these courses.

## Index of Courses by Subject Area

Primary Through Senior High School	No. of Units	Length
<b>Art</b>		
A+ for the Day (c)	140	3'-4'
Images & Things (c)*	30	20'
Meaning in Art	17	20'
Meet the Arts	15	30'
Primary Art (c)	30	15'
You and Eye	30	20'
<b>Communications</b>		
Code/English	15	20'
Getting the Word (c)	30	20'
TV Today	8	30'
Word Workers, Inc. (c)	25	15'
Words Are for Reading (c)	10	10'-15'
The WordSmith	28	20'
<b>Early Childhood</b>		
The MeTooShow (c)*	4	20'
Ripples (c)*	36	15'
Roundabout	52	15'
<b>Economics</b>		
Economics for the Concerned Citizen	12	30'
<b>Foreign Language</b>		
En Français (c)	26	15'
<b>Guidance</b>		
Look to the Future	10	30'
<b>Health and Physical Education</b>		
All About You	20	15'
Health: Your Decision*	15	20'
Inside/Out (c)*	30	15'
Ready? Set . . . Go! Level I*	30	20'
Ready? Set . . . Go! Level II*	30	20'
A Time of Your Life*	15	20'
<b>Humanities</b>		
Meet the Arts	15	30'
<b>Language Arts</b>		
African Anthology	15	20'
Code/English	15	20'
Cover to Cover	40	20'
Getting the Word (c)	30	20'
How Can I Tell You (c)	15	15'
Imagine That . . .*	15	15'
A Matter of Fact (c)	15	20'
A Matter of Fiction (c)	15	20'
Secondary Development Reading	30	25'
Tell Me a Story*	30	15'
Word Workers, Inc. (c)	25	15'
Words Are for Reading (c)	10	10'-15'
The WordSmith	28	20'
<b>Mathematics</b>		
Patterns*	33	20'
Patterns in Arithmetic 1	32	15'
Patterns in Arithmetic 2	48	15'
Patterns in Arithmetic 3	64	15'
Patterns in Arithmetic 4	64	15'
Patterns in Arithmetic 5	64	15'
Patterns in Arithmetic 6	64	15'

<b>Music</b>						
Sing, Children, Sing	15	15'				
Stepping into Melody	30	15'				
Stepping into Rhythm	30	15'				
<b>Science</b>						
About Science (c)	40	5'-8'				
All About You	20	15'				
Animals & Such (c)	16	15'				
Community of Living Things	32	20'				
Natural Science Specials (c)	10	15'				
The Science Shed	15	20'				
<b>Social Studies</b>						
African Anthology	15	20'				
Breakthru (c)	10	17'-23'				
Children of the World (c)	6	30'				
The Communists	8	20'				
Explorers Unlimited (c)	16	15'				
If You Live in a City						
Where Do You Live (c)*	5	30'				
Let's See America!	26	30'				
One Nation, Indivisible?	5	30'				
Other Families, Other Friends I (c)	16	15'				
Other Families, Other Friends II (c)	17	15'				
People	10	20'				
Pilgrims to the West (c)	4	20'				
Project: History	10	20'				
What's My Thing?	6	6'-10'				
Why! (c)	30	15'				
<b>Teacher In-Service</b>						
<b>Art</b>						
Images & Things (c)	3	30'				
<b>Computer Technology and Science</b>						
Computer Programming Techniques	1	12'				
<b>Early Childhood</b>						
The MeTooShow (c)	1	60'				
Ripples (c)	3	30'				
<b>Health and Physical Education</b>						
Drugs: The Children Are Choosing (c)	7	30'				
Health: Your Decision	1	30'				
Inside/Out (c)	1	30'				
Ready? Set . . . Go! Level I and II	4	30'				
A Time of Your Life	2	30'				
<b>Language Arts</b>						
Do You Read Me?	15	30'				
English—Fact and Fancy	15	30'				
Imagine That . . .	1	30'				
Tell Me a Story	1	30'				
<b>Mathematics</b>						
Patterns	8	30'				
<b>Social Studies</b>						
If You Live in a City						
Where Do You Live (c)	1	30'				
<b>Higher Education</b>						
<b>Communications</b>						
TV Today	8	30'				
<b>Computer Technology and Science</b>						
Boolean Algebra and Computers	15	30'				
Computer Programming Techniques*	40	30'				
Introduction to Computer Science I	15	30'				
Introduction to Computer Science II	15	30'				
<b>Economics</b>						
Economics and the Public Interest	15	30'				
Economics for the Concerned Citizen	12	30'				
<b>Engineering</b>						
<b>Electrical Engineering:</b>						
Circuit Analysis	15	30'				
Introduction to Computer Science I	15	30'				
Introduction to Computer Science II	15	30'				
Slide Rule Seminar	5	15'				
<b>Foreign Language</b>						
En Français (c)	26	15'				
<b>Geography</b>						
<b>Introduction to Geography:</b>						
The Geographer's World	15	30'				
<b>Government</b>						
American National Government	15	30'				
Ideologies in World Affairs	15	30'				
<b>History</b>						
History of the United States I	15	30'				
History of the United States II	15	30'				
World History I	15	30'				
World History II	15	30'				
<b>Literature and Composition</b>						
<b>The Critical Reader</b>						
(English Literature)	15	30'				
Expository English I	15	30'				
Expository English II	15	30'				
<b>Major American Books</b>						
(American Literature)	15	30'				
<b>Mathematics</b>						
Boolean Algebra and Computers	15	30'				
College Algebra	15	30'				
Introduction to the Calculus I	15	30'				
Introduction to the Calculus II	15	30'				
Introduction to the Calculus III	15	30'				
Introduction to Statistics	15	30'				
Slide Rule Seminar	5	15'				
<b>Physics</b>						
<b>Classical Electromagnetism,</b>						
ar: Introduction	15	30'				
Electronics	15	30'				
Introduction to Modern Physics	15	30'				
<b>Introduction to Wave Motion,</b>						
Light, and Sound	15	30'				
Mechanics and Heat	15	30'				
<b>Psychology</b>						
Man and His Motives	15	30'				
Principles of Behavior	15	30'				
<b>Sociology</b>						
Introduction to Sociology	15	30'				

### **Continuing Education**

<b>Communications</b>		
TV Today	8	30'
<b>Economics</b>		
Economics for the Concerned Citizen	12	30'
<b>Foreign Language</b>		
En Francais (c)	26	15'

(c) Series is in color.

\* See Teacher In-Service section on page 21 for programs related to these courses.



## NIT Services

NIT makes television course materials available on a rental basis to educational institutions for instructional use over open-circuit broadcast stations, 2500 MHz (ITFS) systems, closed-circuit (CCTV) systems, and community antenna (CATV) systems.

**Rental fees.** These are based on the premise that there should be a relationship between the amount paid and the number of students who can be served by the television system. Such fees must cover a fair share of the expense of developing new materials, revising and upgrading existing materials, and sustaining the general operations of a materials library. The amount of the telecourse rental fee, therefore, is determined by the size of school enrollments, the number of lessons in a course, the length of the lessons, and whether the lessons are recorded on the user's tape stock or tape stock supplied by NIT.

**Recording lesson on user's tape stock.** This offers certain economies for the user and, more importantly, provides for greater flexibility in scheduling and unlimited repetitions during a school year. Lessons can be recorded on user's tape in all quadruplex and helical formats.

**Lessons recorded on NIT tape stock.** These are available in all quadruplex formats and the one-inch Ampex, one-inch IVC, and half-inch EIAJ-1 helical formats.

**The "bicycling" system of circulation.** This is employed by NIT as a means of maintaining low rental fees. This system requires close cooperation between the user and NIT. A familiarity with NIT's operating procedures will help ensure prompt delivery of the proper materials at reasonable rental rates.

**Sequence of lessons.** Most NIT courses are designed to be used at the rate of one lesson per week, in sequence, during consecutive school weeks. Variations in this use pattern are possible only when arrangements are made to record lessons on user's tape stock.

### Regional Offices

To better serve the specific needs of each user, NIT maintains four regional offices. These are staffed by highly qualified professionals who can help identify suitable pre-recorded materials, develop transmission schedules, and strengthen utilization activities. To ensure prompt and efficient service, users are urged to deal with the regional office serving their area. (Regional offices and their service areas are listed on page 18.)

**Modules.** Some NIT courses are distributed in modules, or clusters, of from two to eleven lessons. This also is a means of maintaining low rental fees. While the modules themselves may be placed in any sequence, the order of the lessons within the modules may not be changed. NIT will, in consultation with the user, vary the module sequencing to meet the requirements of both local use and NIT distribution.

**Preview programs.** An institution considering the use of a telecourse should screen at least one lesson and review related printed matter before making a commitment to use a telecourse. NIT

#### **Film and Cassette Purchase**

16mm film and Sony U-Matic cassette copies of *INSIDE/OUT*, *IMAGES & THINGS*, and *RIPPLES* can be purchased for audio-visual use. Some two hundred *ART FOR THE DAY* titles and forty *ABOUT SCIENCE* titles will soon be available for purchase in the U-Matic cassette format. (See page 18 for further information.)

also wants to accommodate the institution that seeks to provide its teachers with preview opportunities for courses already scheduled. For these purposes, representative lessons from each course are available from NIT.

**Preview materials available without charge.** Preview kits are available without charge except for return postage. Kits contain one or more pre-selected lessons on 16mm film plus related printed matter. Also available at no charge is one pre-selected lesson on two-inch tape with related printed matter.

**Preview materials for which a charge is made.** Some users may require screening materials different from those selected by NIT for preview. In these instances NIT must charge a fee to cover special preparation and handling. Such materials can be provided in quadraplex or helical formats, and sometimes on 16mm film. The amount of the service charge will depend on whether the tape or film is in stock or must be specially prepared.

**Related printed material.** NIT makes available printed material for use with nearly every course in distribution. Generally, this takes the form of a guide or manual that helps the classroom teacher make the most effective use of the telecourse. Often the teacher's guide functions as an integral part of the course.

**The typical teacher's guide.** Guides include an overview of the series indicating its objectives and the classroom techniques that will help achieve them, a description of the content of each lesson, and suggestions for pre-lesson and post-lesson activities. Many of the guides contain bibliographies for teachers and students. If special equipment or supplies are needed, these generally are listed in individual lesson entries.

**Other kinds of printed materials.** Student workbooks, discussion leader's guides, separate bibliographies, and activity cards for learners also are available for some courses.

#### **Learning Resources Kit**

An *IMAGES & THINGS* Learning Resources kit is available for purchase. The kit contains 180 color slides, 10 slide viewers, and a guide designed for both teacher and student use. (See page 18 for details.)

**For course rental fees, prices of related printed materials, ordering information, and operating procedures, see pages 15-18 (orange section).**

## Professional Publications and Films

*This section lists professional publications and films of particular significance in the field of instructional television. The materials can be obtained from NIT at the prices listed.*

### **One Week of Educational Television, No. 6 and No. 5**

This continuing study is the most widely used survey of the programming practices of educational broadcasters in the United States. Each report considers the programming of all open-circuit educational television stations in the United States, and of selected closed-circuit and ITFS systems, for one week. No. 6 covers the week of March 9-15, 1970, and No. 5 the week of May 6-12, 1968. Both reports measure general, school, college, and adult instructional broadcasting separately and in sum. No. 6, \$2.50. No. 5, \$2.00. Special price for both, \$3.00.

### **Continuing Public Education Broadcasting Report**

This report analyzes current television and radio programming and considers noncommercial broadcasting's potential as a means of providing further educational opportunities. The report establishes that a major national effort is required by public broadcasting to meet urgent continuing education needs. \$3.50.

### **An Assessment of Instructional Television**

These historical reports, prepared from surveys of instructional television begun in 1966, present an analysis and appraisal of instructional television as it was used from the first through the twelfth grades. NIT examined the status and potential of television in subjects where the medium was most extensively used. Each report presents a quantitative analysis of the then existing programming and an overview of the judgments of subject matter and instructional television specialists. The reports are available collectively at \$2.00 or singly at \$.40. They are:

- Television in Art Education
- Television in Foreign Language Education
- Television in Health and Physical Education
- Television in Mathematics Education
- Television in Musical Education
- Television in Science Education
- Television in Social Studies Education

### **Television in Higher Education: Psychology**

This report (written in 1967) contains the results of a special conference conducted to assess television materials available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the status and possible role of television in psychology instruction. \$.50.

### Television in Higher Education: Social Work Education

This report (written in 1966) discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents opinions about existing materials and the potential of television in this area. \$.50.

*Each of NIT's assessments of specific subjects has led to a continuing analysis of television's most effective role. Two of the investigations by eminent subject matter and instructional television specialists have resulted in important new directions for television. These two are described in the reports listed below.*

### Guidelines for Art Instruction Through Television for the Elementary Schools

The major portion of these *Guidelines* identifies, explains, and demonstrates the content of art instruction that any series of television programs should embody. Other sections of the *Guidelines* consider procedures essential to planning a series of programs, preparing materials to assist teachers in their use, and producing such programs effectively. \$2.00.

### Television Guidelines for Early Childhood Education

The major portions of these *Guidelines* consider the distinctive qualities of children from three through five years of age, the learning goals relevant and significant to them, and the processes that stimulate them to learn. Other parts of the *Guidelines* are concerned with the status of television in this field, with evaluation, and with utilization. \$2.00.

*Special project reports that include kinescope summaries or samples of the results are also available. These are listed here.*

### The ITV Humanities Project

The history of the development of five experimental series for instructional television at the secondary level represents a practical workshop

for those interested in television's potential in the humanities and for those interested in experimental production for instruction. The project was administered by the WGBH (Boston) Educational Foundation under a grant from the National Endowment for the Humanities. It sought to stimulate the creativity of instructional television professionals and to encourage an interdisciplinary approach to the humanities. This report contains six kinescopes and the project's final report, which provides a summary of the production of each of the pilot programs. The experimental programs are available singly, in special groupings, or as a complete unit. The entire project can be rented for \$60.

### NIT Newsletter Available

The *NIT Newsletter*, published five times a year from September through May, is sent without charge to all interested persons. The publication contains information on NIT courses, activities, and plans. To be placed on the *Newsletter's* mailing list, please write to NIT, Box A, Bloomington, Indiana 47401.

### *The project's pilot programs are:*

"A Search"—by Warren E. Buford, Jr., director of humanities at Sacred Heart College, Belmont, N.C. High school and college students discuss the various roles of man and how they respond to these roles according to their own experience and knowledge. Contemporary music and advance visual techniques are used. \$10.

"A Journey Is a Person in Itself"—by John Malcolm, instructor in radio-television at State Union College, Fredonia, N.Y. Excerpts from American travel literature are presented as chronological commentary on the developing technology and attitudes of the American people. \$10.

"Frank Leslie's Illustrated Newspaper"—by Rick Krepela, free-lance writer and television producer, Atlanta. In a modern news format, three actors portray a correspondent, an editor, and a fashion commentator with Leslie's nineteenth century newspaper. The period is seen through the commentary and pictures extracted from the actual newspaper. \$10.

"The Spade and the Chisel"—by Patricia Barnard, a television producer associated with

the Boston Museum of Fine Arts. Focusing upon the monumental statue of the Egyptian king Mycerinus, the program examines the basic elements of sculpture throughout the ages. Archaeological methods are discussed as well as stone-carving techniques of a modern-day sculptor. \$10.

"Man's Ability to Search and Reason"—by Martin Fass, film producer associated with the Xerox Corp., Rochester, N.Y. The program observes students in a classroom using a technological device for teaching by television. According to their own interests and motivations, students watch one picture and select one of four simultaneous audio tracks. They then discuss a related problem in terms of the track they listened to and their own experiences. \$20.

#### **A Demonstration of Programmed Television Instruction**

This film and print report studies new ways to use television for direct instruction. The project's intention was to create television lessons that

would enable a selected group of persons to learn a number of specific things. From television the project staff drew the resources of stimulus, presentation, movement, and timing; and from programmed instruction, it drew the more systematic procedures developing and presenting stimuli to elicit continual participation from the learner. The film runs 45 minutes. Rental price. \$10.

#### **The Third "Japan Prize" Film Anthology**

This two-reel, 60-minute, 16mm film contains choice extracts from outstanding television science and mathematics programs entered in the third "Japan Prize" International Educational Program Contest, organized by Nippon Hoso Kyokai (NHK). The Anthology is an outstanding example of ITV efforts in both developing nations and those that have been producing for some time. A synopsis of each extract and information on the producing agency accompany the film. The film is available for nonbroadcasting use only. \$10.

# About NIT

## Purpose

The National Instructional Television Center seeks to strengthen education by developing, acquiring, and distributing television and other related materials for wide use as major learning resources.

## Source of Material

Program materials are obtained in three ways:

1. They are newly developed by NIT to satisfy major educational needs where television could be, but is not, effectively employed. This activity includes the identification of curriculum areas in which television can be importantly useful, and the assessment of television adequacy in these areas. The process of developing new materials requires the careful preparation of educational and television specifications, and the organization and execution of major production projects. In the area of beginning physical education, for example, it was determined that television could be of crucial value in initiating and implementing desirable new thinking and practices. In the absence of adequate television programming, NIT engaged educators to conceptualize television and related print materials and arranged and supervised the production and testing of what became the *READY? SET . . . GO!* series.

2. Existing materials not entirely acceptable for most school television services are modified by reproduction or adaptation. *SING*, *CHILDREN*,

*SING* is an example of a highly effective regional series that was reproduced for wider use by drawing on previous classroom experience with the series and by employing improved recording and production techniques. *LET'S SEE AMERICA!* is an example of the adaptation for school use of programs designed originally for home viewing.

3. Distribution arrangements are made for outstanding existing series that have wide applicability. Series of this sort, such as *YOU AND EYE* and *PATTERNS IN ARITHMETIC*, are made available without change.

## Organization and Finance

The National Instructional Television Center is a nonprofit activity of the Indiana University Foundation, with headquarters in Bloomington, Indiana, and offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas. It is sustained by fees charged for the use of its material. From 1962 to 1967 NIT was financed by the United States Office of Education to demonstrate the educational desirability and economic feasibility of a national agency providing recorded instructional television programs. Until 1965 it was administered by the National Educational Television and Radio Center (NET) in New York City. It began operation under the sponsorship of the Indiana University Foundation in 1965. Upon completion of the U.S.O.E. demonstration in 1967, the Foundation provided partial support, until 1970 when NIT became self-supporting.

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