

DOCUMENT RESUME

ED 096 983

95

IR 001 164

AUTHOR Humphrey, Allan J.
TITLE Survey of Selected Installations Actively Searching
the ERIC Magnetic Tape Data Base in Batch Mode. Final
Report. Volume II.
INSTITUTION California Univ., Berkeley. Inst. of Library
Research.
SPONS AGENCY National Inst. of Education (DHEW), Washington,
D.C.
PUB DATE Jun 73
NOTE 268p.; For a related document see Volume I, IR 001
163
EDRS PRICE MF-\$0.75 HC-\$12.60 PLUS POSTAGE
DESCRIPTORS *Computer Oriented Programs; Data Bases; Educational
Research; *Information Centers; Publications; Search
Strategies; *Surveys
IDENTIFIERS Batch Mode; Educational Resources Information Center;
ERIC

ABSTRACT

Volume II of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode consists solely of printed materials obtained from twelve information centers. These materials include such items as system descriptions, input forms, search evaluation forms, promotional brochures, and miscellaneous reports produced by the respective installations. (Author/WCM)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT THE OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

SURVEY OF SELECTED INSTALLATIONS ACTIVELY SEARCHING
THE ERIC MAGNETIC TAPE DATA BASE IN BATCH MODE

Volume II

Allan J. Humphrey

Institute of Library Research
University of California

Berkeley, California 94720

June 1973

ED 096983

1001164



This work was performed by the Institute of Library Research
at the University of California, Berkeley under subcontract
number PR 1496 to Stanford University as part of their contract
with the National Institute of Education.

TABLE OF CONTENTS

VOLUME I

	<u>Page</u>
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
I. INTRODUCTION	1
II. SCOPE OF THE SURVEY	3
III. CURRENCY OF FINDINGS	4
IV. ORGANIZATION OF THIS REPORT	5
V. SURVEY METHOD	6
VI. GENERAL OBSERVATIONS	7
A. Current Volume of Batch Searching of the ERIC Data Base	7
B. Types of Information Centers Surveyed	8
C. Search Software	9
D. Computing Hardware	10
E. Costs	10
F. Funding	11
G. System-User Interface	11
H. Use of ERIC Data Base in SDI Systems	12
I. Some Typical Characteristics	12
VII. REPRESENTATIVE ERIC INFORMATION CENTERS	14
A. State Department of Education	14
B. University	15
VIII. SELECTED ERIC INFORMATION CENTERS	17
A. Bradley University	18
B. Northern Colorado Educational Board of Cooperative Services (NCEBOCS)	21
C. Florida ERIC, Florida State Department of Education	23
D. University of Georgia	25
E. Indiana University	27
F. Iowa State Department of Public Instruction	30
G. University of Iowa	33
H. Kansas State Department of Education	36
I. Massachusetts Department of Education	40

TABLE OF CONTENTS (CONT.)

	<u>Page</u>
VIII. SELECTED ERIC INFORMATION CENTERS (CONT.)	
J. Montgomery Count, (Maryland) Public Schools	43
K. New England Resource Center for Occupational Education	45
L. New Mexico State University	48
M. North Carolina Science and Technology Research Center	51
N. North Dakota Resource Information Center (RIC)	53
O. Ohio State University	56
P. Oregon State Department of Education	60
Q. Rhode Island State Department of Education	63
R. South Carolina Department of Education	66
S. Texas Information Service	69
T. Utah State Board of Education	71
 BIBLIOGRAPHY	 73
 APPENDICES	
I. ERIC Survey Guide	75
II. Table of Selected Survey Findings	81

VOLUME II

Foreword

- I. Northern Colorado Educational Board of Cooperative Services (NCEBOCS)
 - A. Guide to IRC Services
 - B. List of Additional N.C.E.B.O.C.S. Products
 - C. Price List - April, 1972
 - D. Excerpt from sample monthly project report (February, 1973) showing ERIC search statistics for six local school districts
 - E. Excerpt from sample monthly report (January, 1973) showing total ERIC search statistics
 - F. N.C.E.B.O.C.S. Information Brochure

- II. Florida Educational Resources Information Center (FERIC)
 - A. Paper giving general description of FERIC
 - B. Sample monthly ERIC search statistics report (October, 1972)

- III. Indiana University
 - A. Letter announcing PROBE search system
 - B. Promotional brochure
 - C. Search request form

- IV. Iowa State Department of Public Instruction
 - A. Iowa Pilot Program for Information Dissemination, INFORMS
 - B. Retrieval request form
 - C. List of contents of packet sent to user
 - D. Information sheet in packet sent to user
 - E. Assessment form (to be completed by user)
 - F. Promotional brochure (D.P.I.)
 - G. Promotional brochure (regional)

- V. University of Iowa
 - A. Memo describing Univ. of Iowa ERIC retrieval system
 - B. Suggestions for preparing a search request
 - C. ERIC search statistics and charges, 1971-72.

- VI. Kansas State Department of Education - Project COMMUNICATE.
 - A. Paper describing Project COMMUNICATE - May, 1972
 - B. Sample monthly ERIC Activities Report - November, 1972
 - C. Search request form
 - D. Document request form
 - E. "Open Education"

VOLUME II (CONT.)

- VI. Kansas State Department of Education - Project COMMUNICATE (cont.)
 - F. Promotional brochure
- VII. Massachusetts Department of Education
 - A. Search request form
 - B. Computer search form
 - C. Evaluation form
 - D. Promotional brochure
- VIII. New England Resource Center for Occupational Education (NERCOE)
 - A. Search request form
 - B. Document duplication request form
 - C. Promotional brochures
- IX. University of Oklahoma
 - A. GIPSY/ERIC Pre Search Information Form
 - B. GIPSY/ERIC Post Search Information Form
 - C. Promotional brochure
- X. Rhode Island State Department of Education
 - A. Brief paper on levels of service provided
 - B. Search request form
 - C. Promotional brochure
- XI. South Carolina Department of Education
 - A. South Carolina Pilot Program for Information Dissemination - Fall, 1972
 - B. Monthly breakdown of origin of search requests July, 1970 - January, 1973
 - C. Tally of requests by topic - January, 1973
 - D. Promotional brochures
- XII. Utah State Board of Education
 - A. Sample monthly report showing ERIC search statistics - January, 1973

ABSTRACT

Findings of a survey of 29 selected information centers that use computers to search the Educational Resources Information Center (ERIC) data base in batch mode are reported. The survey was conducted from December 1972 to May 1973. The report includes some general observations based on the information gathered, a brief description of two "typical" centers surveyed, more detailed descriptions of twenty individual information centers, and a table of selected data from all 29 centers. Descriptions of individual installations include information concerning services offered, mode of operation, interface with clients, charges levied for services, computing hardware and software used, staffing, and other topics.

FOREWORD

The results of this survey of 29 selected information centers that search the ERIC data base in batch mode are contained in Volume I of this report. Much of Volume I consists of detailed descriptions of the services provided and procedures used at 20 different installations which were visited in person. Volume II, which is available in microfiche form only, consists solely of printed materials obtained from twelve of these centers. These materials include such items as system descriptions, input forms, search evaluation forms, promotional brochures, and miscellaneous reports produced by the respective installations. They are presented here to give the reader a more complete picture of certain information centers in which he may be interested as well as to give him a general flavor of what types of brochures, forms, and reports exist at ERIC batch-searching centers.

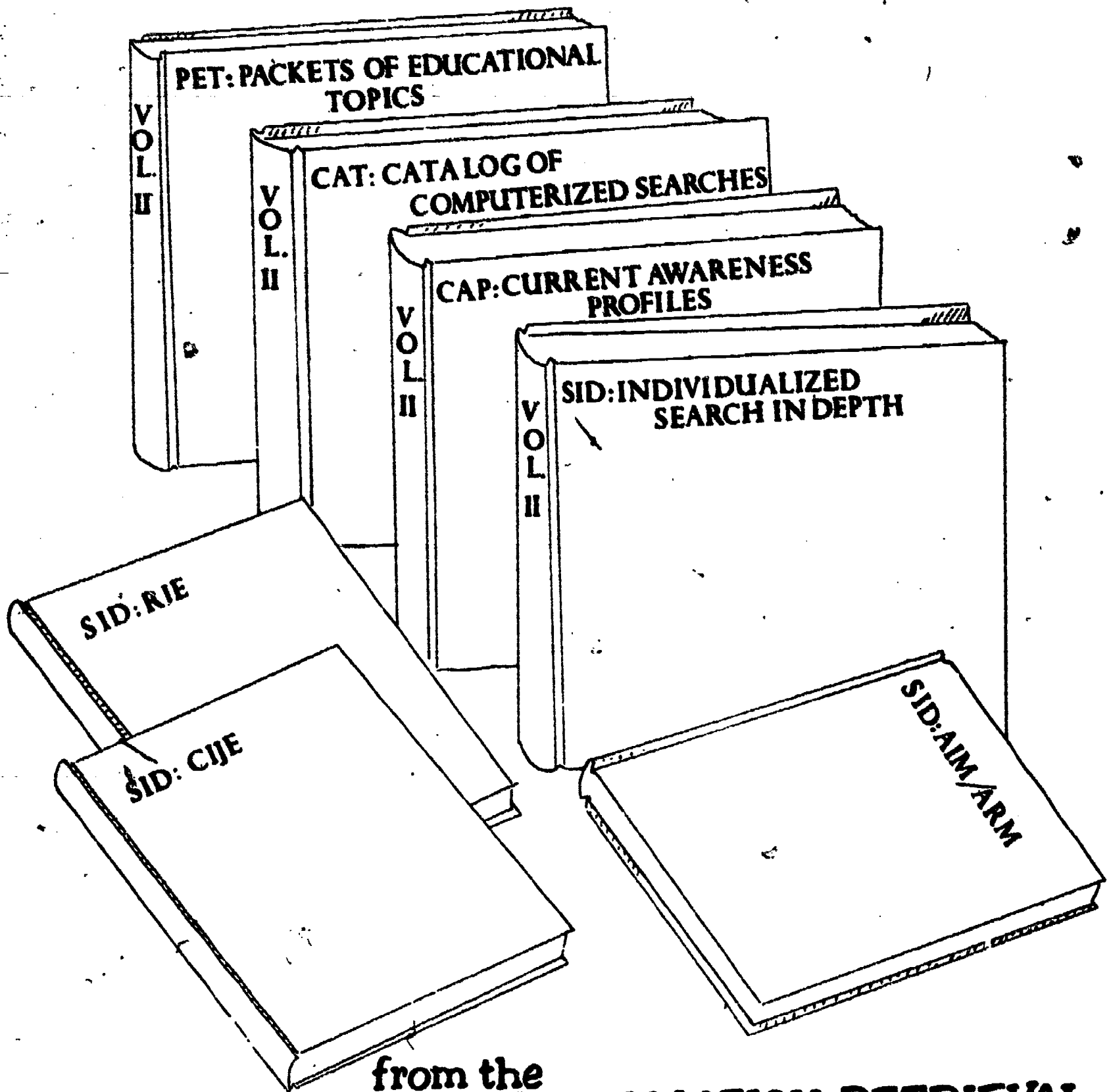
Volume II may be regarded as an appendix to Volume I. It provides only supplemental information about some installations and, therefore, is merely an adjunct to Volume I which is the primary report of the survey.

The caution regarding the currency of the survey findings (Volume I, Section III) bears repeating here. The material contained in Volume II was collected at the time of the respective site visits. Operating procedures, volume or type of service, computing hardware, and/or other factors may have changed since the survey was conducted. Certain items of information presented in this report may now be out-of-date. To obtain any up-to-the-minute information about a specific center one obviously must contact that center directly.

I. Northern Colorado Educational Board of Cooperative Services
(NCEBOCS)

- A. Guide to IRC Services
- B. List of Additional N.C.E.B.O.C.S. Products
- C. Price List - April, 1972
- D. Excerpt from sample monthly project report (February, 1973)
showing ERIC search statistics for six local school districts
- E. Excerpt from sample monthly report (January, 1973) showing
total ERIC search statistics
- F. N.C.E.B.O.C.S. Information Brochure

GUIDE to IRC Services



from the
**INFORMATION RETRIEVAL
CENTER**

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 SOUTH LINCOLN
LONGMONT, COLORADO 80501

USER'S GUIDE
to
INFORMATION RETRIEVAL PRODUCTS and SERVICES
of the
Northern Colorado Educational
Board of Cooperative Services

This GUIDE TO INFORMATION RETRIEVAL CENTER SERVICES
includes descriptions, listings and request forms for these
products:

- PET - Packets of Educational Topics
- CAT - Catalog of Computerized Searches
- CAP - Current Awareness Profiles
- SID - Individualized Search in Depth

Users requesting information on a particular topic are encouraged to scan individual product listings for PET, CAT and CAP, prior to submitting requests to this Center. SID requests may be submitted for those requests not covered within the other product areas.

Turn-around time on PET, CAT and CAP products is within eight days. SID profiles require two or three weeks to process because of the in-depth searching required to provide comprehensive information to the requester.

Educators interested in receiving any of the information products should complete and send the request form appropriate to their selection through the designated local information agent, or to the Information Retrieval Center.

Evaluations of these products by the individual users

ISSUE NUMBER
Vol. 2, No. 1

September 1972

PET

PACKETS OF EDUCATIONAL TOPICS

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

PACKETS OF EDUCATIONAL TOPICS (PET)

The following list is composed of alphabetically arranged TOPIC CATEGORIES. Under each TOPIC CATEGORY appears the title of individual PACKETS which are presently available from the Information Retrieval Center and which pertain to that TOPIC CATEGORY. Please write the name of the TOPIC CATEGORY and the title of the particular PACKET which you wish to receive, on the request form.

EXAMPLE: ACCOUNTABILITY (Topic Category)
Accountability in Education (Packet)
Performance Contracting (Packet)
Voucher-Tuition System (Packet)

ACADEMIC PERFORMANCE
Marking Systems

ACCOUNTABILITY
Accountability in Education
Performance Contracting
Voucher-Tuition Systems

ADULT EDUCATION
Trends in Adult Education

ALTERNATIVE SCHOOLS
Alternative Learning En-
vironments

BEHAVIORAL OBJECTIVES
Affective Domain
Cognitive Domain
Taxonomy of Educational
Objectives

COUNSELING AND GUIDANCE
Elementary Counseling and
Guidance
Personnel
Processes of Counseling and
Guidance
Secondary Counseling and
Guidance
Theories of Counseling and
Guidance

DIFFERENTIATED STAFFING
Differentiated Staffs
Merit Pay
Paraprofessionals

DROPOUTS
Dropout Programs

ENVIRONMENTAL EDUCATION
Conservation of Natural
Resources
Ecology-Teaching
Outdoor Education
Pollution
Population, Increase of

GROUPING (INSTRUCTIONAL
PURPOSES)
Student Grouping for
Instruction

INDIVIDUALIZED INSTRUCTION
Elementary Individualized
Instruction
Overview of Individualized
Instruction
Secondary Individualized
Instruction

**INFORMATION RETRIEVAL AND
DISSEMINATION**

Retrieval Systems
State Information Networks
State of the Art

INSTRUCTIONAL MEDIA CENTERS

Elementary I.M.C.'s
Facility Planning
Learning and Resource Areas
Materials and Selection
Personnel
Secondary I.M.C.'s

NEGOTIATIONS

Collective Negotiations
Collective Negotiations:
Administrators
Collective Negotiations:
Teachers

PPBS

Planning-Programming-
Budgeting Systems

SCHOOL ORGANIZATION

Scheduling
School Facility and Design
Year-Round Schools

SYSTEMS APPROACH

A Systematic Approach to
Education

**TEACHING TECHNIQUES (see
also: INDIVIDUALIZED IN-
STRUCTION; TEAM TEACHING)**

Diagnostic Teaching
Interaction Process
Analysis
Interpersonal Communica-
tion (non-verbal)
Mini-courses
Questioning Techniques
Seminar Method
Sensitivity Training
Simulation and Gaming

TEAM TEACHING

Team Planned Instruction
Team Teaching-Elementary
Team Teaching-Secondary

TUTORING, TUTORS

Tutoring-Adult Involvement
Tutoring-Student Involvement

VOCATIONAL EDUCATION

Career Information
Vocational Education-
Elementary
Vocational Education for
the Disadvantaged
Vocational Education-
Secondary

PACKETS OF EDUCATIONAL TOPICS (PET)

Packet titles represent selected materials included within broad topic areas and provide general background information pertaining to those topics. PET consists of copies of periodical articles.

Packet materials are both manually searched and evaluated. The contents of each packet are constantly updated as new information appears in current periodicals.

FOR YOUR OWN RECORDS:

Name: _____

Search
Title: _____

PACKETS OF EDUCATIONAL TOPICS REQUEST FORM (PET)

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date: _____

Name: _____

Title: _____

Address: _____

Telephone: _____

PLEASE SEND ME THE FOLLOWING PACKETS:

Topic Category: _____

Packet Title: _____

BOCS-0034 (9/72)

ISSUE NUMBER
Vol. 2, No. 1

September 1972

CAT

CATALOG
OF
COMPUTERIZED SEARCHES
IN
EDUCATION

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The grant was made under provisions of Title III of the Elementary and Secondary Education Act of 1965 to the Northern Colorado Educational Board of Cooperative Services.

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

NOTICE: THIS CATALOG WILL BE SUPERSEDED BY THE NEXT ISSUE

INTRODUCTION TO CAT

This catalog is a compilation of computerized subject searches selected from over 80 thousand searches formulated by the Information Retrieval Center during the past three years. It is organized on principles consistent with Research in Education (RIE) and the Thesaurus of ERIC Descriptors, both publications of the Educational Resources Information Center in Washington, D.C.

The searches included in the catalog were completed by the Information Retrieval Center in response to individual requests for information. As a group, they represent those educational questions most frequently asked by the user. Future issues of this catalog will contain new searches expanding coverage of the broad subject topic areas listed in the table of contents.

The catalog is designed to expand the services of the Information Retrieval Center by enabling the user to select from a field of most frequently requested searches and receive information in a minimum of time through automated processing. In order to provide this information in the shortest possible time, the computer searches will not be evaluated for relevancy by the Information Retrieval staff. Hence, some material of peripheral value may appear in a given search.

USER'S GUIDE TO CAT

The catalog is organized into major topics under which are listed the numbers and titles of the searches. Annotations have been included wherever necessary. An index appears after the listing of topics and searches.

You may use the index as a cross reference between major topics and as an aid in locating very specific concerns. The page numbers which follow each entry in the index will direct you to CAT titles dealing with particular topics.

After a search is selected, you may order it by completing a CAT request form and mailing it to the Center. The search will be processed and mailed to you within eight days.

CAT TABLE OF CONTENTS

	ADMINISTRATION.....	1
II	A-V MATERIALS and METHODS.....	3
III	BUILDING FACILITIES.....	4
IV	CAREER EDUCATION.....	4
V	COUNSELING and GUIDANCE.....	4
VI	EARLY CHILDHOOD EDUCATION.....	5
VII	ENGLISH and LANGUAGE ARTS.....	6
VIII	ENVIRONMENTAL and OUTDOOR EDUCATION.....	8
IX	EVALUATION.....	9
X	FINE ARTS and HUMANITIES.....	10
XI	HIGHER EDUCATION.....	10
XII	LANGUAGES.....	11
XIII	MATHEMATICS.....	11
XIV	MINORITY GROUPS.....	12
XV	PSYCHOLOGICAL CONCEPTS.....	13
XVI	SCHOOL ORGANIZATION.....	14
XVII	SCIENCE.....	15
XVIII	SOCIAL PROBLEMS.....	18
XIX	TEACHER EDUCATION.....	18
XX	TECHNICAL EDUCATION.....	19
XXI	THEORETICAL SUBJECT AREAS.....	21
XXII	VOCATIONAL EDUCATION.....	22
XXIII	WORKING TECHNIQUES.....	23
XXIV	WORKING EDUCATION.....	24
XXV	WORKING TO GO ON.....	ii
XXVI	WORKING WITH.....	27

II. ADMINISTRATION

Topics pertaining to administrators and their roles and functions.

- 01001-CAT Management Decision-Making Tools and Skills
○ Cost analysis, planning procedures, and personnel management techniques.
- 01002-CAT Educational Accountability
Evaluation of educational objectives and administrator, teacher, and student performances.
- 02002-CAT Flexible and Modular Scheduling
For high schools throughout the country.
- 02003-CAT Small Schools - Flexible & Modular
Flexible and modular scheduling in rural and small schools.
- 02006-CAT Systems Approach in Educational Planning
The use of educational technology and business management techniques for establishing educational objectives.
- 02007-CAT Educational Management by Objectives
One of several systematic approaches to assist local school systems to identify and solve educational administrative problems.
- 02008-CAT Program Budgeting and PPBES
(Program Planning Budgeting Evaluation Systems)
A business management technique using a systematic approach to establish, review, and account for educational objectives within a school system.
- 02009-CAT Critical Path Method (CPM) & Program Evaluation and Review Technique (PERT)
Techniques used in the decision-making process.

- 02010-CAT Purchasing
Techniques and guidelines for school system purchasing.
- 02011-CAT School Enrollment Projections
Methods and statistics on enrollment projections.
- 02012-CAT Boards of Education and Legal Considerations
Laws governing school board actions, and legal issues involving school boards.
- 02013-CAT Extended School Year
Information on the extended school year, quarter systems, trimester schedules, and year-round schools.
- 02014-CAT School and Community Public Relations
Methods of improving and program descriptions of school and community public relations.
- 14019-CAT Administrative Inservice Training
Preparing administrative personnel.
- 15003-CAT Collective Negotiations - Administrative Role
- 15004-CAT Teachers and Collective Negotiations
- 38004-CAT Principal Role
The many responsibilities of the public school principal.
- 38016-CAT Differentiated Staffing
Issues concerned with the use of a hierarchy of job descriptions for professional and paraprofessional personnel in a school system.
- 38018-CAT School Superintendents
Role and responsibilities.

38019-CAT Paraprofessionals in Education
The roles of, duties performed by, use of, and bibliographies on paraprofessionals in education.

38023-CAT Training Programs for Paraprofessionals in Education

38024-CAT Paraprofessionals in Reading Programs

48003-CAT Student Rights
Court rulings, student rights, and legal issues concerning all students: K-12 and higher education.

49002-CAT Parent School Relationship
A broad coverage of parent conferences, parent-student conferences, and parent-teacher conferences.

50001-CAT Administrative Personnel - Qualifications
Techniques for avoiding the pitfalls of the "Peter Principle" in education.

II. A-V MATERIALS and METHODS

00001-CAT Video Tape Recording: Elementary
Aids to the classroom teacher in the use of video tape equipment and discusses the function of video tapes in teacher education.

00002-CAT Elemental
Methods and materials for instruction in field study: secondary level.

14007-CAT Instruction Training - Multimedia Methods
The use of instructional technology in various fields in service training programs.

III. BUILDING FACILITIES

Includes open plan schools and educational parks, as well as school building design and construction.

- 21003-CAT High School Building Design and Construction
- 21005-CAT Open Plan Schools
- 21006-CAT Educational Parks
- Concept and examples of educational parks.

IV. CAREER EDUCATION

- 14001-CAT Career Education: K-12
- 14002-CAT Career Education: Junior High
- 14036-CAT Career Education: Elementary
- 14037-CAT Career Education: High School

V. COUNSELING and GUIDANCE

- 09002-CAT Vocational Education - Counseling & Guidance
- All levels.
- 09003-CAT Self-Concept in Vocational Development
- 09004-CAT Counseling: Elementary
- Various approaches and program models for counseling students.
- 09005-CAT Secondary School Counseling
- 09006-CAT Adult Counseling
- 18003-CAT Counseling Effectiveness
- Mainly at the secondary level.
- 28002-CAT Ability Grouping at the Elementary Level

- 28003-CAT Ability Grouping at the Secondary Level
- 38003-CAT Junior High School Dropouts
Dropout identification, problems, prevention, and programs for junior high school students.
- 38026-CAT Senior High School Dropouts
Studies of and programs for actual and potential high school dropouts.

VI. EARLY CHILDHOOD EDUCATION

Refers to the level which includes preschool through grade three.

- 14016-CAT Early Childhood Education
A general review of program descriptions and evaluations in the area of early childhood education.
- 14017-CAT Early Childhood Education - Basic Skills and Concepts
- 14031-CAT Early Childhood Education for the Disadvantaged
- 14032-CAT Head Start Programs
Regional and national programs.
- 29015-CAT Language Arts and Reading for the Disadvantaged: Early Childhood
- 38011-CAT Kindergarten Children
Research studies on and programs for kindergarten children.
- 44003-CAT Reading Programs: Early Childhood Through Primary
- 44016-CAT Learning Disabilities: Early Childhood Education
Literature concerning physical, mental, and perceptual handicaps.

VII. ENGLISH and LANGUAGE ARTS

- 03001-CAT Creative Dramatics
 Spontaneous and improvisational dramatic activities: all levels.
- 03002-CAT Drama Study and Dramatics: Secondary
 Techniques, materials, and curricula for instruction in drama as a literary genre; also play production.
- 05003-CAT Mass Media - Curriculum Development
 Materials and teaching techniques for mass media courses: secondary level.
- 08001-CAT Communications Curriculum: Preschool and Elementary
 Oral and verbal communication development and programs for early school years.
- 17001-CAT Tachistoscopes
 Research on value, effectiveness, and use of tachistoscopes.
- 26001-CAT English Instruction - Thematic Approach
 Methods for the arrangement of English courses by literary themes: secondary.
- 26004-CAT Mythology Instruction
 All levels.
- 27006-CAT Spelling Instruction: Elementary
- 29002-CAT Linguistics in Elementary Language Arts
- 29003-CAT Language Arts at the Secondary Level - Curriculum Development
- 29004-CAT Language Arts Programs - Evaluations
- 29005-CAT Language Arts in Early Childhood Education
- 29007-CAT Innovative English Programs: Secondary

- 29008-CAT Individualized Instruction in Language Arts: Elementary
- 29009-CAT Sequential English and Language Arts: K-12
 In sequential programs, each year's curriculum is built upon the previous year's learning.
- 29010-CAT Composition - Curriculum and Teaching Technique
 Secondary level.
- 29011-CAT Composition - Evaluation Methods
 All levels.
- 29012-CAT Creative Writing: Elementary
- 29013-CAT Creative Writing: Secondary
- 29016-CAT Grammar Instruction: Secondary
- 29017-CAT Remedial English Programs: Secondary
- 29018-CAT Reading Programs: Secondary
- 29019-CAT Programs in English and Language Arts: Elementary
- 29020-CAT Writing and Composition Skills: Elementary
- 44001-CAT Reading - Learning Theories: Elementary
- 44002-CAT Sequential Reading Programs: Elementary
- 44004-CAT Reading Programs for Slow Learners: Elementary
- 44005-CAT Reading Programs - Individualized
 All levels.
- 44006-CAT Reading - Individualized: Elementary
- 44007-CAT Supplementary Reading Material: Elementary
 Lists of books for enrichment of K-6 reading programs.
- 44008-CAT Reading - Phonetic Approach
 The use of and research on phonetics,

phonics, and linguistics in reading development.

- 44009-CAT Reading - Kinesthetic Approach
A sensory motor approach to learning reading.
- 44010-CAT Reading - Perceptual Motor Learning
Use of perceptual motor training in teaching reading primarily at the elementary level.
- 44012-CAT Initial Teaching Alphabet
Evaluations of programs for teaching beginning reading with the use of 44 symbols rather than the traditional 26 letters of the alphabet.
- 44013-CAT Content Reading
K-12.
- 44014-CAT Speed Reading
Secondary level.
- 44017-CAT Dyslexia
Literature concerning difficulties in reading comprehension at the elementary level.
- 44018-CAT Remedial Reading: Junior High
- 44019-CAT Developmental Reading: Secondary
Improvement in reading skills for all students at the secondary level.

VIII. ENVIRONMENTAL AND OUTDOOR EDUCATION

- 14040-CAT Environmental Education Instructional Materials: Elementary
- 14041-CAT Environmental Education Instructional Materials: Secondary
- 14042-CAT Environmental Education Activity Materials: Elementary

Much duplication necessarily exists between

this search and its allied search on instructional materials (14040-CAT).

14043-CAT Environmental Education Activity Materials: Secondary

Much duplication necessarily exists between this search and its allied search on instructional materials (14041-CAT).

14044-CAT Nature Centers

Guides for the planning and implementation of and reports on existing nature (or environmental) centers.

14045-CAT Ecology Curriculum: Elementary

14046-CAT Ecology Curriculum: Secondary

14047-CAT Pollution Curriculum: Elementary

14048-CAT Pollution Curriculum: Secondary

14049-CAT Nature Studies: Elementary

14050-CAT Nature Studies: Secondary

IX. EVALUATION

Includes techniques for use in the evaluation of both teachers and students.

18001-CAT Teacher Evaluation

Techniques for use by administrators and teachers in evaluating teacher performance.

18002-CAT Pass-Fail Grading System

Applies in the majority of cases to higher education.

18004-CAT Evaluation Techniques of Use to Administrative Personnel

Techniques for use by administrators in

evaluating all educational personnel.

19001-CAT Follow-up Studies of High School Graduates

X. FINE ARTS and HUMANITIES

11006-CAT Interdisciplinary American Studies Courses at the Secondary Level

11026-CAT Curriculum - Interdisciplinary Approach: Secondary

The curricula represented in this search reflect the interrelation of several discipline areas within individual courses.

14026-CAT Art Education: Elementary

Techniques, materials, and curricula for instruction in elementary art.

14033-CAT Art Education: Secondary

Techniques, materials, and curricula for instruction in secondary art.

14051-CAT Music Education: Elementary

Curriculum materials for music activities and appreciation.

14052-CAT Music Education: Secondary

A variety of curriculum materials for individual and group music instruction, activities, and appreciation.

26002-CAT Humanities Instruction: Secondary

Humanities courses are interdisciplinary in nature.

XI. HIGHER EDUCATION

01003-CAT Decision Making: Higher Education

Student, faculty, and administrative govern-

ance rights and responsibilities, and administrative concerns for planning and management of institutions of higher education.

38010-CAT Librarians: Pre-Service and Inservice Education

38012-CAT College Faculty - Community Colleges

Job descriptions and responsibilities.

38027-CAT Higher Education Dropouts

Studies of and programs for actual and potential college and junior college dropouts.

41001-CAT Work Study Programs: Higher Education

48001-CAT Student Activism in Public Schools

XII. LANGUAGES

17002-CAT Language Laboratory Equipment

Specifications for purchasing equipment for all types of language laboratories.

21002-CAT Language Laboratories

Utilization planning and scheduling of language laboratories.

30003-CAT Foreign Language Instruction - Innovative Practices

A variety of instructional practices excluding the grammar-translation technique in language instruction.

XIII. MATHEMATICS

11016-CAT Math: [Preschool]

Literature concerning the development of

mathematical concepts in preschool children.

- 11017-CAT Math Instructional Materials: Primary
- 11018-CAT Math Teaching Techniques: Elementary
- 11019-CAT Math Individualized Instruction: Elementary
- 11061-CAT Math Teaching Techniques: Secondary
- 11062-CAT Math Activity Materials: Elementary
- 11063-CAT Math Labs
- Literature dealing with the laboratory approach to teaching mathematics: elementary or secondary.
- 11064-CAT Math Individualized Instruction: Secondary
- 11065-CAT Modern Math: Elementary
- 11066-CAT Modern Math: Secondary
- 27013-CAT Remedial Math: Elementary
- 27015-CAT Remedial Math: Secondary

XIV. MINORITY GROUPS

- 10001-CAT American Indian Culture
- Bibliographies, resource materials, and A-V material on American Indian Culture.
- 14010-CAT Migrant Education Programs
- Descriptions and evaluations of state and federal programs for migrant child education.
- 14035-CAT Migrant Education Curriculum
- Curriculum development, guides, materials, and teaching techniques: K-12.

- 29001-CAT Bilingual Education - Learning Processes
Programs and research on the learning of a second language.
- 38007-CAT American Indian Students - Academic Performance
- 38008-CAT American Indian Students - Language Instruction
Bilingual and English instruction at all levels.
- 38020-CAT Ethnic Studies: Elementary
Instructional materials and curricula for social science and language arts units concerned with minority groups.
- 38021-CAT Hispanic Studies - Resource Materials
K-12.
- 38022-CAT Afro-American Studies - Resource Materials
K-12.
- 38025-CAT Bilingual Programs for Spanish Americans: Secondary
Program descriptions and curriculum materials.
- 38029-CAT Bilingual Programs for Spanish Americans: Elementary
Program descriptions and curriculum materials.
- 38078-CAT Minority Student Dropouts
Studies of the dropout problem and programs for minority student dropouts.

XV. PSYCHOLOGICAL CONCEPTS

- 07001-CAT Visual Perception and Discrimination: K-3

42001-CAT Perceptual Motor Coordination Remedial Programs

Perceptual motor training programs for remediation in many subject areas.

42002-CAT Personality Studies of Intermediate Grade Students

Emotional and social development of students from grades 5 through 9 for justification of middle schools.

42003-CAT Rewards and Reinforcements: K-3

Classroom management and motivation.

42004-CAT Rewards and Reinforcements: 4-6

Classroom management and motivation.

42005-CAT Self Concept in Relation to Academic Achievement

All levels.

49003-CAT Sensitivity Training and Organizational Development

Understanding human relations for improvement of interpersonal relations within an organization.

XVI. SCHOOL ORGANIZATION

Includes continuous progress programs, ungraded schools, community schools, and middle schools.

27002-CAT Ungraded Continuous Progress Program Evaluations

K-12.

27007-CAT Continuous Progress Programs

A broad coverage of continuous progress programs at all levels.

- 47002-CAT Ungraded Schools vs. Traditional Schools
- 47003-CAT Ungraded Schools at the Secondary Level
A wide review of nongraded schools at the secondary level.
- 47004-CAT Ungraded Schools at the Elementary Level
Nongraded, continuous progress, flexible progression, and sequential programs at the elementary level.
- 47005-CAT Ungraded Schools
Comprehensive information on nongraded schools at all levels.
- 47006-CAT Middle Schools
The philosophy of, facilities for, and descriptions of existing middle schools.
- 47007-CAT Community Schools
Utilization of school facilities by the community.
- 47008-CAT Curriculum for Middle Schools

XVII. SCIENCE

- 11007-CAT Science: Primary
Curriculum guides, resource materials, teaching techniques, and comparative studies on general science in the primary grades.
- 11032-CAT Physics Instructional Materials: Secondary
- 11033-CAT Physics Activity Materials: Secondary
Much duplication necessarily exists between this search and its allied search on instructional materials (11032-CAT).

- 11034-CAT Physics Teaching Techniques: Secondary
- 11035-CAT PSSC Physics
 Literature concerning the Physical Science Study Committee (PSSC) curriculum on high school physics instruction.
- 11036-CAT Harvard Project Physics
 Literature concerning the Harvard Project approach to teaching high school physics.
- 11037-CAT Physical Science: Junior High
- 11038-CAT Chemistry Instructional Materials: Secondary
- 11039-CAT Chemistry Activity Materials: Secondary
 Much duplication necessarily exists between this search and its allied search on instructional materials (11038-CAT).
- 11040-CAT CHEM Study
 Literature concerning the Chemical Education Materials Study (CHEM Study) approach to teaching high school chemistry.
- 11041-CAT Chemical Bond Approach
 Literature concerning the Chemical Bond Approach to teaching high school chemistry.
- 11042-CAT Biology Activity Materials: Elementary
 Much duplication necessarily exists between this search and its allied search on curriculum guides (11044-CAT).
- 11043-CAT Biology Activity Materials: Secondary
 Much duplication necessarily exists between this search and its allied search on curriculum guides (11045-CAT).
- 11044-CAT Biology Curriculum Guides: Elementary
- 11045-CAT Biology Curriculum Guides: Secondary

- 11046-CAT Biology Teaching Techniques: Elementary
- 11047-CAT Biology Teaching Techniques: Secondary
- 11048-CAT BSCS Biology
 Literature concerning the Biological Sciences Curriculum Study approach to teaching high school biology.
- 11049-CAT Oceanology: Elementary
- 11050-CAT Oceanology: Secondary
- 11051-CAT Earth Science Activity Materials: Elementary
 Much duplication necessarily exists between this search and its allied search on instructional materials (11053-CAT).
- 11052-CAT Earth Science Activity Materials: Secondary
 Much duplication necessarily exists between this search and its allied search on instructional materials (11054-CAT).
- 11053-CAT Earth Science Instructional Materials: Elementary
- 11054-CAT Earth Science Instructional Materials: Secondary
- 11055-CAT Aerospace Curriculum: Elementary
- 11056-CAT Aerospace Curriculum: Secondary
- 11057-CAT Outdoor Science: Elementary
 The teaching of science in an outdoor setting.
- 11058-CAT Outdoor Science: Secondary
 The teaching of science in an outdoor setting.
- 11059-CAT Individualized Science: Elementary
- 11060-CAT Individualized Science: Secondary

XVIII. SOCIAL PROBLEMS

Includes drug education, alcohol education, and curriculum materials about smoking.

06002-CAT

Drug Abuse

General information on student drug abuse, including descriptions of various drugs and descriptions of drug abuse programs.

06003-CAT

Drug Abuse - Curriculum Materials

K-12

06004-CAT

Drug Abuse - Therapy

Programs and methods of treating drug users.

06005-CAT

Drug Legislation

Laws pertaining to drug use; school policies and legal positions of school personnel; and attitudes toward drug legislation.

25001-CAT

Smoking

Curriculum materials on the deleterious effects, physical and social, of inhaling the fumes of burning tobacco leaves.

25002-CAT

Alcohol Education

Curriculum materials.

XIX. SOCIAL STUDIES

11003-CAT

Social Studies Curriculum Development: Elementary

Sequential curriculum, instructional programs, and general research in social studies curriculum development at the elementary level.

- 11004-CAT Social Studies Curriculum Development: Secondary
 Materials to aid in the development of effective curriculum; research and program descriptions.
- 11005-CAT American Government: K-12
 Curriculum materials in American Government, Civics, Political Science, and Citizenship.
- 11025-CAT Consumer Education
 All levels.
- 11030-CAT American History: Elementary
 Curriculum and course descriptions for teaching American History at the elementary level.
- 11031-CAT American History: Secondary
 Curriculum and course descriptions for teaching American History at the secondary level.
- 48004-CAT Geography Instruction: Elementary
- 48005-CAT Geography Instruction: Secondary

XX. SPECIAL EDUCATION

Includes gifted as well as mentally and physically handicapped.

- 24013-CAT Hyperkinetic Children
 Everything from the RIE collection on hyperactivity in children.
- 24006-CAT Inservice Teacher Training for Special Education
- 24001-CAT Special Education - Vocational Education

- 24002-CAT Vocational Education for the Educable
Mentally Handicapped
- 24003-CAT Mathematics Instruction for the Educable
Mentally Handicapped
- 24004-CAT Physical Education for the Handicapped

Physical education, recreation, and
camping programs for the handicapped.
- 24005-CAT Speech Therapy

Research on speech disabilities; methods
of instructing the speech handicapped;
and explanations of types of disabili-
ties and how to treat them.
- 24006-CAT Autism

Everything in the RIE file dealing with
autistic children.
- 24007-CAT Stuttering

How to deal with a child within the
classroom: all levels.
- 24009 CAT Art Education for the Handicapped

Curriculum and program descriptions for
the handicapped child.
- 38005-CAT Gifted Children

Research studies on and programs for the
gifted at all levels.
- 44011-CAT Reading Skills - Aurally Handicapped

Reading programs for deaf and hard of
hearing children.
- 44015-CAT Learning Disabilities: Elementary

Literature concerning physical, mental,
and perceptual handicaps at the elemen-
tary level.

XXI. SPECIFIC SUBJECT ARLAS

Includes physical education, driver education, home economics, business education, sex education, and library related topics.

- 11024-CAT Home Economics Education
All levels.
- 11028-CAT Stenography
Teaching stenographic skills in high schools.
- 14004-CAT Physical Education: Elementary
Physical education programs and physical fitness development for elementary students.
- 14005-CAT Business Occupations
Methods and materials for business education subjects.
- 14018-CAT Driver Education
- 14024-CAT Sex Education
Curriculum and course descriptions for teaching sex education in public schools: not leveled.
- 14025-CAT Family Life Education
Program descriptions, curriculum, and teacher qualifications for family life education.
- 14034-CAT Physical Education: Secondary
Physical education programs and physical fitness development for secondary students.
- 14039-CAT Typewriting

- 21001-CAT Instructional Materials Centers
Print and non-print materials housed
in a central location within a school.
- 27012-CAT Nutrition Instruction: Elementary
- 33001-CAT Library Technical Processes - Electronic
Data Processing

XXII. TEACHER EDUCATION

- 14008-CAT Teacher Inservice Training in Behavioral
Objectives
The use of behavioral objectives in
inservice teacher training programs.
- 14028-CAT Performance Based Teacher Education
For planners of teacher education
programs.
- 14029-CAT Teacher Education for Innovation:
Elementary
A broad coverage of innovative teacher
education programs and programs which
train prospective teachers for inno-
vative systems in the elementary school.
- 14030-CAT Teacher Education for Innovation:
Secondary
A broad coverage of innovative teacher
education programs and programs which
train prospective teachers for innovative
systems in the secondary school.
- 27001-CAT Microteaching
Microteaching programs and their assess-
ment.
- 38001-CAT Cooperating Teachers
Information for classroom teachers who
have student teachers.

38015-CAT Counselor Training
Techniques used for preparing counselors:
all levels.

XXIII. TEACHING TECHNIQUES

02004-CAT Small Group Instruction & Class Size:
Elementary
The effect of class size and small group
instruction on learning and achievement.

04001-CAT Student Motivation: K-12
What motivates students and how to mo-
tivate students in all subject areas.

13003-CAT Development of Behavioral Objectives:
Secondary

27003-CAT Computer Assisted Instruction: Elementary
The computer as an instructional aid.

27004-CAT Computer Assisted Instruction: Secondary
The computer as an instructional aid.

27005-CAT Multimedia Instruction
Techniques for using a variety of media
for the classroom teacher.

51002-CAT Team Teaching: Elementary
A broad coverage of all phases of team
teaching at the elementary level.

51003-CAT Team Teaching: Secondary
A broad coverage of all phases of team
teaching at the secondary level.

51005-CAT Discussion Groups as a Teaching Technique
All levels.

- 51006-CAT Teaching Techniques: Preschool
 Various kinds of teaching methodologies
 used to instruct preschool children.
- 51007-CAT Team Teaching vs. Conventional Teaching
- 51008-CAT Questioning Techniques
 A method to aid in developing a student's
 analytical abilities.
- 51009-CAT Concept Teaching in Social Studies:
 Elementary
- 51010-CAT Concept Teaching in Social Studies:
 Secondary

XXIV. VOCATIONAL EDUCATION

- 09001-CAT Vocational Counseling: Secondary
- 11067-CAT School Shop Design and Management
- 14003-CAT Electronics Instruction - Materials, Tech-
 niques and Evaluation
 Secondary level.
- 14012-CAT Health Occupations Education
 Abstracts of interest to high school
 teachers.
- 14021-CAT Agricultural Education: Secondary
- 14022-CAT Vocational Education in Correctional In-
 stitutions
- 14037-CAT Auto Mechanics Instructional Materials
- 14038-CAT Vocational Education Programs: Secondary
 Examples of programs proposed or in use
 in secondary schools.

35001-CAT

Occupational Clusters

Abstracts of jobs related by skills or industry; of interest to high school teachers.

41002-CAT

Work Experience Programs

On the job training combined with high school classes.

INDEX TO CAT SEARCHES

Numbers indicate pages.

ABILITY GROUPING
4,5

ACADEMIC ACHIEVEMENT
13,14

ACCOUNTABILITY
1

ADMINISTRATORS
2,3,9

ADULTS
4

AEROSPACE SCIENCE
17

AGRICULTURAL EDUCATION
24

ALCOHOL EDUCATION
18

AMERICAN GOVERNMENT
19

AMERICAN HISTORY
19

AMERICAN INDIANS
12,13

AMERICAN STUDIES
10

ART EDUCATION
10,20

ASSESSMENT
1

AUDIOVISUAL MATERIALS & METHODS
3

AUTISM
20

AUTO MECHANICS
24

BEHAVIORAL OBJECTIVES
9,22,23

BILINGUAL EDUCATION
13

BIOLOGY
16,17

BOARDS OF EDUCATION
2

BUILDING DESIGN
4

BUSINESS EDUCATION
21

CAREER EDUCATION
4

CATALOGING
22

CHEMISTRY
16

CLASS SIZE
23

CLASSROOM MANAGEMENT
14,23

CLERICAL OCCUPATIONS
21

COLLECTIVE NEGOTIATIONS
2

COLLEGE FACULTY 11	DECISION MAKING 1,10
COMMUNICATIONS 6	DIFFERENTIATED STAFFING 2
COMMUNITY COLLEGES 11	DISADVANTAGED CHILDREN 5,12
COMMUNITY RELATIONS 2	DISCUSSION GROUPS 23
COMMUNITY SCHOOLS 15	DRAMATICS 6
COMPOSITION INSTRUCTION 7	DRIVER EDUCATION 21
COMPUTER ASSISTED INSTRUCTION 23	DROPOUTS 5,11,13
CONCEPT TEACHING 24	DRUGS 18
CONSUMER EDUCATION 19	DYSLEXIA 8
CONTENT READING 8	EARLY CHILDHOOD EDUCATION 5,6,20,24
CONTINUOUS PROGRESS PLANS 14	EARTH SCIENCE 17
COOPERATING TEACHERS 22	ECOLOGY 9
CORRECTIONAL INSTITUTIONS 24	EDUCABLE MENTALLY HANDICAPPED 7,19,20
COUNSELING 4,5,24	EDUCATIONAL OBJECTIVES 1,22,23
COUNSELORS 23	EDUCATIONAL PARKS 4
CREATIVE DRAMATICS 6	EDUCATIONAL PLANNING 1
CREATIVE WRITING 7	ELECTRONICS INSTRUCTION 24

ELEMENTARY SCHOOL MATH
12

ENGLISH INSTRUCTION
see LANGUAGE ARTS

ENROLLMENT PROJECTIONS
2

ENVIRONMENTAL EDUCATION
8,9

ETHNIC STUDIES
13

EVALUATION
9,14

EXCEPTIONAL CHILDREN
5,7,8,19,20

EXTENDED SCHOOL YEAR
2

FAMILY LIFE EDUCATION
21

FILM STUDY
3

FLEXIBLE SCHEDULING
1

FOLLOW-UP STUDIES
10

FOREIGN LANGUAGE INSTRUCTION
11

GEOGRAPHY
19

GIFTED
20

GOVERNANCE
10

GRAMMAR INSTRUCTION
7

GROUPING (INSTRUCTIONAL PURPOSES)
4,5,23

HANDICAPPED
see EXCEPTIONAL CHILDREN

HEAD START
5

HEALTH EDUCATION
18,21

HEALTH OCCUPATIONS
24

HIGHER EDUCATION
10,11,22,23

HOME ECONOMICS
19,21,22

HUMANITIES
10

HYPERACTIVITY
19

INDIANS
see AMERICAN INDIANS

INDIVIDUALIZED INSTRUCTION
7,11,12,17

INSERVICE EDUCATION
2,3,11,19,22

INSTRUCTIONAL MATERIALS CENTERS
22

INTERDISCIPLINARY APPROACH
10

KINDERGARTEN CHILDREN
5

LANGUAGE ARTS
5,6,7,13

LANGUAGE LABORATORIES 11	MUSIC EDUCATION 10
LEARNING DISABILITIES 5,8,20	MYTHOLOGY 6
LEARNING PROCESSES 7,13	NATURE CENTERS 9
LEGAL RESPONSIBILITY 2,3,18	NATURE STUDIES 9
LIBRARIANS 11	NONGRADED SYSTEMS 14,15
LIBRARY TECHNICAL PROCESSES 22	NUTRITION 22
LINGUISTICS 6,7	OCCUPATIONAL CLUSTERS 25
MANAGEMENT TECHNIQUES 1,10,14	OCCUPATIONS 24,25
MASS MEDIA 6	OCEANOLOGY 17
MATH INSTRUCTION 11,12,20	OFFICE OCCUPATIONS EDUCATION 21
MATH LABS 12	OPEN PLAN SCHOOLS 4
MICROTEACHING 3,22	ORGANIZATIONAL DEVELOPMENT 14
MIDDLE SCHOOLS 14,15	OUTDOOR SCIENCE 17
MIGRANT EDUCATION 12	PPBS (PROGRAM PLANNING BUD- GETING SYSTEMS) 1
MINORITIES 12,13	PARAPROFESSIONALS 3
MOTIVATION 14,23	PARENT-SCHOOL RELATIONSHIP 3
MULTIMEDIA INSTRUCTION 3,23	

PARENT-TEACHER CONFERENCES
3

PASS FAIL GRADING
9

PERCEPTION
6,8,13,14,20

PERFORMANCE OBJECTIVES
22

PERSONALITY STUDIES
14

PHYSICAL EDUCATION
20,21

PHYSICS
15,16

POLLUTION
9

PRESCHOOL MATH
11

PRINCIPAL ROLE
2

PSYCHOLOGICAL CONCEPTS
13,14

PUBLIC RELATIONS
2

PURCHASING
2

QUESTIONING TECHNIQUES
24

READING
3,5,7,8,20

REMEDIAL PROGRAMS
7,8,12,14

SCHOOL LIBRARIES
22

SCIENCE INSTRUCTION
15,16,17

SECONDARY SCHOOL MATH
12

SELF-CONCEPT
4,14

SENSITIVITY TRAINING
14

SEQUENTIAL PROGRAMS
7,15

SEX EDUCATION
21

SHOP
24

SMALL SCHOOLS
1

SMOKING
18

SOCIAL STUDIES
18,19,24

SPANISH AMERICANS
13

SPECIAL EDUCATION (see also:
EXCEPTIONAL CHILDREN)
19

SPEECH THERAPY
20

SPEED READING
8

SPELLING INSTRUCTION
6

STENOGRAPHY
21

STUDENT ACTIVISM
11

STUDENT RIGHTS
3

STUDENT TEACHING
22

STUTTERING
20

SUPERINTENDENTS
2

SYSTEMS APPROACH
1

TACHISTOSCOPES
6

TEACHER AIDES
see PARAPROFESSIONALS

TEACHER EDUCATION
22,23

TEACHERS
2,9

TEAM TEACHING
23,24

THEMATIC APPROACH
6

TYPEWRITING
21

UNGRADED PROGRAMS
14,15

VIDEO TAPES
3

VOCATIONAL COUNSELING
4,24

VOCATIONAL EDUCATION
4,11,19,20,24,25

WORK EXPERIENCE PROGRAMS
25

WORK STUDY PROGRAMS
11

YEAR ROUND SCHOOLS
2

CATALOG OF COMPUTERIZED SEARCHES IN EDUCATION (CAT)

The entries in this catalog have been selected from the field of questions which educational personnel have submitted to the Information Retrieval Center.

They are grouped and annotated under major topics with an index following the text to serve not only as a cross reference between major topics, but also to aid in finding very specific topics.

Select the search which most closely approximates your needs. Please print all information requested below, being sure to include:

1. Both catalog number and title of search.
2. The catalog issue number from which you have selected this search. (This appears on the cover page.)

Limit one search per request form please.

BOCS-0032 (9/72)

FOR YOUR OWN RECORDS:

Name: _____ Search Title: _____

CATALOG REQUEST FORM

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date: _____

Name: _____

Title: _____

Address: _____

Telephone: _____

PLEASE SEND ME THE FOLLOWING CATALOG SEARCH:

CAT NO: _____ Catalog issue no: _____

CAT TITLE: _____

BOCS-0033 (9/72)

ISSUE NUMBER
Vol. 2, No. 1

September 1972

CAP

CURRENT AWARENESS PROFILES

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

CURRENT AWARENESS PROFILE (CAP) USER'S GUIDE

WHAT IS CAP AND WHERE DOES IT COME FROM?

CAP is a product of the Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services. It is produced quarterly and is designed to represent broad areas of subjects and activities in education. A Current Awareness Profile takes advantage of the fact that material supplied by the ERIC System is collected by specialized clearinghouses and indexed according to a system of broad descriptor groups as well as specific descriptor terms. CAP titles are derived from these broad descriptor groups.

WHAT DOES A CAP LOOK LIKE AND WHAT DOES IT CONTAIN?

A CAP contains from twenty to sixty abstracts in the familiar Information Retrieval Center format. A cover page, user's guide, evaluation form, and document request form are included with all profiles. Most of the information in the CAP will be relevant to a major topic area. The user must make the judgment on the value and relevance of a particular item according to his needs and interests.

WHAT ARE SOME OF THE USES OF CAP?

The Information Retrieval Center staff suggests that CAP can serve a number of purposes. CAP may be used as a digest of activity in a field, an adjunct to ERIC Research in Education publications, an idea source for individualized searches from the Center, or as a "monitor" of educational information retrieval. We welcome suggestions from users on any aspect of the CAP material.

HOW DOES ONE SUBSCRIBE TO CAP SERVICES?

A request for CAP must be made on the Current Awareness Profile Request Form. The top half of the form lists the available CAP titles and the bottom half is completed by the user and returned to the Information Retrieval Center. The user may request as many CAP's as he or she wishes by using a separate form for each topic.

IMPORTANT

Each CAP will contain a renewal form. The user must return this form to the Center in order to receive the next quarterly update of his or her original CAP request.

CURRENT AWARENESS PROFILES (CAP)
DESCRIPTIVE ANNOTATIONS

SEARCH NO.
01001

TITLE: Administration

TEXT: This profile is a broad coverage of topics of interest to administrators at all levels and sectors of public education.

DESCRIPTORS:

Administrative Organization
Administrative Policy

02001

TITLE: Art Education

TEXT: Topics much broader than classroom instruction appear in this profile. The focus is, however, art in the educational setting.

DESCRIPTORS:

Art Activities Art Appreciation
Art Education Art Expression
Art Materials Art Products
Art Teachers Arts Centers

03001

TITLE: Audiovisual Materials

TEXT: In addition to materials, abstracts on devices and whole systems appear in this profile. Some overlap with the profile on A-V methods is inevitable.

DESCRIPTORS:

Film strips Instructional Media
Phonograph Records Tape Recordings
Teaching Machines

04001

TITLE: Audiovisual Methods

TEXT: This profile is a companion to A-V Materials but has a distinct focus on methods for preparation, presentation, and administration of A-V products and programs.

DESCRIPTORS:

Audiovisual Centers Audiovisual Instruction
Multimedia Instruction

SEARCH NO.
05001

TITLE: Collective Negotiations

TEXT: Material in this profile includes conditions and outcomes surrounding the field of Educational Negotiations as well as descriptions of the process.

DESCRIPTORS:

Arbitration	Collective Bargaining
Collective Negotiation	Grievance Procedures
Negotiation Agreements	Negotiation Impasses
Teacher Militancy	Teacher Strikes

06001 TITLE: Counseling & Guidance

TEXT: This profile contains topics of interest to the entire guidance field including adult and vocational counseling.

DESCRIPTORS:

Counseling Services	Guidance Counseling
Guidance Services	

07001 TITLE: Curriculum Planning & Development

TEXT: The intended focus of this profile is on method and practice of curriculum planning. Other facets of curriculum development inevitably appear in the profile from this vast field.

DESCRIPTORS:

Curriculum Planning

08001 TITLE: Educational Facilities

TEXT: Coverage of innovative building design and specifications appear here. Needs and general planning are included.

DESCRIPTORS:

School Buildings	School Design
------------------	---------------

09001 TITLE: Educational Finance

TEXT: Numerous topics involving finance to a minor degree appear with general material dealing with purely financial concerns.

DESCRIPTORS:

Bond Issues	Financial Policy
School Accounting	School Support
Student Costs	Tax Support

SEARCH NO.
10001

TITLE: Elementary School Mathematics

TEXT: An abundant collection of tools, techniques and materials in this profile should be of particular value to teachers and consultants in the field.

DESCRIPTORS:

Elementary School Mathematics

11001

TITLE: Fine Arts & Humanities

TEXT: The material in this profile is related to material found in the CAP on Art Education but is broadened to include theater arts, dance, music and humanities instruction.

DESCRIPTORS:

Art

Humanities

Music

Dance

Humanities Instruction

Theater Arts

12001

TITLE: Health & Physical Education

TEXT: In this profile the reader will find material on health and physical education facilities, programs, courses, and instructional materials as well as safety education and nutrition. All instructional levels are represented including mentally handicapped.

DESCRIPTORS:

Health Education

Physical Education

13001

TITLE: Instructional Grouping & Scheduling

TEXT: Most aspects of student grouping and scheduling appear in this profile. Material covers rural and urban schools from preschool through higher education.

DESCRIPTORS:

Flexible Schedules

Grouping (Instructional Purposes)

Schedule Modules

Flexible Scheduling

Grouping Procedures

14001

TITLE: Language Arts

TEXT: Topics in language arts appear for migrant, disadvantaged and minority population as well as the majority of students in public education.

DESCRIPTORS:

Language Arts

SEARCH NO.
15001

TITLE: Library Service & Networks

TEXT: Current activity in the field of library and information science is presented in this profile. Topics on traditional as well as innovative practice are mixed in the printouts.

DESCRIPTORS:

Library Cooperation Library Networks
Library Science Library Services

16001 TITLE: Mentally Handicapped

TEXT: Current developments in the education of mentally handicapped or retarded individuals cover broad field of needs and programs.

DESCRIPTORS:

Mentally Handicapped

17001 TITLE: Elementary School Science

TEXT: Materials cover a broad spectrum on resources, instruction and evaluation in the sciences at the elementary level.

DESCRIPTORS:

Elementary School Science

17002 TITLE: Secondary School Science

TEXT: Materials cover a broad spectrum on resources, instruction and evaluation in the sciences at the secondary level.

DESCRIPTORS:

Secondary School Science

18001 TITLE: Outdoor Education

TEXT: The latest developments in the field of outdoor and environmental education appear in this profile. Focus on the topic statement is particularly sharp.

DESCRIPTORS:

Outdoor Education

SEARCH NO.
19001

TITLE: Personnel

TEXT: The coverage of the personnel field is broad but fragmented in this profile.

DESCRIPTORS:

Personnel Evaluation Personnel Needs
Personnel Policy Personnel Selection

20001 TITLE: Physically Handicapped

TEXT: Practitioners will find broad coverage of the field. Theory and practice are freely mixed in the profile.

DESCRIPTORS:

Physically Handicapped

21001 TITLE: Planning and Evaluation

TEXT: Recent developments in applied systems analysis are strongly affecting the fields of educational planning and evaluation. Abstracts in this profile represent this development.

DESCRIPTORS:

Systems Analysis Systems Approach

22001 TITLE: Reading Instruction

TEXT: This profile is a mixture of theory and practice in reading instruction. A fair amount of material could find direct application in the classroom.

DESCRIPTORS:

Reading Instruction

23001 TITLE: School Libraries and IMC

TEXT: New ideas, techniques and procedures are presented in this profile on school libraries and instructional material centers. New organizational patterns are discussed that will be of interest to librarians and audiovisual directors.

DESCRIPTORS:

Instructional Materials Centers - School Libraries

SEARCH NO.
24001

TITLE: Secondary School Mathematics

TEXT: The primary concern of this profile is instruction of secondary level mathematics. Other levels and topics concerning mathematics frequently appear.

DESCRIPTORS:

Mathematics Education
Secondary School Mathematics

25001

TITLE: Social Science

TEXT: Readers will find this profile to be a quick look through a keyhole at a vast field. Ideas for future searches may be found here.

DESCRIPTORS:

Social Sciences

26001

TITLE: Social Studies

TEXT: Teachers and consultants will find a fair amount of raw material for social studies programs at elementary and secondary levels.

DESCRIPTORS:

Social Studies

27001

TITLE: Student Behavior

TEXT: Recent activity in the study of the student as an important force in the educational system is collected here.

DESCRIPTORS:

Student Behavior

28001

TITLE: Student-Teacher Relationship

TEXT: The material in this profile is closely related to the CAP on Student Behavior. Practical problems and applications appear in fair number in the collection.

DESCRIPTORS:

Student Teacher Relationship

SEARCH NO.
29001

TITLE: Teaching Styles

TEXT: Teachers in all fields and specialties will find this profile to be a broad digest of techniques, styles and concerns happening in the field today. Subjects are highly varied.

DESCRIPTORS:

Teaching Procedures Teaching Skills
Teaching Styles

30001 TITLE: Tests & Testing

TEXT: Focus is primarily on test construction and validation. Practical applications suggest fair utility in this profile.

DESCRIPTORS:

Test Construction Test Interpretation
Test Reliability Test Selection
Test Validity

31001 TITLE: Vocational Education

TEXT: Because of the extremely broad concern of the field of vocational education, this profile contains a small sampling of current activities based on a few limited terms.

DESCRIPTORS:

Adult Vocational Education
Area Vocational Schools
Vocational High Schools
Vocational Schools

CURRENT AWARENESS PROFILE (CAP)

Thirty-two educational topics for current awareness profiles (CAP) are listed below. The contents of each topic, when searched by the computer, will provide an overview of the subject requested. The current awareness is a quarterly review of educational activity in a particular field.

- | | | | |
|-------|-------------------------------------|-------|------------------------------|
| 01001 | Administration | 16001 | Mentally Handicapped |
| 02001 | Art Education | 17001 | Elementary School Science |
| 03001 | Audiovisual Materials | 17002 | Secondary School Science |
| 04001 | Audiovisual Methods | 18001 | Outdoor Education |
| 05001 | Collective Negotiations | 19001 | Personnel |
| 06001 | Counseling & Guidance | 20001 | Physically Handicapped |
| 07001 | Curriculum Planning & Development | 21001 | Planning & Evaluation |
| 08001 | Educational Facilities | 22001 | Reading Instruction |
| 09001 | Educational Finance | 23001 | School Libraries & IMC |
| 10001 | Elementary School Math | 24001 | Secondary School Math |
| 11001 | Fine Arts & Humanities | 25001 | Social Science |
| 12001 | Health & Physical Ed. | 26001 | Social Studies |
| 13001 | Instructional Grouping & Scheduling | 27001 | Student Behavior |
| 14001 | Language Arts | 28001 | Student-Teacher Relationship |
| 15001 | Library Service & Networks | 29001 | Teaching Styles |
| | | 30001 | Tests & Testing |
| | | 31001 | Vocational Education |

List the number and title of the current awareness profile (CAP) desired on the request form below. PLEASE PRINT.

BOCS-0028 (9/72)

FOR YOUR OWN RECORDS

Name: _____ Search Title: _____

CURRENT AWARENESS PROFILE REQUEST FORM

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Date: _____

Name: _____

Title: _____

Address: _____

Telephone: _____

PLEASE SEND ME THE FOLLOWING CURRENT AWARENESS SEARCH:

CAP NO.: _____

CAP TITLE: _____

BOCS-0029 (9/72)

INDIVIDUALIZED SEARCH IN DEPTH (SID)

WHAT IS SID?

Individualized SEARCH IN DEPTH is a service of the Information Retrieval Center reserved for those questions so specialized or complex as to require the individual attention of a member of the professional Retrieval Staff. A completed search contains computer printed references to resources in the educational literature. In order to best serve a wide range of requesters, three unique SID types have been developed:

SID/RIE - SEARCH IN DEPTH ON RESEARCH IN EDUCATION

Individualized RIE searches are retrieved from an automated data base containing over 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.

SID/CIJE - CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIJE searches are retrieved from a data base containing over 53,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIJE profiles may support SID/RIE's or serve as independent searches.

SID/AIM-ARM - ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Individualized AIM/ARM profiles may include abstracts of materials typically designed for teacher or student classroom use. Materials may also be directed to researchers, supervisors, teacher trainers, or curriculum developers - all in the areas of vocational/technical education.

When the Information Retrieval Center determines that no one SID data base will meet the needs of a specific request, the staff, at their discretion, may offer the requester a combination of SID's. At the indication of the requester, a search may be run on more than one data base at a proportionate charge.

HOW DOES ONE REQUEST A SID?

Use the attached SID form. Print or type your request.

The most important factor in obtaining relevant information on your requested topic is effective communication with the Information Retrieval Center. Please think through the request thoroughly and fill in the form completely.

HOW LONG DOES IT TAKE?

The time required to complete a SID varies with the nature of the request and the amount of available information in the field. Average time required is from two to three weeks.

NOTE: THE REQUESTER AND/OR THE REMOTE CENTER SHOULD MAKE A COPY OF THE ORIGINAL REQUEST FOR THEIR OWN RECORDS.

INDIVIDUALIZED SEARCH IN DEPTH
(SID)

INFORMATION RETRIEVAL CENTER
NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

DATE RECD _____
P.O. DATE _____
INFO. SPEC. _____
DATE LOGGED _____
CHG. _____
AMT. _____
P.O. # _____
INV.# _____
DATA BASE REQUESTED _____
MAIL INSTR. _____
DATE MAILED _____

PLEASE PRINT

NAME: _____ DATE: _____

POSITION/TITLE: _____ TELEPHONE: _____

ORGANIZATION(SCHOOL/DISTRICT): _____ IS THIS YOUR FIRST REQUEST?
() YES () NO

MAILING ADDRESS: _____

CITY _____ STATE _____ ZIP _____

REQUEST SUBMITTED BY: (IF DIFFERENT FROM ABOVE)

NAME: _____

POSITION/TITLE: _____

DIST. ENROLLMENT
____ 25,000 or more
____ 10,000 to 24,999
____ 5,000 to 9,999
____ 2,500 to 4,999
____ 1,000 to 2,499
____ under 1,000

THE MOST IMPORTANT FACTOR IN OBTAINING RELEVANT INFORMATION ON YOUR TOPIC IS EFFECTIVE COMMUNICATION OF YOUR NEED TO THE INFORMATION RETRIEVAL CENTER. PLEASE THINK YOUR REQUEST THROUGH THOROUGHLY AND FILL IN THIS FORM COMPLETELY. CARE TAKEN AT THIS POINT WILL HAVE CONSIDERABLE EFFECT ON THE QUALITY OF THE INFORMATION YOU RECEIVE.

WHAT IS THE MAJOR SUBJECT AREA OF YOUR REQUEST?

TITLE: _____

WHICH OF THE FOLLOWING LEVELS APPLY TO YOUR TOPIC?

- | | | |
|---------------------------|-----------------|--------------------|
| () PRE-PRIMARY | () ELEMENTARY | () JUNIOR COLLEGE |
| () KINDERGARTEN | () JUNIOR HIGH | () COLLEGE |
| () PRIMARY | () SENIOR HIGH | () GRADUATE |
| () INTERMEDIATE | () SECONDARY | () HIGHER ED. |
| () ADULT | | |
| () PROFESSIONAL | | |
| () NO LEVEL | | |
| () OTHER (Please Define) | | |

(OVER)

WHAT IS THE GENERAL PURPOSE OF YOUR INFORMATION SEARCH?

- | | | | |
|--------------------------|---------------------------|--------------------------|--|
| <input type="checkbox"/> | PROPOSAL DEVELOPMENT | <input type="checkbox"/> | COURSE REVIEW OF LITERATURE |
| <input type="checkbox"/> | PROJECT OPERATION | <input type="checkbox"/> | INSERVICE TRAINING |
| <input type="checkbox"/> | CURRICULUM DEVELOPMENT | <input type="checkbox"/> | SCHOOL/COMMUNITY RELATIONS
(COMMUNICATIONS) |
| <input type="checkbox"/> | ADMINISTRATIVE MANAGEMENT | <input type="checkbox"/> | OTHER _____ |
| <input type="checkbox"/> | INSTRUCTIONAL IMPROVEMENT | | |
| <input type="checkbox"/> | THESIS/DISSERTATION | | |

DESCRIBE YOUR SPECIFIC INFORMATION NEEDS IN YOUR OWN WORDS. CONSIDERING THE INFORMATION INDICATED BY YOUR CHOICES AS CHECKED. BE AS SPECIFIC AS POSSIBLE.

IF POSSIBLE, LIST AUTHORS' NAMES, PROJECT/PROGRAM TITLES, ED NUMBERS, DESCRIPTIVE TERMS, AND ANY OTHER PERTINENT INFORMATION WHICH MAY BE HELPFUL SEARCH KEYS TO THE RETRIEVAL STAFF.

- - - - - PLEASE DO NOT WRITE BELOW THIS LINE - - - - -

DATA BASE SEARCHED:
RIE _____
CIJE _____
A/A _____
MANUAL _____

DATA BASE MATERIAL SENT:
RIE _____
CIJE _____
A/A _____
MANUAL _____

PLEASE MAKE A COPY OF THIS REQUEST FORM FOR YOUR RECORDS.

ISSUE NUMBER
Vol. 2, No. 1

September 1972

SID

INDIVIDUALIZED SEARCH IN DEPTH

a service-product of the

INFORMATION RETRIEVAL CENTER

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

INFORMATION PRODUCTS AVAILABLE FROM
NCEBOCS INFORMATION RETRIEVAL CENTER

PET - PACKETS OF EDUCATIONAL TOPICS

Packet titles represent a sampling of selected periodical articles providing general background information pertaining to broad topic areas.

CAT - CATALOG OF COMPUTERIZED SUBJECT SEARCHES

CAT profiles contain abstracts from Research in Education, an ERIC publication including "fugitive literature." CAT searches include materials relevant to a specific portion of a general subject.

CAP - CURRENT AWARENESS PROFILES

Current Awareness Profiles are designed to give the information requester a broad, but not necessarily comprehensive, coverage of major educational areas of interest, to keep him up-to-date on happenings in a major field. CAP input comes from most recent RIE abstracts, and offers quarterly updates.

SID/RIE - SEARCH IN DEPTH ON RESEARCH IN EDUCATION

Individualized RIE searches are retrieved from an automated data base containing over 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.

SID/CIJE - CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIJE searches are retrieved from a data base containing over 53,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIJE profiles may support SID/RIE's or serve as independent searches.

SID/AIM-ARM - ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Individualized AIM/ARM profiles may include abstracts of materials typically designed for teacher or student classroom use. Materials may also be directed to researchers, supervisors, teacher trainers, or curriculum developers - all in the areas of vocational/technical education.

For those requesters not receiving information products on a no-cost basis, the following price structure per title

is currently in effect:

PET	\$12.00
CAT	\$12.00
CAP	\$12.00
SID/RIE	\$17.00
SID/CIJE	\$14.00
SID/AIM-ARM	\$10.00

Product prices include mailing costs within the U.S.

Additional copies of this edition of the GUIDE TO IRC SERVICES are available from NCEBOCS at \$2.00 each.

Mail or phone orders for product requests and/or copies of the GUIDE to:

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Attention: Information Retrieval

ADDITIONAL N.C.E.B.O.C.S. PRODUCTS

INSTRUCTIONAL PRODUCTS AVAILABLE FROM
NCEBOCS PERSONALIZED INSTRUCTION CENTER

Personalized instruction offers teacher-prepared teaching alternatives for use with kids to supplement their learning opportunities.

IMM-EM - Ideas for Manipulative Materials: Elementary Math

IMM-EM offers an integrated approach to learning concepts, skills, and content materials. Designed for accessibility and flexibility, IMM-EM is presented as a multi-index package of idea cards.

COLAMDA Teacher Idea Cards and Student Activity Packets

COLAMDA grew from concerned teachers developing effective learning aids for unconcerned kids, specifically for low achievers in mathematics at the secondary level. The COLAMDA concept expanded to include workshops offering inservice training techniques for teachers as well as continued development of workable products for kids.

Supportive supplies for preparing concrete learning materials are also listed with unit prices below.

<u>Product Description</u>	<u>Unit Price</u>
IMM-EM Ideas for Manipulative Materials: Elementary Math	\$14.50
[*COLAMDA Teacher Idea Cards *COLAMDA Student Activity Packets	\$27.10]

*All COLAMDA materials are sold only to workshop participants and/or for reference purposes.

SUPPORTIVE SUPPLIES:

3/4" Hardwood Cubes (500/bag)	\$7.85
#63 Blank Playing Cards, Buff (500/box)	\$1.85
#63 Blank Playing Cards, White (500/box)	\$1.85
#63 Blank Playing Cards, Yellow (500/box)	\$1.85
#63 Blank Playing Cards, Blue (500/box)	\$1.85
#63 Blank Playing Cards, Green (500/box)	\$1.85
#63 Blank Playing Cards, Pink (500/box)	\$1.85

A career-oriented mathematics program to supplement curriculum in the secondary level classroom and in related vocational/technical classrooms is being produced and will be field-tested during Fall, 1972.

For free order forms/additional information, contact:

NORTHERN COLORADO EDUCATIONAL -
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501

Attention: Personalized Instruction

ADDITIONAL NCEBOCS PRODUCTS

OCCASIONAL PAPERS AVAILABLE FROM NCEBOCS

Papers are prepared by staff members, using Information Retrieval Center services and data bases. Prices are indicated per title. Order information appears below listings.

ACCOUNTABILITY IN EDUCATION briefly reviews interpretations and directions of the "accountability role" surging in education.

Includes sample definitions of the concept, suggests tools, discusses national assessment, mentions "educational auditing", presents "performance contracting", offers reactions of educational professionals, directs attention toward student benefits.

Price per copy: \$2.00

DIFFERENTIATED STAFFING "...a personnel design and system of organizations that seeks to make more effective and efficient use of human and nonhuman resources..."

Includes multi-definitions of the concept, discusses factors influencing the need for change in school organization, points out considerations for planning staff differentiation, provides background and summaries of existing models, lists problems encountered through implementation.

Price per copy: \$2.00

PPBS - PROGRAM-PLANNING-BUDGETING SYSTEM entails formalizing management procedures for established objectives, forecasting, planning for the future, and developing standards and output measures.

Includes history and definitions of the concept in the U.S., discusses relationship to educational administration, provides data on existing programs, and presents rationale for adoption of system.

Price per copy: \$3.00

IMPACT OF YEAR-AROUND SCHOOLS ON AMERICAN EDUCATION presents various approaches and plans for utilizing school facilities and staff on a year-around basis.

Describes 10 plans: Trimester, Quadrimester, Rotating/Staggered Four-Quarter, Continuous Four-Quarter, Continuous Progress, Multiple Trails, Extended K-12, Summer School, 45-15 Continuous School, and Flexible All-Year Plan.

Price per copy: \$3.00

Mail orders to:

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES
830 South Lincoln
Longmont, Colorado 80501
Attention: Occasional Papers

Mailing and handling charges will be added to each order.
Requesters will be billed.

PRICES LISTED FOR ALL NCEBOCS PRODUCTS ARE SUBJECT TO CHANGE
DUE TO DEVELOPMENT AND PRODUCTION COSTS. REQUESTERS WILL BE
NOTIFIED OF SUCH CHANGES AS THEY PERTAIN TO INDIVIDUAL REQUESTS.

NORTHERN COLORADO EDUCATIONAL
BOARD OF COOPERATIVE SERVICES

830 South Lincoln Longmont, Colorado 80501 Phone 772-4420



April 1972

MEMO TO: All Higher Education Personnel and Students

FROM: William H. McCleary, Director, and
Romie G. Lundquist, Assistant Director,
Information Retrieval Center

SUBJECT: Change in Price Structure for All Requests
Submitted to the Information Retrieval Center

Due to the loss of federal funding, the continued rise in cost of supplies, and the added information resources now available, the Information Retrieval Center of the Northern Colorado Educational Board of Cooperative Services finds it necessary to raise the prices of its products.

With your next request, the following prices will be in effect:

PET - Packets of Educational Topics - \$12.00
CAP - Current Awareness Profiles - 12.00
CAT - Catalog of Educational Topics - 12.00
SID - Search in Depth (not to exceed) - 17.00

SID requests will include:

RIE, as before, OR

CIJE's annotated bibliographies, OR

AIM & ARM's Vocational Educational Information, OR

any combination of these sources according to the
discretion of the Information Retrieval Specialist.

SID requests may be submitted separately:

SID - RIE - \$17.00/search
SID - CIJE - 14.00/search
SID - AIM & ARM - 10.00/search

(Payment or Purchase Order must accompany each of the requests)

The staff of the Information Retrieval Center appreciates your interest in our services and will continue to provide these quality products.

Sincerely,

William H. McCleary
William H. McCleary, Director

Romie G. Lundquist
Romie G. Lundquist, Assistant Director
Information Retrieval Center

WHM/dr
Enclosure

TECHNICAL ASSISTANCE PROJECT MONTHLY REPORT NO. 29
FEBRUARY 1973

STATISTICAL INFORMATION:

TOTAL Number Requests Received - 107
 TOTAL ERIC Requests Received - 96
 TOTAL ERIC Requests Processed - 70
 TOTAL LOCAL Requests Received - 11
 TOTAL LOCAL Requests Completed - 7

TOTALS:

ERIC Requests to Date - 2,870
 To Date 1973 - 169

REQUESTS ANALYZED PER CENTER - BY NUMBER, REQUESTER, AND SUBJECT MATTER

	<u>N.U.</u>	<u>C.S.A.</u>	<u>S.W.</u>	<u>S.E.A.</u>	<u>S.E.</u>	<u>OGDEN</u>	<u>TOTALS</u>
ERIC							
Field Agent	3	1	7	30	12	37	90
District Agt.	0	0	3	0	3	0	6
LOCAL	<u>1</u>	<u>8</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>11</u>
	4	9	12	30	15	37	107

	<u>N.U.</u>	<u>C.S.A.</u>	<u>S.W.</u>	<u>S.E.A.</u>	<u>S.E.</u>	<u>OGDEN</u>	<u>TOTALS</u>
Superintendents	0	0	0	0	0	3	3
Principals	0	2	2	0	1	7	12
Teachers	1	4	6	0	0	8	19
Specialists	3	0	0	27	1	1	32
Coord/Dir.	0	1	3	1	8	14	27
Miscellaneous	0	2	1	2	5	4	14
TOTALS	4	9	12	30	15	37	107

SUBJECT MATTER BY CENTER

<u>S.E.A.</u>		<u>OGDEN</u>	<u>S.E.</u>
Bus. Edu. - 1	Spec. Edu. Teach. - 1	Art - 1	Beh. Mod. - 1
Chemistry - 1	Spelling - 1	Comm. Sch. - 1	Career Edu. - 1
Coll. Neg. - 1	Teacher Aides - 1	Ear. Edu. - 1	Elem. Edu. - 3
Cont. Prog. Plan. - 1	Testing - 1	Eng. - 1	Handi. tea. - 1
Deaf Edu. - 2	Violence Res. - 1	Handwriting - 1	Hearing - 1
Discipline - 1	Vocational Math - 1	Health - 2	Human. Edu. - 1
Early Child. Edu. - 1	Work Ethic - 1	Learn. Dis. - 1	Learning - 1
Eval. Diff. - 1	Year Round Sch. - 1	Library Skills - 5	Psy. Ser. - 1
Incidental learn. - 1	<u>S.W.</u>	Literacy - 1	Sec. Edu. - 1
Language - 1	Admin. - 1	Maintenance - 3	Speech - 1
Language Arts - 1	Curr. - 3	Math - 11	Staffing - 1
Leadership - 1	Debate - 3	Media - 3	Transport. - 1
Math - 3	Driver Edu. - 1	Pollution - 1	<u>C.S.A.</u>
Mentally Handi. - 1	Learn. Dis. - 2	P.T.S.A. - 1	Grading - 1
Motor Perform. - 1	Public Rel. - 1	Reading - 1	Homes - 1
Open Class - 1	Testing - 1	Teach. Load - 3	Media Talk - 1
Perform. Contract. - 1			Reading - 2
School Finance - 1			Social St. - 4
Sibling Rivalry - 1			

<u>N.U.</u>	Evaluation of Listed Programs - 1	Self-Concept in Rural Schools - 1
	Math - 1	Spec. Edu.- in Rural Schools - 1

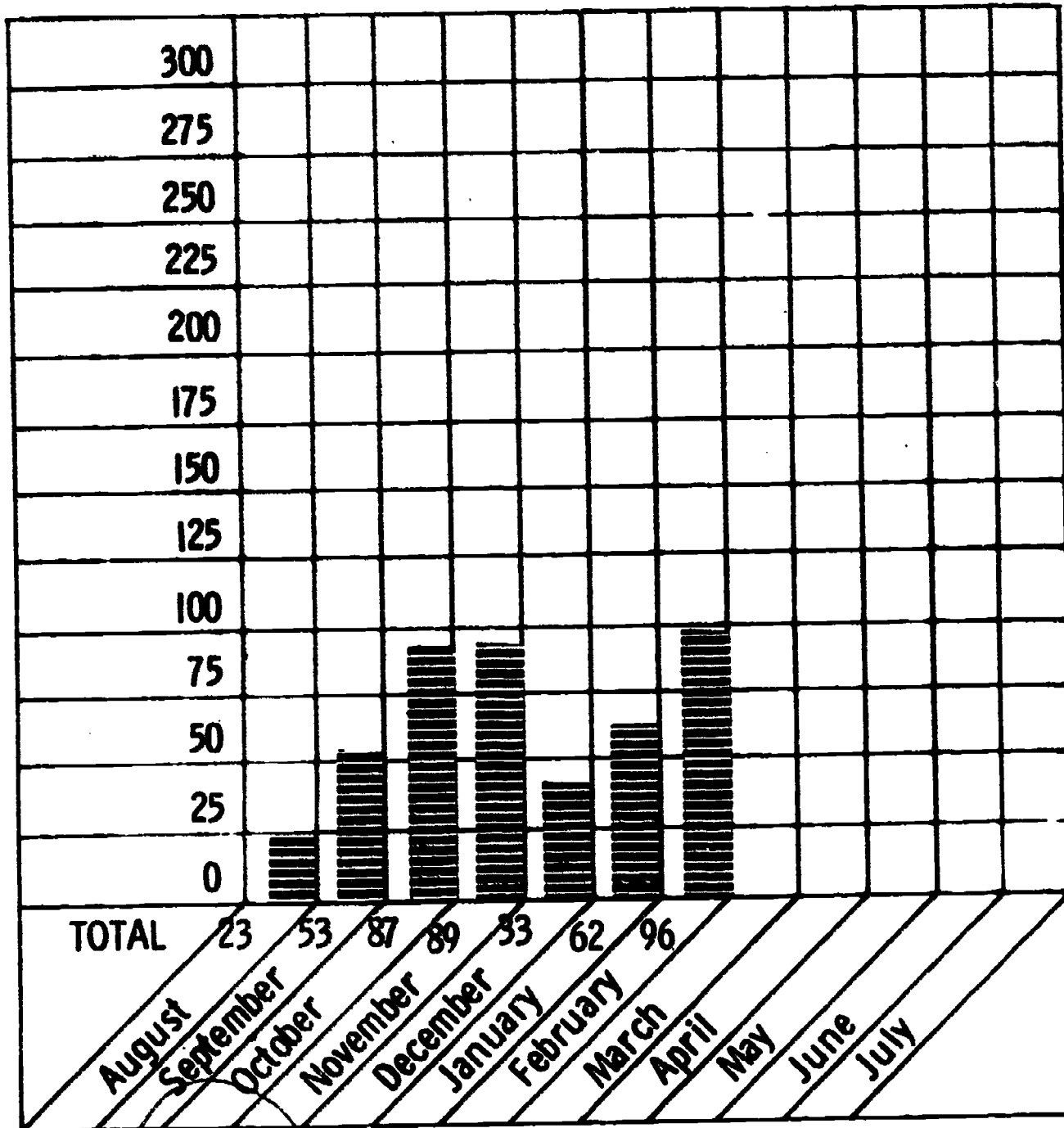
Subject Matter Categories (totals): Combined totals in Repetitive Areas this month.
 Top Three Request Areas for the Project: Math, Library Skills, Social Studies

MICROFICHE CIRCULATION

Number of Individual Fiche Distributed							Running Total Since June, 1971	
	<u>OGDEN</u>	<u>N.U.</u>	<u>C.S.A.</u>	<u>S.W.</u>	<u>S.E.A.</u>	<u>S.E.</u>		<u>Total</u>
February	0	24	0	0	37	23	84	2,947

Number of ERIC Requests Received during Project's Second Working Year

1972-73 Requests



Monthly Report for January, 1973

BEST COPY AVAILABLE

	<u>Current Month</u>	<u>Running Total Since Jan., 1972</u>	<u>Running Total Since July, 1970</u>
II Microfiche Distribution:			
Microfiche duplicated	<u>108</u>	<u>2,086</u>	<u>3,598</u>
III. Requests for Automated Information Retrieval based on the ERIC Data Base:			
A. Educational practitioners (includes teachers and librarians K-12)	<u>222</u>	<u>3,420</u>	<u>8,187</u>
B. Educational Decision Makers (includes superintendents, assistant superintendents, project directors, principals, consultants)	<u>240</u>	<u>4,400</u>	<u>11,554</u>
C. Research and Development Specialists	<u>14</u>	<u>484</u>	<u>738</u>
D. Information Specialists and Dissemination Specialists	<u>21</u>	<u>977</u>	<u>2,761</u>
E. State Department Officials	<u>11</u>	<u>469</u>	<u>1,537</u>
F. Others (includes college and graduate students, college professors, USOE officials)	<u>14</u>	<u>397</u>	<u>1,378</u>
TOTAL FOR	<u>522</u>	<u>10,147</u>	<u>26,155</u>

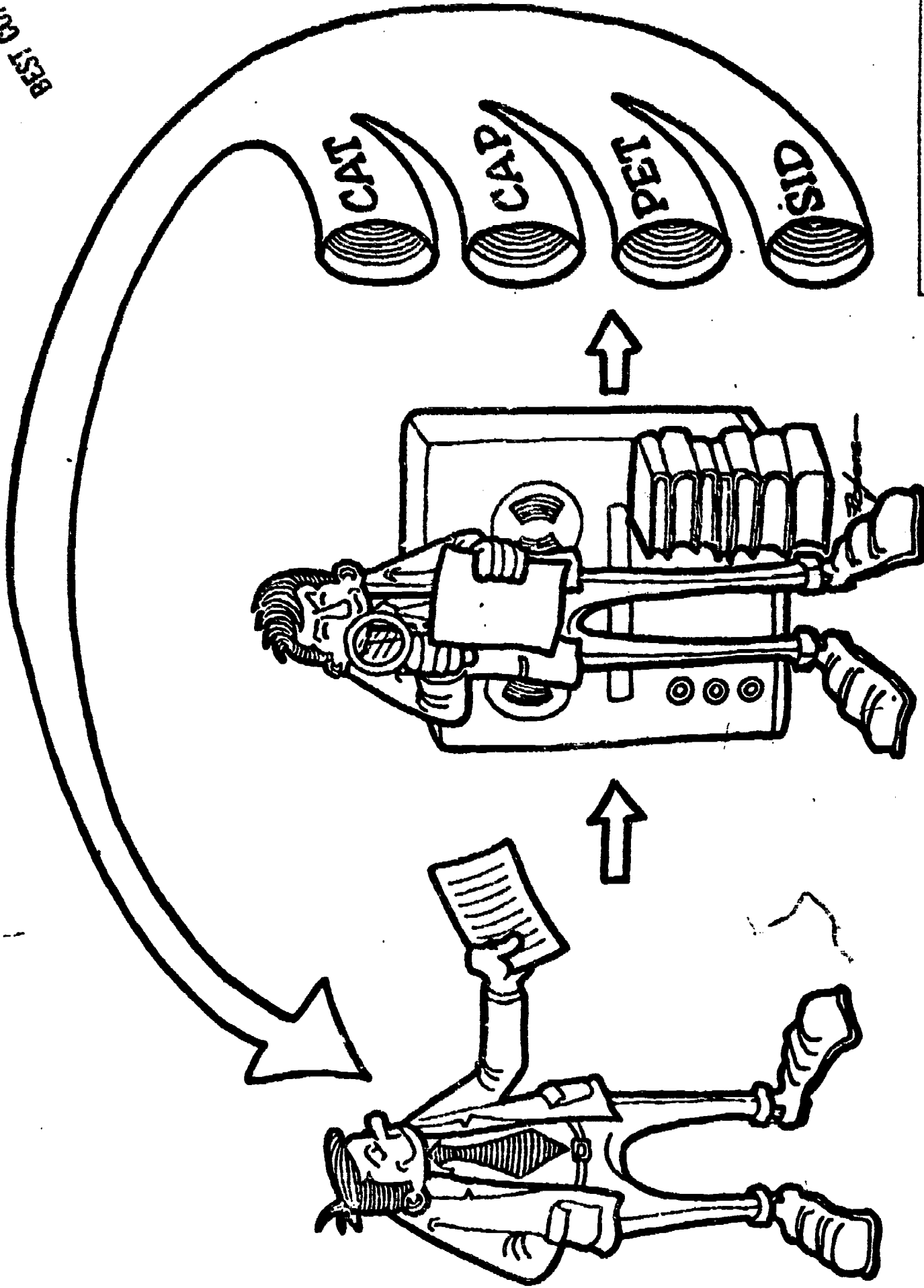
IV. Requests from Regional Information Retrieval Networks:

	<u>PET</u>	<u>CAF</u>	<u>CAT</u>	<u>SID</u>			
*Colorado	<u>35</u>	<u>20</u>	<u>63</u>	<u>126</u>	<u>244</u>	<u>3,401</u>	<u>9,558</u>
**Idaho	<u>14</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>29</u>	<u>743</u>	<u>1,596</u>
**Kansas	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>607</u>	<u>775</u>
**Montana	<u>3</u>	<u>0</u>	<u>10</u>	<u>8</u>	<u>21</u>	<u>31</u>	<u>49</u>
***NECDE	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>417</u>	<u>690</u>
*Oregon	<u>7</u>	<u>0</u>	<u>14</u>	<u>0</u>	<u>21</u>	<u>610</u>	<u>2,428</u>
**No. Dakota	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
*So. Dakota	<u>5</u>	<u>14</u>	<u>23</u>	<u>10</u>	<u>52</u>	<u>964</u>	<u>2,075</u>
**Texas	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>79</u>	<u>167</u>
*Utah	<u>15</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>26</u>	<u>1,510</u>	<u>4,466</u>
*Washington	<u>10</u>	<u>7</u>	<u>12</u>	<u>35</u>	<u>64</u>	<u>1,146</u>	<u>2,778</u>
*Wyoming	<u>5</u>	<u>3</u>	<u>15</u>	<u>16</u>	<u>39</u>	<u>394</u>	<u>973</u>
Other	<u>9</u>	<u>2</u>	<u>12</u>	<u>3</u>	<u>26</u>	<u>238</u>	<u>599</u>
TOTAL	<u>103</u>	<u>55</u>	<u>159</u>	<u>205</u>	<u>522</u>	<u>10,147</u>	<u>26,155</u>

Northern Colorado Educational BOCS

INFORMATION RETRIEVAL CENTER

BEST COPY AVAILABLE



**INFORMATION
RETRIEVAL STAFF**

REQUESTOR

830 South Lincoln Street
Longmont, Colorado 80501
Phone: (303) 772-4420

Why have Information Retrieval for Educators?

- TO LINK THE INFORMATION EXPLOSION OF
 - * RESEARCH REPORTS AND DOCUMENTS,
 - * COMMERCIALY PRODUCED CLASSROOM MATERIALS,
 - * EDUCATIONAL PERIODICALS,
 - * ADVERTISEMENTS OF INNOVATIVE TRENDS AND PRACTICES.
- WITH EDUCATIONAL PRACTITIONERS:
 - * CLASSROOM TEACHERS/PROFESSORS
 - * SPECIALISTS/CONSULTANTS
 - * ADMINISTRATORS/PROJECT DIRECTORS
 - * GRADUATE STUDENTS/TEACHER TRAINERS
 - * SCHOOL BOARD MEMBERS/COMMUNITY STUDY GROUPS
 - * STATE DEPARTMENT OFFICIALS/USOE OFFICIALS
 - * LOCAL, STATE, OR REGIONAL EDUCATIONAL AGENCIES.

What does the NCEBOCS I. R. Center offer?

- A STAFF OF INFORMATION SPECIALISTS AND REFERENCE LIBRARIANS WHO CONDUCT AUTOMATED AND MANUAL SEARCHES OF VARIOUS DATA BASES TO MEET REQUESTERS' NEEDS
- SUPPORT STAFFS OF DATA PROCESSING SPECIALISTS AND CLERICAL PERSONNEL
- UNIQUE EDUCATIONAL INFORMATION PRODUCTS INCLUDING:
 - * PET (PACKETS OF EDUCATIONAL TOPICS),
 - * CAT (CATALOG OF COMPUTERIZED SUBJECT SEARCHES),
 - * CAP (CURRENT AWARENESS PROFILES),
 - * SID (INDIVIDUALIZED SEARCHES IN-DEPTH).

Who does this Information Retrieval Center serve?

- EDUCATIONAL REQUESTERS OF NCEBOCS MEMBER SCHOOL DISTRICTS,
- REQUESTERS FROM A NETWORK OF STATES AND REGIONS ACROSS THE U.S.,
- INDIVIDUALS WILLING TO PAY A NOMINAL FEE FOR EDUCATIONAL INFORMATION PRODUCTS.

EDUCATIONAL INFORMATION RETRIEVAL IS ONE OF MANY PROGRAMS AND SERVICES OFFERED BY NORTHERN COLORADO EDUCATIONAL BOARD OF COOPERATIVE SERVICES.

For Further Information, Contact:

~~COORDINATOR OF INFORMATION SERVICES~~
COORDINATOR OF INFORMATION SERVICES
NORTHERN COLORADO EDUCATIONAL BOCS
830 SOUTH LINCOLN
LONGMONT, COLORADO 80501
PHONE (303) 772-4420
~~COORDINATOR OF INFORMATION SERVICES~~

WHO'S "ERIC"?

ERIC WAS DESIGNED AND SUPPORTED BY THE U.S. OFFICE OF EDUCATION TO PROVIDE READY ACCESS TO RESULTS OF EXEMPLARY PROGRAMS, RESEARCH AND DEVELOPMENT EFFORTS, AND RELATED INFORMATION THAT CAN BE USED IN DEVELOPING MORE EFFECTIVE EDUCATIONAL PROGRAMS.

THROUGH A NETWORK OF SPECIALIZED CENTERS OR CLEARINGHOUSES, EACH OF WHICH IS RESPONSIBLE FOR A PARTICULAR EDUCATIONAL AREA, CURRENT SIGNIFICANT INFORMATION IS MONITORED, ACQUIRED, EVALUATED, ABSTRACTED, INDEXED, AND LISTED IN ERIC REFERENCE PRODUCTS.

IN ADDITION, EACH CLEARINGHOUSE PRODUCES NEWSLETTERS, BULLETINS, INTERPRETATIVE SUMMARIES, RESEARCH REVIEWS, AND BIBLIOGRAPHIES.

WHAT IS 'ERIC'?

- ➔ A NATIONAL INFORMATION SYSTEM
- ➔ A SOURCE OF DOCUMENTS ON EDUCATION
- ➔ A NETWORK OF DECENTRALIZED INFORMATION CENTERS

WHAT DOES 'ERIC' DO?

- ➔ COLLECTS, SCREENS, ORGANIZES, AND DISSEMINATES REPORTS
- ➔ FURNISHES COPIES OF EDUCATIONAL DOCUMENTS AT NOMINAL COSTS
- ➔ PREPARES INTERPRETATIVE SUMMARIES, RESEARCH REVIEWS, AND BIBLIOGRAPHIES ON CRITICAL TOPICS IN EDUCATION
- ➔ SERVES DECENTRALIZED INFORMATION CENTERS THROUGHOUT THE COUNTRY

~~~~~  
"We believe the day is not far distant when the ERIC network will link universities, professional organizations, school systems, boards of education--the entire educational community to speed all research results to places where they are needed and when they are needed. . . ."

~~~~~  
- Peter G. Burchinal, Assistant Commissioner
National Center for Educational Communication
~~~~~



## The ERIC System

### ERIC:

Education Resources Information Center, a nationwide system for collecting, abstracting, indexing, storing and disseminating papers, reports, etc., in the field of education.

### CENTRAL ERIC:

The main coordinating office of ERIC, located in Washington, D.C., at the U.S. Office of Education.

### CLEARINGHOUSE:

Any of 19 offices handling research information pertaining to a given facet of education.

### LEASCO-ERIC TAPES:

The contractor responsible for merging the document resources at all clearinghouses and for preparing the monthly magnetic tapes from which Research In Education (RIE) and Current Index to Journals in Education (CIJE) are printed.

### THESAURUS:

A collection of descriptors published by Central ERIC; to be used as an authority when storing and searching for documents; arranged alphabetically.

## Educational Data Bases

### RIE:

Research in Education, an abstracting journal of education documents, issued monthly.

### CIJE:

Current Index to Journals in Education, a monthly publication which contains abstracts of articles from all education-related journals.

### AIM/ERM:

Abstracts of Materials in Educational Research, a quarterly abstract journal of educational materials including instructional and research-related materials.

### SPECIAL COLLECTIONS:

From time to time ERIC publishes special collections of documents. An index volume will be published and documents, if available, single or as a complete set, in microfiche or hardcopy.

# Information Product Components

## PROFILE:

A collection of ERIC abstracts searched relevant to a particular request, and processed for the requester as an information product.

## BIBLIOGRAPHY:

A listing, sometimes annotated, of suggested additional readings from educational periodical articles.

## RETRIEVAL NUMBER:

A user number, assigned solely to each individual SID request.

## ORDER NUMBER:

A number assigned to each JAF, LAP or PET title.

## DOCUMENT:

Research papers, studies, dissertations, curriculum studies, etc., that have been put into the ERIC system.

## ABSTRACT:

The informative summary citing each document in RIL, and appearing on the first page of each document.

## REPORT NUMBER:

That number assigned to each document abstracted and used for ordering ERIC documents. Such numbers are prefixed by ED, EJ, AI, or AR to indicate collection of materials.

## DESCRIPTORS:

Terms used to index and retrieve documents (i.e., subject headings-- program budgeting, behavioral objectives, teacher evaluation).

## RESUME:

Contains not only the abstract, but also cataloging information about the document (author, title, and location, etc.) and the descriptors used for indexing the document. Citation in RIL.

## IDENTIFIERS:

Names of projects, agencies, institutions, and the like used to index and retrieve documents (e.g., NSF, ERIC, Project EAO, IRI, Cuisenaire rods).

## AUTHORS:

Those authors known to be active in fields of educational interest (e.g., Poplin -- management of schools, Leisinger -- accountability, Holt -- classroom innovation).

### INSTITUTIONS:

Recognized sources for documents related to a particular educational field (e.g., University of Wisconsin--center for cognitive learning, University of Chicago--evaluation, research).

### TURNAROUND TIME:

The amount of time measured by this Center in days (excluding weekends) which occurs between the date a request is received by the Center and the date it is mailed from the Center to the requester.

### DOCUMENT REQUEST FORM:

That form accompanying each CAT, CAP or SID profile from which the requester may order full documents in microfiche of abstracts appearing in the information profile.

### EVALUATION FORM:

That form accompanying each information profile seeking feedback information from the requester regarding relevancy and usefulness of material received.

## Full Document Information

### HARDCOPY:

Documents printed by a contracted firm on paper large enough for easy reading, collated with a cover, 70+ type size.

### MICROFICHE:

Microfilm cards measuring 4" x 6", containing up to 70 pages of information per microfiche, available from ERIC Document Reproduction Service, Post Office Drawer 0, Bethesda, Maryland 20014.

### MICROFICHE READER:

A machine for reading each page of a microfiche.

### MICROFICHE READER-PRINTER:

A reader that also can print a photocopy of each page of the document. (Fiche to hardcopy).

### MICROFICHE-DUPLICATOR:

Reproduces Microfiche (fiche to fiche).

# Information Staff/Requesters

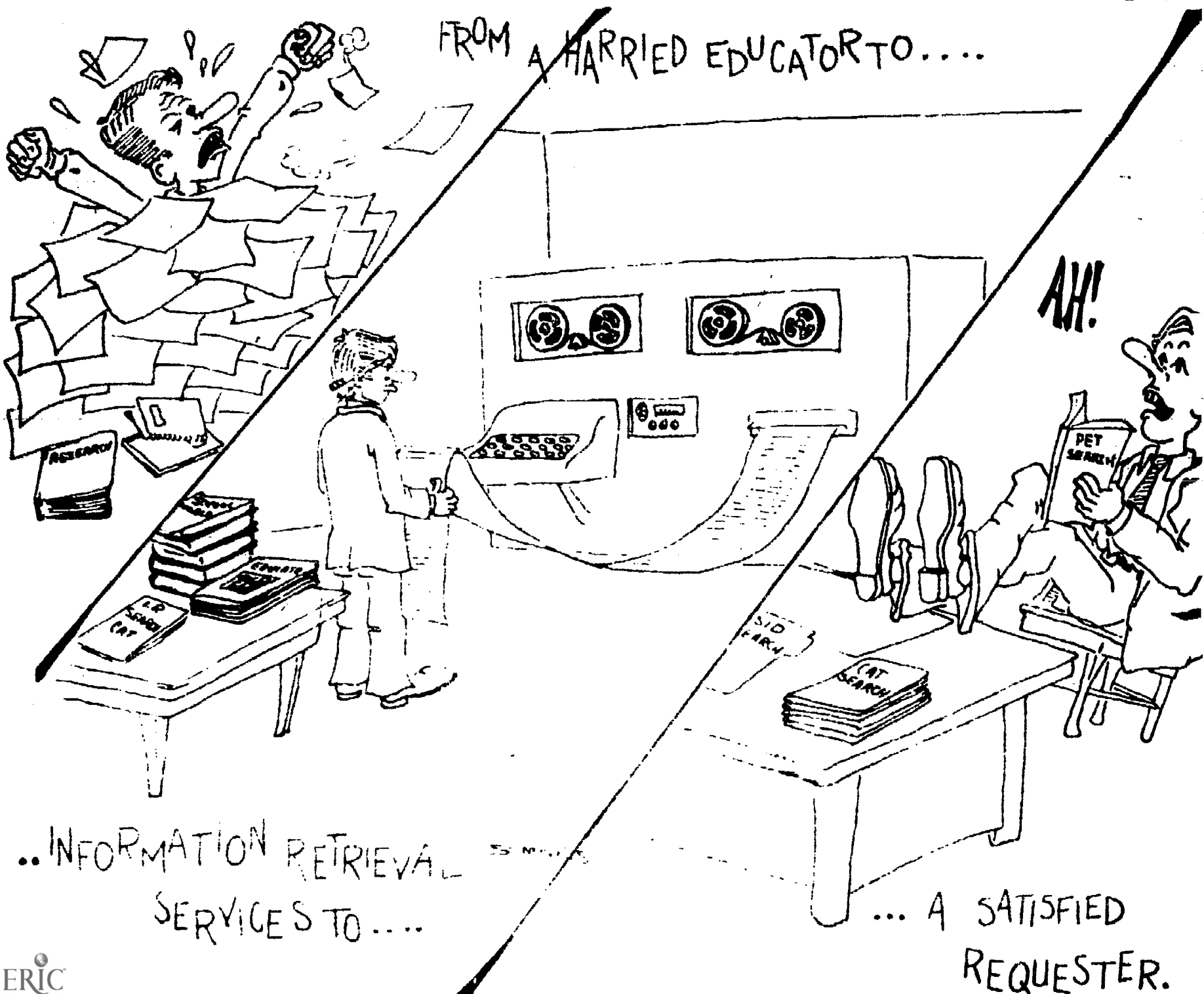
BEST COPY AVAILABLE

## REQUESTER:

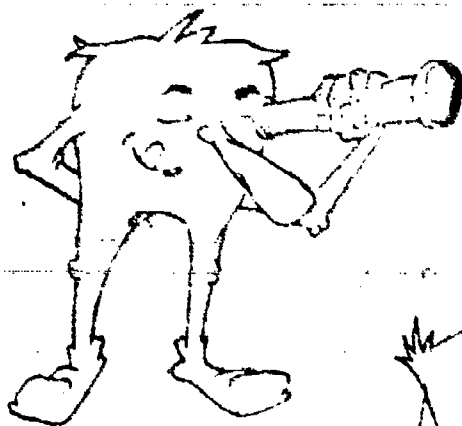
An educator who requests information about an education topic or idea from the Information Retrieval Center. Requesters may range from classroom teachers or paraprofessionals to administrators, higher education professors or graduate students.

## INFORMATION SPECIALIST/REFERENCE LIBRARIAN:

An Information Retrieval staff member who interprets requests received by the Center, and who writes "logics" (search strategies) to retrieve information from the automated data base, relevant to those requests. Staff reference librarians also use university, local and interlibrary loan facilities and services to fulfill requests.



# INFORMATION PRODUCTS AVAILABLE FROM NCEBODS INFORMATION RETRIEVAL CENTER



## PET = PACKET OF EDUCATIONAL TOPICS

Packet titles represent a sampling of selected periodical articles providing general background information pertaining to broad topics.



## CAT = CATALOG OF COMPUTERIZED SUBJECT SEARCHES

CAT profiles contain abstracts from Research In Education, an ERIC publication including "fugitive literature." CAT searches include materials relevant to a specific portion of a general subject.



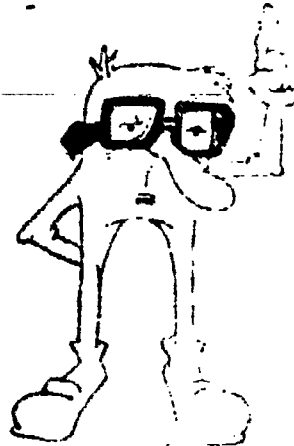
## CAP = CURRENT AWARENESS PROFILES

Current Awareness profiles are designed to give the information requester a broad, but not necessarily comprehensive coverage of major educational areas of interest, to keep him up-to-date on happenings in a major field. CAP input comes from most recent RIE abstracts and offers quarterly updates.



## SID/RIF = SEARCH IN DEPTH ON RESEARCH IN EDUCATION

Individualized RIF searches are retrieved from an automated data base containing approximately 50,000 abstracts of doctoral theses, project reports and research documents compiled at subject area clearinghouses throughout the ERIC network.



## SID/CIE = CURRENT INDEX TO JOURNALS IN EDUCATION

Individualized CIE searches are retrieved from a data base containing over 50,000 journal entries. These periodical materials appear as bibliographic citations, some including annotations. SID/CIE profiles can support SID/RIFs or serve as independent searches.



## SID/MARM = ABSTRACTS OF INSTRUCTIONAL MATERIALS, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Individualized MARM profiles may include abstracts of materials suitable for use by teachers or student classroom use. Materials may also be useful for teachers, supervisors, teacher trainers, or curriculum developers in the areas of vocational/technical education.

Each of the 18 clearinghouses, as well as acquiring, reviewing, abstracting, and indexing the documents announced in Research in Education, also prepares bibliographies and interpretive summaries of research which appear in general field magazines, and are disseminated through the ERIC Document Reproduction Service.

For additional information concerning ERIC and its function, please contact:

ERIC U.S. National Institute of Education  
Washington, D.C. 20202

ERIC documents may be ordered from:

ERIC Document Reproduction Service  
Post Office Drawer 0  
Bethesda, Maryland 20014

ERIC CLEARINGHOUSES

ADULT EDUCATION  
Syracuse University  
Syracuse, N.Y.

LANGUAGES AND LINGUISTICS  
Modern Language Association of America  
New York, N.Y.

COUNSELING AND PERSONNEL SERVICES  
University of Michigan  
Ann Arbor, Michigan

LIBRARY AND INFORMATION SCIENCES  
American Society for Information  
Science  
Washington, D.C.

DISADVANTAGED  
Teachers College  
Columbia University  
New York, N.Y.

READING AND COMPOSITION SKILLS  
National Council of Teachers of  
English  
Washington, D.C.

EARLY CHILDHOOD EDUCATION  
University of Illinois  
Urbana, Ill.

TECHNOLOGY IN SECONDARY SCHOOLS  
National Science Foundation  
Washington, D.C.

EDUCATIONAL MANAGEMENT  
University of Oregon  
Eugene, Oregon

GENERAL EDUCATION AND  
TECHNOLOGY IN EDUCATION  
National Science Foundation  
Washington, D.C.

EDUCATIONAL MEDIA AND COMMUNICATIONS  
Stanford University  
Stanford, Calif.

GENERAL EDUCATION AND  
TECHNOLOGY IN EDUCATION  
National Science Foundation  
Washington, D.C.

EXCEPTIONAL CHILDREN  
The Council for Exceptional Children  
Arlington, Va.

GENERAL EDUCATION AND  
TECHNOLOGY IN EDUCATION  
National Science Foundation  
Washington, D.C.

HIGHER EDUCATION  
George Washington University  
Washington, D.C.

GENERAL EDUCATION AND  
TECHNOLOGY IN EDUCATION  
National Science Foundation  
Washington, D.C.

JUNIOR COLLEGES  
University of California  
Los Angeles, Calif.

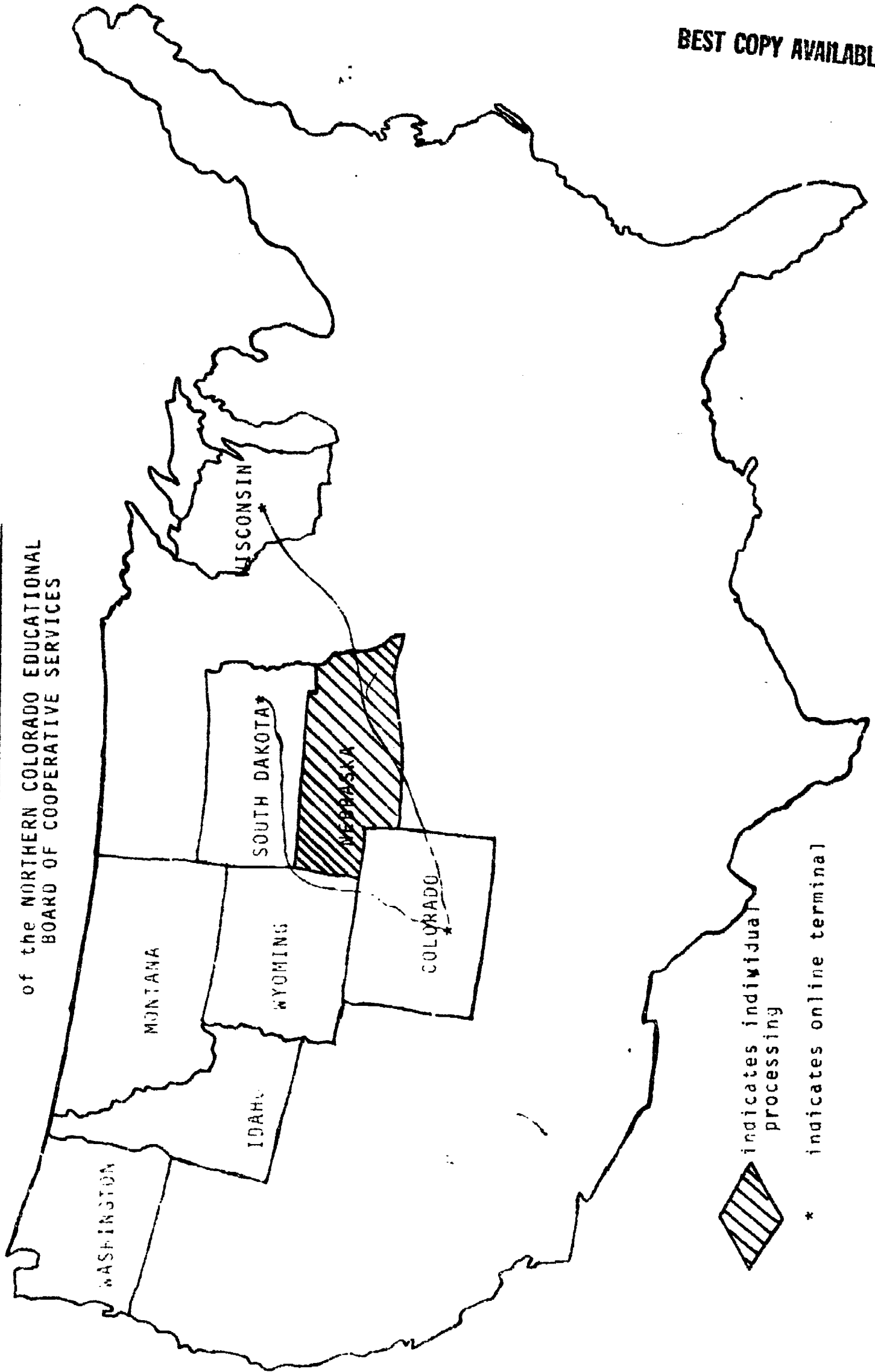
GENERAL EDUCATION AND  
TECHNOLOGY IN EDUCATION  
National Science Foundation  
Washington, D.C.




STATES SERVED ON INDIVIDUAL CONTRACT BASES BY THE:

INFORMATION RETRIEVAL REGIONAL NETWORK

of the NORTHERN COLORADO EDUCATIONAL  
BOARD OF COOPERATIVE SERVICES



 indicates individual processing  
\* indicates online terminal

II. Florida Educational Resources Information Center (FERIC)

- A. Paper giving general description of FERIC
- B. Sample monthly ERIC search statistics report (October, 1972)

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER  
(FERIC)

Administrator: Mr. Robert E. Hancock (904/599-5150)  
FERIC  
Department of Education  
Knott Building  
Tallahassee, Florida 32304

A research-oriented dissemination system, developed by the Florida Research Coordinating Unit for Vocational Education, was implemented by the Florida Department of Education in 1968. Fund sources were the Vocational Amendments of 1968, Title III, Title V and State appropriations. The Commissioner of Education expanded the program in 1970 to include services to the total public education community in Florida and designated the system as the Florida Educational Resources Information Center (FERIC). The program was transferred in February 1972 from the Division of Vocational Education to the Commissioner's Administrative staff. FERIC, one of five sections which now comprise the Communications/Media Service Center, is supported with State and federal funds.

FERIC's target audiences are Department staff, and administrative personnel and classroom instructors in the school districts, area vocational-technical schools, community junior colleges and state universities.

A network of 66 satellite centers has been established in the nine state universities, 26 community junior colleges, 20 area vocational-technical centers, one comprehensive high school, five vocational education exemplary programs, and five vocational education area program coordinating offices. A working relationship also has been established with the Florida State Library System, Florida Learning Resources System (Exceptional Child Education), and a number of special educational projects in the state.

Information requests from the field are submitted routinely through satellite centers or Department staff. This insures that preliminary investigations have been completed at the local level.

Comprehensive manual searches are made of the ERIC and non-ERIC files. The QUERY System computer program is used to batch search the resumes announced in RESEARCH IN EDUCATION, ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, and CURRENT INDEX TO JOURNALS IN EDUCATION. Information requests are referred, when appropriate, to Department staff, to other state agencies and institutions, to local education agencies, to federal projects personnel, and to information sources outside the State of Florida.

FERIC's data bank includes more than 60,000 documents reproduced on microfiche, over 6,000 hard copy titles, several thousand current awareness articles, subscriptions to nearly 450 publications listed in the monthly CURRENT INDEX TO JOURNALS IN EDUCATION, and a subscription to the curriculum materials available through the Xerox Corp.

The FERIC staff includes one administrator, one staff assistant, one librarian, one half-time librarian and 17 university student assistants. The students work a maximum of 20 hours per week. Six students manually search the data bank, five perform clerical-related duties, two maintain current awareness files and two work with the computer retrieval program (QUERY System).

BEST COPY AVAILABLE

ASSOCIATE COMMISSIONER FOR ADMINISTRATION

COMMUNICATIONS MEDIA SERVICE CENTER  
Henry C. Bergmann, Director

FLORIDA EDUCATIONAL  
RESOURCES INFORMATION CENTER  
**ERIC**  
Robert E. Hancock,  
Administrator

DEPARTMENT  
DISSEMINATION  
ADVISORY  
COMMITTEE

Administrator,  
OE-funded,  
"STATE EDUCATIONAL  
INFORMATION CENTER  
IMPROVEMENT PROJECT"

Liaison, "NATIONAL  
DISSEMINATION  
CONFERENCE"

EDUCATIONAL TV  
AND RADIO  
COORDINATING  
COUNCIL

VOCATIONAL RESEARCH  
COORDINATING  
COUNCIL

Jeynean Porter  
-Clerk IV-  
Administrative  
Services

Margaret Winkler  
-Librarian-  
Information  
Services

FERIC  
Satellite  
Centers

Special FERIC  
Dissemination  
Programs

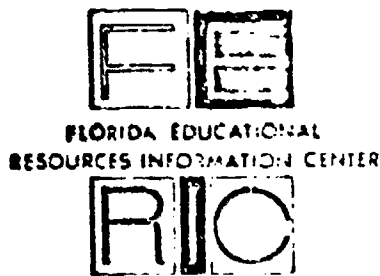
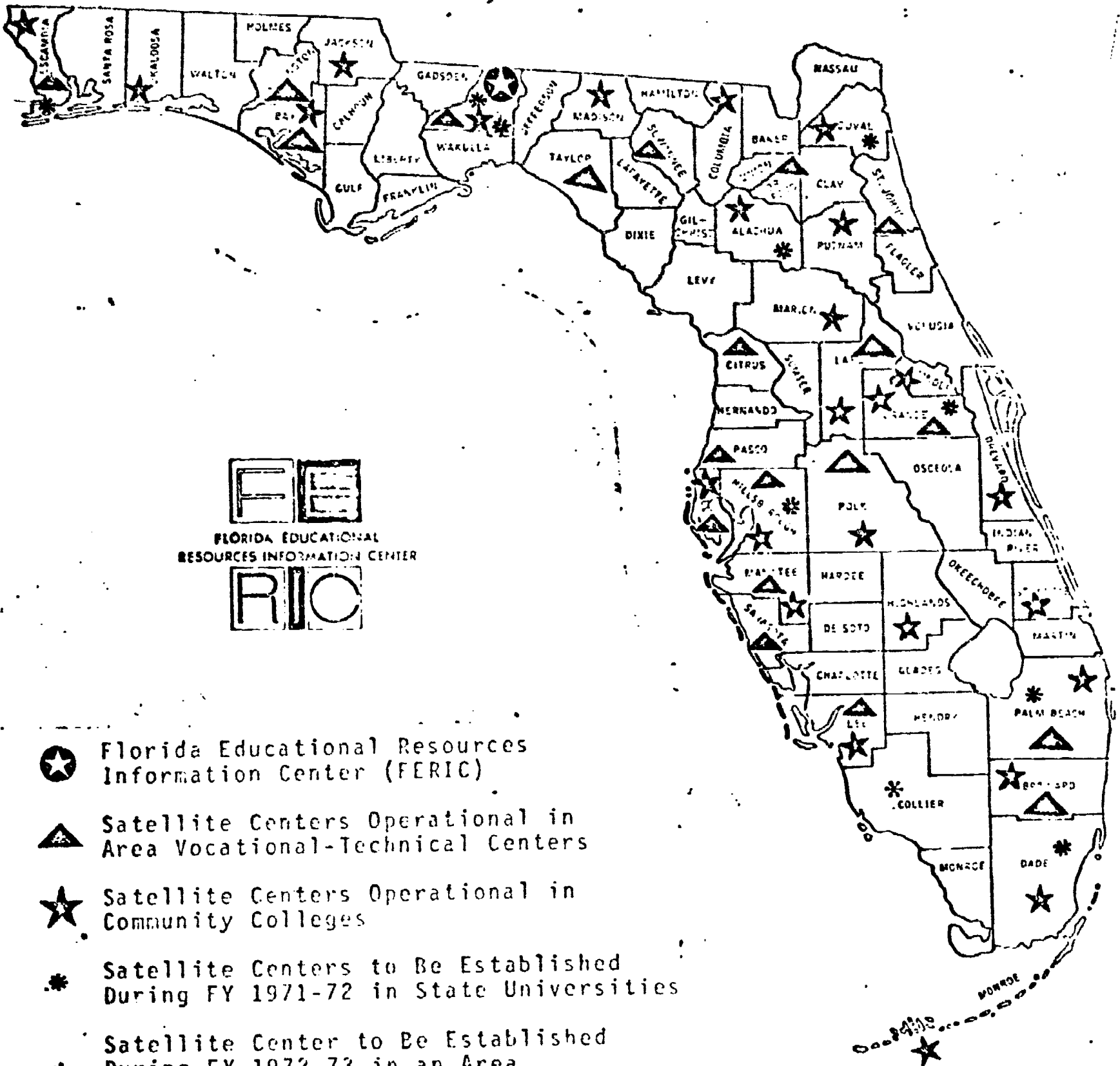
University  
Student  
Assistants

- Area Vocational-Technical Centers
- Community Junior Colleges
- State Universities
- Exemplary Programs
- Area Program Coordinating Offices

- High Schools
- Extension Centers
- V.I.E.W.
- P.A.E.C.
- Department of Education Sections
- State and County Agencies

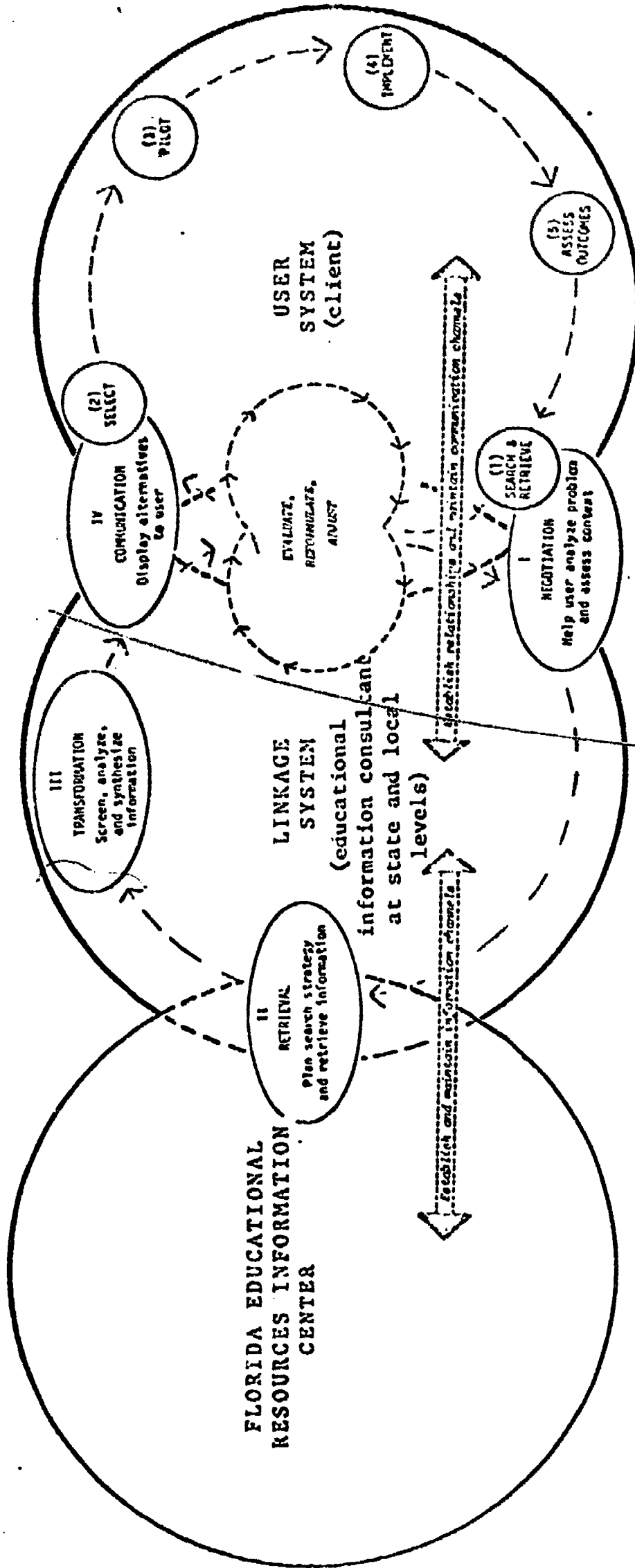
Florida Educational Resources Information Center  
 Department of Education  
 Knott Building  
 Tallahassee, Florida 32304

BEST COPY AVAILABLE



- ★ Florida Educational Resources Information Center (FERIC)
- ▲ Satellite Centers Operational in Area Vocational-Technical Centers
- ★ Satellite Centers Operational in Community Colleges
- \* Satellite Centers to Be Established During FY 1971-72 in State Universities
- \* Satellite Center to Be Established During FY 1972-73 in an Area Vocational-Technical Center

A PROCESS MODEL OF THE  
EDUCATIONAL INFORMATION CONSULTANT ROLE



Adaptation of a model  
Designed by  
Far West Laboratory for  
Educational Research and  
Development 3/71

## WHAT'S YOUR ERIC IQ?

As the ERIC system has grown it has developed its user vocabulary of special terms and abbreviations. This brief quiz will test the depth of your knowledge and perhaps introduce you to some new materials which you may want to use.

Grade yourself according to the following scale and then check your results with the descriptors on page 2 to see how well acquainted you really are with ERIC.

- 0 - I know nothing about this.
- 1 - I am familiar with this, but it's fuzzy.
- 2 - I have a general idea of this.
- 3 - This one. I know!

- \_\_\_ 1. MF
- \_\_\_ 2. Research in Education
- \_\_\_ 3. Descriptors
- \_\_\_ 4. CIJE
- \_\_\_ 5. EDRS
- \_\_\_ 6. ED number
- \_\_\_ 7. Major Descriptors
- \_\_\_ 8. Minor Descriptors
- \_\_\_ 9. Annual Indexes
- \_\_\_ 10. HC
- \_\_\_ 11. Thesaurus of ERIC Descriptors
- \_\_\_ 12. Current Index to Journals in Education
- \_\_\_ 13. Related Descriptor Display
- \_\_\_ 14. QUEBY
- \_\_\_ 15. NTEC
- \_\_\_ 16. ERIC
- \_\_\_ 17. DOE
- \_\_\_ 18. FLEET
- \_\_\_ 19. FIB
- \_\_\_ 20. Identifiers

FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER  
Department of Education  
Tallahassee, Florida 32304

Telephone: 904/599-5781  
or  
904/599-5150

INFORMATION SEARCH REQUEST

Date of Request \_\_\_\_\_ Date Information Needed \_\_\_\_\_

Requester \_\_\_\_\_ Position \_\_\_\_\_

Institution/Agency/Other \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

You can help insure successful completion of the search requested by stating your problem and describing the question you desire searched.

Search Title \_\_\_\_\_

Problem \_\_\_\_\_

Question \_\_\_\_\_



1. MF - microfiche, a 4"x6" acetate sheet showing up to 70 images, each representing an 8 1/2"x11" sheet of paper; it is read in a microfiche reader which enlarges the images.
2. Research in Education - a monthly abstract journal which announces recently completed reports in the field of education. It contains resumes highlighting the significance of each document and indexes citing the contents by subject, author, institution, and accession numbers.
3. Descriptors - authoritative terms acceptable for indexing and searching in the ERIC system and which characterize the substantive content of a document.
4. Negotiation - identifying, analyzing, assessing and defining specifically the problem and attendant information need(s) of a client.
5. CIJE - Current Index to Journals in Education.
6. EDRS - ERIC Document Reproduction Service, which makes available most of the documents cited in RIE.
7. ED numbers - ERIC Accession Numbers, identification numbers sequentially assigned to documents as they are processed and used to search for documents.
8. Major Descriptors - descriptors preceded by an asterisk in the RIE entry, indicating the major concepts of a document and listed in the subject index.
9. Minor Descriptors - descriptors without an asterisk in the RIE listing, indicating the less important concepts of a document and not found in the subject index.
10. Exceptional Child Education Abstracts - a quarterly journal published by the (National) Council for Exceptional Children (CEC). The journal contains abstracts stored on the computer file of the CEC Information Center. It is designed for those educators and other persons who are concerned with gifted and handicapped children.
11. Annual Indices - the RIE Annual Index, a cumulation of the subject indices from the monthly issues that does not include complete resumes. The CIJE annual index includes the complete citations from the monthly issues, as well as the indices.
12. HC - hardcopy, a full-size Xerox reproduction.
13. Thesaurus of ERIC Descriptors - structured compilations of educational terms used to index and enter documents into the ERIC system; also provides the terms needed in a search for documents on a specific topic.
14. Retrieval - identifying, locating and securing research and development information pertinent to the client's request.

15. Current Index to Journals in Education - the companion volume to RIE which announces journal articles. CIJE uses the same indexing as RIE but has no abstracts. Articles are annotated when necessary for clarity.
16. Rotated Descriptor Display - a list of all the descriptors in the ERIC Thesaurus in which each descriptor is entered alphabetically by each of its words. Descriptors with words in common are thus grouped together.
17. QUERY - a computer program used to batch search the ERIC files.
18. NIE - National Institute of Education, a component of the U. S. Department of Health, Education, and Welfare. NIE was created by Congress in the Summer of 1972 and given those dissemination responsibilities (including ERIC) formerly assigned to the phased-out National Center for Educational Communications.
19. ERIC - Educational Resources Information Center, a national information network for acquiring, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports, program descriptions, and other materials.
20. Transformation - analyzing, synthesizing and organizing retrieved materials into a format and style best suited for the client to use in problem-solving.
21. Field Agent - assists, encourages and facilitates the needs of educators in the utilization of research information in problem-solving and innovation. The Field Agent attempts to maximize interpersonal communication linkage at the district level between the district and the State Education Agency.
22. DOE - State of Florida Department of Education which serves all levels of public education: preschool through high school, area vocational-technical schools, community colleges, and state universities.
23. Linker - an intermediary who aids the movement of knowledge from the minds of the individuals responsible for its existence to the minds of those responsible for its utilization. A linker gathers, processes and distributes educational knowledge.
24. Communication - written or verbal process of conveying retrieved and transformed information back to the client.
25. Filter - category/level of information
26. FERIC - Florida Educational Resources Information Center. State of Florida Department of Education, a state information network with 66 satellite centers compatible with the ERIC system.
27. RIE - Research in Education, a monthly journal of abstracts produced by ERIC. It contains up to 1,000 titles per issue. Most of the titles are reproduced on microfiche and are available through the ERIC System.

28. Identifiers - additional identifying terms such as names of tests or institutions used in indexing documents in RIE, AIM, ARI or CIJE, but not found in the Thesaurus of ERIC Descriptors.
29. AIM - Abstracts of Instructional Materials in Vocational and Technical Education, a quarterly publication produced by the ERIC Clearinghouse for Vocational and Technical Education.
30. ARI - Abstracts of Research and Related Materials in Vocational and Technical Education, a quarterly publication produced by the ERIC Clearinghouse for Vocational and Technical Education.
31. Client - a decision-maker who must select a course of action from a variety of alternatives.
32. Search Strategy - a sequence of events which the information consultant/communications specialist/librarian goes through to retrieve materials which are relevant to the client's request.
33. CEC - the national Council for Exceptional Children, a private organization which has over 48,000 members. CEC houses the ERIC Clearinghouse for Exceptional Child Education.
34. Evaluation - self-examination in terms of EIC processes, role and function within the information network.
35. Abstracts - a descriptive summary which provides the user a capsule view of the major emphasis of the document or article.

FOR THE  
FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER  
OF THE  
DEPARTMENT OF EDUCATION

**X.0** FLORIDA EDUCATIONAL RESOURCES INFORMATION CENTER

**X.1** Establishment. There is established in the Department of Education's Communications/Media Service Center (CMSC) a facility known as the Florida Educational Resources Information Center (FERIC) which shall have the responsibility for the collection, storage, retrieval, and dissemination of educational resources information.

**X.2** Availability of Services. The services of FERIC shall be available to all professional staff members of the Department of Education and, through appropriate contact person, to classroom teachers, and to other professional and administrative staff members of the several school districts, area vocational-technical schools, public community/junior colleges, and state universities in Florida.

**X.3** Advisory Committee. A ten-member Advisory Committee shall be appointed by the Commissioner of Education and shall be comprised of a chairman, and two representatives from each of the Department's four Divisions and one representative from the Commissioner's State Board of Education Staff.

**X.3.1** The chairman shall call periodic committee meetings (at least quarterly), shall preside over each session, and shall make provisions for distributing copies of the proceedings to the Committee members, Information Director of CMSC, Divisions Directors, and Commissioner of Education.

X.3.2 Committee members shall provide liaison between their respective Division staff, the Commissioner's State Board of Education Staff and FERIC.

X.3.3 The Committee shall offer to the FERIC administrator advice and counsel on operational policy and procedure, development and change.

X.3.4 The Committee shall provide for a periodic evaluation of FERIC and shall recommend to the Commissioner of Education through the Information Director of CMSC such changes in policy or procedure as are necessary to improve dissemination of educational resources information.

X.3.5 The Committee shall review the annual budget request submitted by the FERIC administrator to the Information Director, CMSC.

X.4 Location and Administration. FERIC shall be physically located in the Department of Education's Communications/Media Service Center. A professional staff member of the Communications/Media Service Center shall be assigned the full-time responsibility of supervising the continued orderly development of the FERIC program.

X.4.1 The FERIC administrator, with advice and counsel of the Advisory Committee and the approval of the Information Director, CMSC, shall develop and implement operational procedures for the facility, including the establishment of priorities of order for servicing information requests.

X.4.2 The FERIC administrator is authorized direct communication with requesters.

X.4.3 The FERIC administrator is authorized direct communication with information sources within the Department of Education.

X.4.4 The FERIC administrator is authorized to approve and to disapprove requests for use of the Query System program in computer searches.

X.5 Financial Support. FERIC shall be provided with a separate Operating Budget within the total budget of the Communications/Media Service Center and shall receive financial support from such other sources which may be approved by the Commissioner of Education.

as of 3/31/72

The following resolution was adopted on November 19, 1971,  
by the Dissemination Advisory Committee:

It is hereby resolved by the Advisory Committee that  
the services of the Florida Educational Resources  
Information Center (FERIC) shall be offered on the  
following priority basis:

- (1) all personnel detailed in Section X.2 of  
the Policy and Procedure Statement shall  
be given first priority on all FERIC  
services;
- (2) FERIC services shall be available to  
professional personnel from other state  
agencies on a time available basis;
- (3) FERIC services are not intended for  
students at public or private schools or  
colleges, unless such services are  
clearly identifiable as directly related  
to projects or programs of the Department  
of Education;
- (4) FERIC is unable to provide administrative  
and accounting services required to  
handle requests from private agencies or  
individuals. The FERIC administrator  
will not honor such requests, but will  
refer them to commercial servicing  
agencies.

October 1972

NUMBER OF REQUESTS RECEIVED: 102

A. Department Staff

16

B. Satellite Centers

55

- 1) Area Vocational-Technical Centers 13
- 2) Community Junior Colleges 26
- 3) Exemplary Programs 0
- 4) Vocational Education Area Offices 0
- 5) Universities 16

C. School Districts

26

D. Miscellaneous

5

NUMBER OF SEARCHES CONDUCTED: 165

|                 | IDENTIFIED DOCUMENTS |              |                      | INFORMATION SEARCHES |           |                 |                   |
|-----------------|----------------------|--------------|----------------------|----------------------|-----------|-----------------|-------------------|
|                 | Microfiche           | Publications | Duplicated Materials | ERIC DATA BANK       |           | FERIC DATA BANK |                   |
|                 |                      |              |                      | Manual               | Computer  | Publications    | Current Awareness |
| Dept. Staff     |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      | 1                    | 1         | 1               | 1                 |
| 2) Consult      | 8                    | 1            | 2                    | 2                    | 3         | 1               | 1                 |
| 3) Specialists  |                      |              |                      |                      |           |                 |                   |
| AVTC's          |                      |              |                      |                      | 1         |                 |                   |
| 1) Admin        |                      |              |                      |                      |           |                 |                   |
| 2) Fac          | 8                    | 1            |                      | 2                    |           | 3               | 2                 |
| Com. Jr. Col.   |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      |                      |           |                 |                   |
| 2) Fac          | 17                   | 1            | 2                    | 6                    | 3         | 6               | 5                 |
| Exem. Pgms.     |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      |                      |           |                 |                   |
| 2) Tchrs        |                      |              |                      |                      |           |                 |                   |
| Voc. Area Of.   |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      |                      |           |                 |                   |
| 2) Consult      |                      |              |                      |                      |           |                 |                   |
| Universities    |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      |                      |           |                 |                   |
| 2) Fac          | 11                   |              |                      | 3                    | 2         | 2               | 2                 |
| School District |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      | 2                    | 3         | 4               | 2                 |
| 2) Super        | 3                    | 2            |                      | 4                    | 7         | 6               | 7                 |
| 3) Tchrs        |                      |              |                      | 8                    | 1         | 6               | 2                 |
| Miscellaneous   |                      |              |                      |                      |           |                 |                   |
| 1) Admin        |                      |              |                      | 1                    | 2         | 3               | 2                 |
| 2) Consult      |                      |              |                      |                      |           |                 |                   |
| 3) Fac          | 1                    |              |                      |                      |           |                 |                   |
| <b>TOTALS:</b>  | <b>48</b>            | <b>5</b>     | <b>4</b>             | <b>29</b>            | <b>23</b> | <b>32</b>       | <b>24</b>         |



DOCUMENTS ON MICROFICHE DUPLICATED

745

SHEETS OF MICROFICHE DUPLICATED

1406

HARD COPY PAGES DUPLICATED

FERIC  
FEDERAL PROJECT

2391

0

TOTAL

2391

DOCUMENTS RECEIVED

HARD COPY & DUPLICATED MATERIALS

235

NEWSLETTERS

58

PERIODICALS

282

TOTAL

575

DOCUMENTS CIRCULATED TO DEPARTMENT STAFF

191

PAGES REPRODUCED ON MICROFICHE READER-PRINTER

170

III. Indiana University

- A. Letter announcing PROBE search system
- B. Promotional brochure
- C. Search request form

# INDIANA UNIVERSITY

School of Education

'PROBE' OFFICE, ROOM 10

EDUCATION BUILDING

BLOOMINGTON, INDIANA 47401

October, 1972

TEL. NO. 812 337-5718

Dear Librarians and Administrators:

The Indiana State Library recently awarded an LSCA grant to enable us to offer educators in Indiana a computer service. We would like patrons to obtain this service through all types of libraries: public, school, and college and university. The "PROBE" search of computer tapes was programmed by Ronald Tschudi at Indiana University and has been used by students, faculty, and administrators in education and related fields on the I.U. campuses since September 1971.

Please help inform your local educators and the librarians who aid them of this service. The computer saves hours of manual searching through Research in Education (RIE) and Current Index to Journals in Education (CIJE).

RIE is a monthly index of reports and research in education. Included are speeches, conference proceedings, curriculum guides, government sponsored research, and other reports which are difficult to locate. All of the research indexed in RIE may be found in the ERIC (Educational Resources Information Center) Collections which are available in at least seven libraries in Indiana. When a patron requests a search of the RIE computer tapes, he receives a print-out (see enclosed sample) that includes the author, title, and abstract of each relevant piece of research. He may then visit one of the seven libraries mentioned in the "PROBE" flyer to read the full report on microfiche cards, or he may send for a hard copy of each report from Bethesda, Maryland.

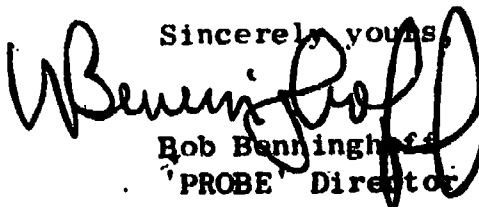
CIJE is an index similar to Education Index or Readers Guide, but it indexes over twice as many journals in education as are included in Education Index. A computer search of CIJE tapes will list articles which concern the patron's problem and cite the journals where they may be found.

Please aid your students, teachers, and researchers by either instigating the search for them or giving them the information so they may write us stating their problem. If you have an ERIC Thesaurus, consult it for relevant subject headings. If not, list major headings along with a paragraph describing the problem. Examples of problems that might be searched are: accountability, changing from junior high schools to middle schools, flexible scheduling, community-school relations, or public library service to the disadvantaged. You may request a search by letter, telephone (812) 337-5718, or SUVON number 627-5718. If your request is sent via TWX (teletype) please make sure that the identifying word 'PROBE' is included with your name, address, and telephone number.

A search of either RIE or CIJE is \$4.00. It will take approximately 10 days, plus mailing time.

Enclosed you will find sample pages of a computer search and a flyer describing the 'PROBE' service. Please contact us if you need more flyers for your library or patrons, or if you have questions.

Sincerely yours,



Rob Benninghoff  
'PROBE' Director

Eva L. Kiewitt  
Project Supervisor  
and Education Librarian



# Computer Service for Educators in Indiana

## The ERIC System

**WHAT IS ERIC?**  
Educational Resources Information Center?

A national information system supported by the U.S. Office of Education which collects and disseminates research in education. Specialized subject centers or clearing houses throughout the U.S. obtain and screen research reports. This information is available on microfiche cards for easy access to users.

**WHO MAY SEND AN ERIC SEARCH?**

Any educator or person needing educational information: high, undergraduate or graduate college student; elementary, secondary, or college teacher; curriculum specialist; administrator; researcher or private citizen.

**WHERE ARE ERIC MATERIALS LOCATED?**

Indiana University, Bloomington campus. The School of Education Library contains the microfiche collection, indexes, and readers. There are also media materials (tapes, filmstrips, and diaphanous) to explain the use of the ERIC system.

Other ERIC collections in Indiana:

- Bell State University, Muncie
- Indiana State University, Terre Haute
- Val Delta College, Bloomington
- Purdue University, West Lafayette
- Ball State College, Fort Wayne
- University of Notre Dame, Notre Dame

Contact the individual library for information concerning loan policies, extent of services, and hours available.

Research reports held in ERIC may be obtained in microfiche or hard copy according to order information instructions contained in ERIC. Charges in ERIC are in accordance with the journal's guidelines for reproduction.

## WHAT ARE THE ERIC TOOLS?

Research in Education (RIE), a monthly journal which indexes research reports by subject, author, title, and institution. Each report listed includes a full citation and an abstract.

Current Index to Journals in Education (CIJE), a monthly index to over 600 periodicals in the field of education.

## 'PROBE' Computer Search

**WHAT IS PROBE?**

A computer retrieval program developed at I.U. to search the ERIC TAPES of RIE and CIJE. This eliminates the need for extensive and time-consuming manual searches.

The service combines subject headings and prints the abstracts of RIE reports that match your request. It also will search the CIJE tapes and list the journal articles which match your subject.

Searches may also be made by author, title, and phrases within the abstract.

You receive a computer print-out of the full citation of the relevant reports or studies and the abstracts of the most recent.

## WHAT IS A SAMPLE PROBLEM?

You may be planning to change from a junior high school to a middle school and need information about this transition made by other schools. The computer can combine the descriptors (middle schools, junior high schools, and school organization) to find relevant studies.

## WHAT IS THE COST?

The cost of either search (RIE or CIJE) is \$4.

## HOW LONG DOES A SEARCH TAKE?

Approximately ten days, plus mailing time.

## HOW DO I INITIATE A SEARCH?

Bloomington campus: School of Education Library, room 20.

I.U. regional campuses: Local library office, boardin- g, or through the Regional Campus Library Office in Bloomington.

IUPUI: Reference department of the Downtown Campus Library.

**Other library access points:** Searches may be re- quested through your college, public, or school libraries via inter-library loan.

**Searches by mail:** Write a brief description of your information need with possible subject headings. Be as specific as possible.

**Enclose a check payable to Indiana University for \$4 per search.**

## SUPPORT

The service is processed by the Research Computing Center at I.U.

It is initially supported by LSCA (Title III) funds, Indiana University, and income from searches.

The project is designed to become self-supporting within two years.

**BEST COPY AVAILABLE**

## PHONE OFFICE HEADQUARTERS

Education Library  
Room 20  
School of Education  
Indiana University  
Bloomington, Indiana 47401

Phone: 812-887-8718

Office Hours  
9 a.m. - 12 noon, 1-5 p.m.  
Monday through Friday

No. \_\_\_\_\_ 'P R O B E' COMPUTER SEARCH Date \_\_\_\_\_  
of ERIC TAPFS

(Educational Resources Information Center)  
School of Education, Indiana University, Bloomington

NAME \_\_\_\_\_

CAMPUS or SCHOOL \_\_\_\_\_ DEPT. \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_ POSITION/STATUS \_\_\_\_\_  
i.e., faculty, grad., etc.

PURPOSE \_\_\_\_\_  
i.e., dissertation, writing, research, class, etc.

Request via walk-in \_\_\_\_\_, mail \_\_\_\_\_, telephone \_\_\_\_\_, teletype (TWX) \_\_\_\_\_  
Request originated through library \_\_\_\_\_ college \_\_\_\_\_ school \_\_\_\_\_ public \_\_\_\_\_ special \_\_\_\_\_

Search tapes of PIE \_\_\_\_\_ (1966+) CIJE \_\_\_\_\_ (1969+) BOTH \_\_\_\_\_

Description of problem: \_\_\_\_\_

| No. | Descriptors or other elements | Computer Field |
|-----|-------------------------------|----------------|
| 1   |                               |                |
| 2   |                               |                |
| 3   |                               |                |
| 4   |                               |                |
| 5   |                               |                |
| 6   |                               |                |
| 7   |                               |                |
| 8   |                               |                |
| 9   |                               |                |

10  
COMPUTER QUERY Example - Query 1 (1 or 2) and 3 and (4 or 5)

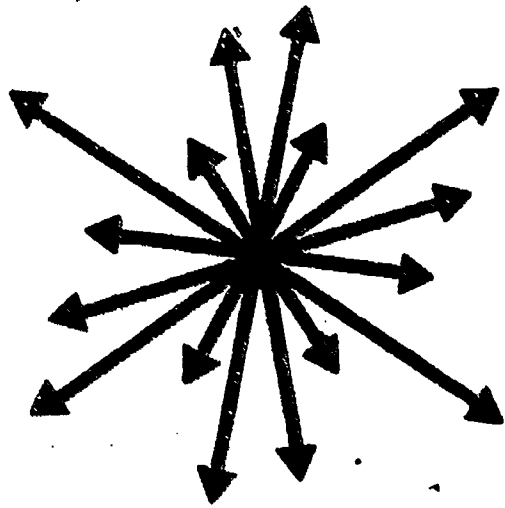
QUERY 1 \_\_\_\_\_  
QUERY 2 \_\_\_\_\_  
QUERY 3 \_\_\_\_\_  
QUERY 4 \_\_\_\_\_  
QUERY 5 \_\_\_\_\_

FOR STAFF USE ONLY  
Date of request \_\_\_\_\_ No. of hits: PIE \_\_\_\_\_ CIJE \_\_\_\_\_  
Negotiator \_\_\_\_\_ Date completed \_\_\_\_\_ Date rec'd \_\_\_\_\_  
Time with patron \_\_\_\_\_ Query Formulation \_\_\_\_\_ Total time \_\_\_\_\_

Suggested terms for abstract search: (see back)

IV. Iowa State Department of Public Instruction

- A. Iowa Pilot Program for Information Dissemination, INFORMS
- B. Retrieval request form
- C. List of contents of packet sent to user
- D. Information sheet in packet sent to user
- E. Assessment form (to be completed by user)
- F. Promotional brochure (D.P.I.)
- G. Promotional brochure (regional)



Iowa Pilot Program

for

**INFORMATION DISSEMINATION**

Iowa

Network

for

Obtaining

Resources

Materials for

Schools

Iowa State Department of Public Instruction

Grimes State Office Building

1972

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Grimes State Office Building  
Des Moines, Iowa 50139

STATE BOARD OF PUBLIC INSTRUCTION

Mrs. Virgil E. Shepard, President, Allison  
T. J. Heronimus, Vice-President, Grundy Center  
Stanley R. Barber, Wellman  
Robert J. Beecher, Creston  
Mrs. Richard G. Cole, Decorah  
Ronald P. Hallock, West Des Moines  
Miss Virginia Harper, Fort Madison  
Mrs. Earl G. Sievers, Avoca  
John E. van der Linden, Sibley

ADMINISTRATION

Paul F. Johnston, State Superintendent, and Executive Officer  
of the State Board of Public Instruction  
David H. Bechtel, Administrative Assistant  
Richard N. Smith, Deputy State Superintendent

Branch of Instruction and Professional Education

Donald V. Cox, Associate Superintendent

Educational Media Section

Paul L. Spurlock, Chief, Educational Media  
Betty Jo Buckingham, Library Consultant  
Virgil Kellogg, Audio Visual Consultant  
Mary Jo Bruett, Referral Specialist  
Russell Blumeyer, ESEA Title II Consultant



In an effort to respond to the growing need of educators to have research information in usable form and available for planning educational programs, the Iowa State Department of Public Instruction is initiating a new service to school districts. This new program is made possible by a federal pilot project recently granted to the State Department of Public Instruction entitled INFORMS (Iowa Network For Obtaining Resource Materials for Schools).

The goal of the Iowa project INFORMS is to increase the level of knowledge of educational curriculum and instructional methods available as a result of research and development. This information will provide decision makers (local school personnel) with a number of alternatives so that local school personnel can select the curriculum and instructional methods that would best serve the needs of their school district.

Research material will be retrieved from the data bank in the Educational Media Section, Department of Public Instruction. The majority of this information will include:

- ERIC Documents
- PREP Packets
- Communications from NCEC
- Services from Iowa State Traveling Library
- Materials from Regional Educational Laboratories
- Assistance from the Iowa State Department Consultants

Further explanation of ERIC, PREP, and NCEC are noted on the following pages.

If INFORMS may be of service to you, contact your nearest field agent or Area Media Center. On succeeding pages you will find a map and list of field agents participating in the pilot project. If you are not in a specified area, contact Mary Jo Bruett, Educational Media Section, Department of Public Instruction

Mary Jo Bruett  
Referral Specialist  
INFORMS

FIELD AGENTS FOR INFORMS

Decorah Mrs. Green Devine, Director, Area I Media Center

Fort Dodge Mr. Robert Dunlap, Director of Instructional Materials Center, Joint County System of Hamilton, Webster, and Wright

Marshalltown Mrs. Mary Travillion, Director, Area Six Resource Center  
Mrs. Sue Soy, Librarian, Area Six Resource Center

Cedar Falls Mrs. Beverly Trost, Director-Librarian, Area VII Educational Media Center  
Mr. Harry Budensiek, Coordinator of Educational Consultants, Joint County System of Black Hawk and Buchanan

Dubuque Mrs. Jacqueline Hand, Director, Area VIII Instructional Materials Center  
Miss Kathleen Kolasch, Area VIII Instructional Materials Center  
Mr. Allen Hovey, Audiovisual Coordinator, West Delaware Junior High School

Davenport Mr. John T. Haack, Director, Area IX Instructional Materials Center  
Mr. Cecil Ross, Director of Department of Educational Consultants, Muscatine and Scott County School System

Cedar Rapids Mr. Dean Hartman, Science Consultant, Joint County System of Cedar, Johnson, Linn, and Washington  
Mr. David Baldwin, Assistant Librarian, RESA Instructional Materials Center

Des Moines Dr. Mirvin Davis, Director, Area XI Regional Media Center  
Mrs. Betty Atwood, Curriculum Consultant, Polk County Schools  
Dr. Joe Millard, Director of Research and Staff Development, Polk County Schools

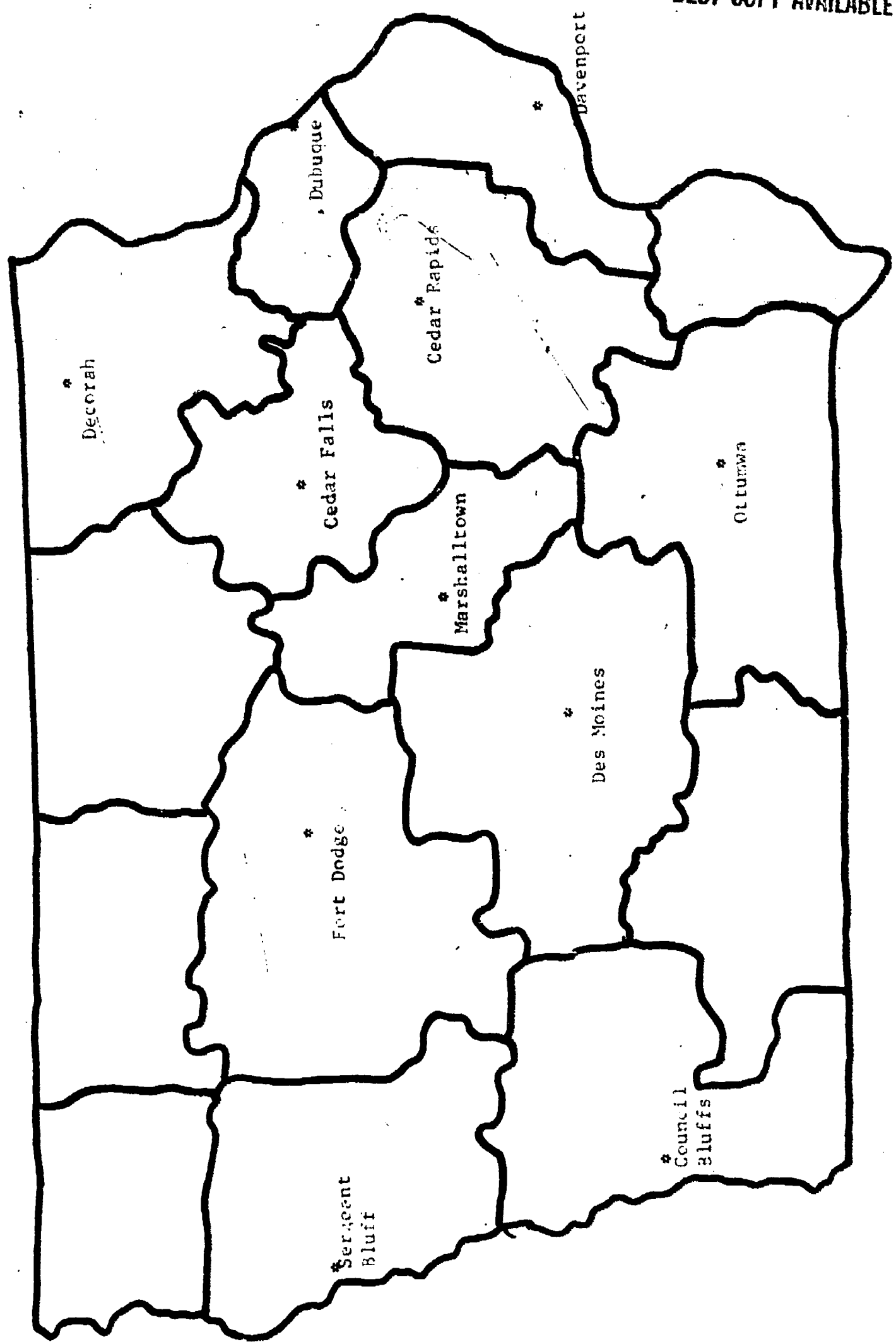
Sergeant Bluff Mr. David Little, Director, Area XII Educational Resource Center

Council Bluffs Dr. Harry Tiller, Federal Program Coordinator, Pottawattamie County Schools  
Dr. Phillip Staley, Director, Area XIII Educational Media Center

Ottumwa Mrs. Mazine Wegner, Librarian, Area XV Media Center

INFORMATION DISSEMINATION CENTERS

BEST COPY AVAILABLE



Location of Pilot Field Agents

BEST COPY AVAILABLE

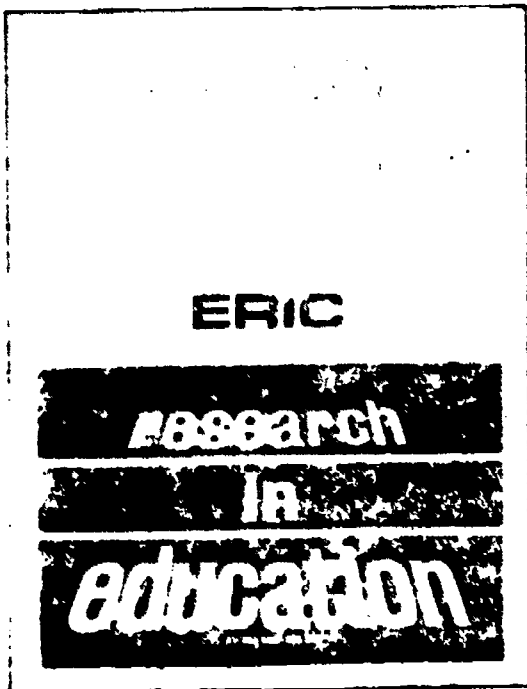
# ERIC - -

A national information system dedicated to the progress of education through the dissemination of educational results and research related materials.

Changes in education are occurring at an unprecedented rate. It is easy to generate information about these changes but problems develop when educators do not have access to this material in an unclassified, unindexed form. The United States Office of Education is hoping to solve these problems through ERIC - Educational Resources Information Center.

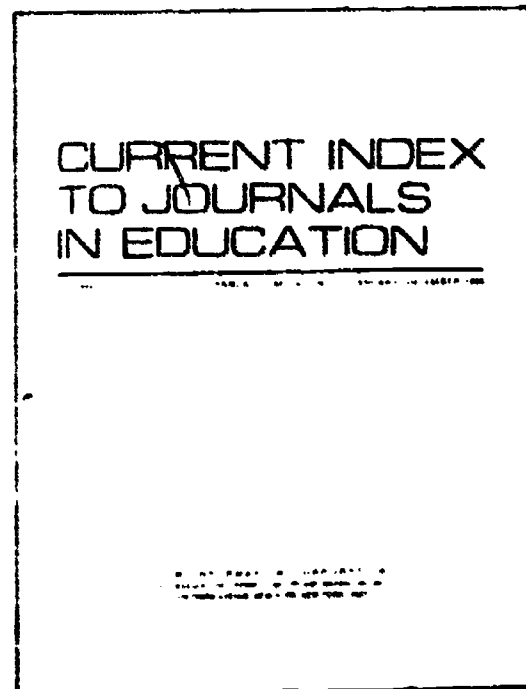
ERIC's purpose is twofold. First, ERIC makes thousands of documents available in one place and lets you identify and obtain the ones you need. Second, ERIC produces new information and disseminates it in the form of newsletters, bibliographies or interpretive summaries.

The key to utilization of the ERIC system is in the monthly indexed publications.



RESEARCH IN EDUCATION  
- RIE -

RIE announces the new documents added to ERIC each month. The RIE is made up of document resumes and subject, author, and institution indexes.

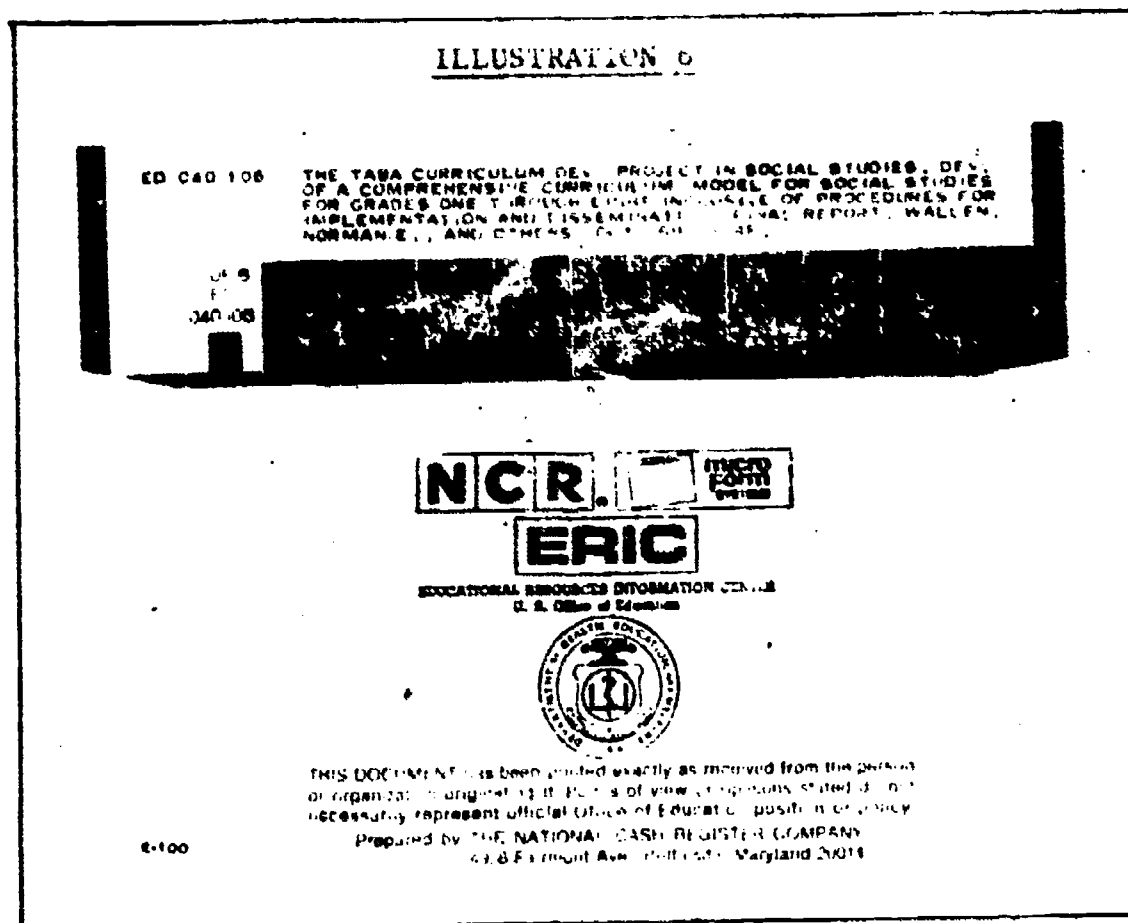


CURRENT INDEX TO JOURNALS IN EDUCATION  
- CIJE -

CIJE covers more than 500 publications which represent the core periodical literature in the field of education.

ERIC with its unique distribution of research documents makes it easy for the total educational community to be made aware of what is taking place in the field of education.

Documents are distributed on microfiche - a flat sheet of film that is low in cost and is a space saver.



A complete ERIC collection is located in the Educational Media Center, Iowa Department of Public Instruction. This collection is complete with monthly updating of Research in Education, Current Index to Journals in Education, and the entire microfiche collection.

On the following pages you will find a listing of the twenty ERIC clearinghouses which cover specialized fields of education. Each clearinghouse is considered to have the expertise within a field to locate significant research and resource material. These subject clearinghouses review, abstract, and index the documents announced in Research in Education.

ADULT EDUCATION  
Syracuse University  
107 Roney Lane  
Syracuse, New York 13210

COUNSELING AND PERSONNEL SERVICES  
611 Church Street  
Ann Arbor, Michigan 48104

DISADVANTAGED  
Teachers College  
Columbia University  
New York, New York 10027

EARLY CHILDHOOD EDUCATION  
University of Illinois  
805 West Pennsylvania Avenue  
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION  
Hendricks Hall  
University of Oregon  
Eugene, Oregon 97403

ERIC/AE is responsible for research and other documents on formal and informal adult and continuing education in all settings.

ERIC/CAPS focuses on information relevant to personnel work at all levels and in all settings, including college student personnel work, school psychology, school social work, elementary and secondary school counseling, and school health work research. Included are materials on pupil, student, and adult characteristics; educational, occupational, and community settings; and the types of assistance provided by personnel workers.

ERIC/IRCD is responsible for research reports and other documents on the educational, psychological, social, and general development of urban children and youth who are socially or economically disadvantaged.

ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through primary grades.

ERIC/CEA focuses on information concerned with leadership, management, and structure of public and private educational organizations at all levels. Included are documents on the practice and theory of administration, generated from the fields of educational, public, and business administration and from the humanities and the social and behavioral sciences. Such topics as the preservice and inservice preparation of administrators, tasks and processes of administration (finance, planning, personnel, etc.), methods and varieties of organization, organizational change, and social context of the organization are covered. Not included are documents dealing specifically with educational facilities or junior colleges.

EDUCATIONAL MEDIA AND TECHNOLOGY  
Institute for Communication Research  
Stanford University  
Stanford, California 94305

EXCEPTIONAL CHILDREN  
The Council for Exceptional Children  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036

HIGHER EDUCATION  
1 Dupont Circle  
Suite 630  
Washington, D.C. 20036

JUNIOR COLLEGES  
University of California at LA  
405 Hilgard Avenue  
Los Angeles, California 90024

LIBRARY AND INFORMATION SCIENCES  
American Society for Information Science  
1140 Connecticut Avenue, N.W.  
Washington, D.C. 20036

LINGUISTICS  
Center for Applied Linguistics  
1717 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

ERIC at Stanford is responsible for information on application of new media and technological innovation to education, including such subjects as instructional television; computer-assisted instruction, and programmed learning.

ERIC/CEC is responsible for documents on educating children and youth who require special services--those who are gifted, mentally retarded, visually impaired, deaf, hard of hearing, physically handicapped, emotionally disturbed, or speech- and language-impaired.

ERIC/CHÉ is responsible for research documents on higher education, with the exception of reports on both teacher education and teaching English in higher education.

This clearinghouse is responsible for research documents about public and private community and junior colleges, including studies on students, staff, curricula, programs, libraries, and community services.

ERIC/CLIS is responsible for research documents on the operation of libraries and information centers, the technology used to improve their operations, and the education and training of library and information specialists.

ERIC/CAL is responsible for research reports on linguistics and all related language sciences, uncommonly taught languages, the teaching of English as a foreign or second language, and the teaching of English as a native language to speakers of nonstandard dialects.

**READING**

200 Pine Hall  
School of Education  
Indiana University  
Bloomington, Indiana 47401

ERIC/CRIER focuses on information related to all aspects of reading behavior with emphasis on physiology, psychology, sociology, and the teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

**RURAL EDUCATION AND SMALL SCHOOLS**  
New Mexico State University  
University Park Branch  
Las Cruces, New Mexico 88001

ERIC/CRESS is responsible for research documents on organization, administration, curriculum, instruction, innovative programs, and other aspects of small schools and rural education in general, as well as outdoor education, migrant education, Indian education, and Mexican American education.

**SCIENCE AND MATHEMATICS EDUCATION**  
Ohio State University  
1460 West Lane Avenue  
Columbus, Ohio 43221

ERIC/SMAC is responsible for reports on all levels of science and mathematics education, and on adult and continuing education in science and mathematics.

**SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION**  
970 Aurora Avenue  
Boulder, Colorado 80302

ERIC/CHESS is responsible for information on social studies, social science education, and social education.

**TEACHER EDUCATION**  
1 Dupont Circle  
Suite 616  
Washington, D.C. 20036

This clearinghouse focuses on materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement.

**TEACHING OF ENGLISH**  
Modern Language Association of America  
62 Fifth Avenue  
New York, New York 10011

ERIC/NCTE focuses on research reports and other documents relevant to all aspects of the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education.



**TEACHING OF FOREIGN LANGUAGES**

Modern Language Association of America  
62 Fifth Avenue  
New York, New York 10011

**TESTS, MEASUREMENT, AND EVALUATION**

Educational Testing Service  
Rosedale Road  
Princeton, New Jersey 08540

**VOCATIONAL AND TECHNICAL EDUCATION**

Ohio State University  
1906 Kenny Road  
Columbus, Ohio 43212

ERIC/MLA is responsible for research documents on teaching French, German, Italian, Russian, Spanish, Latin, and classical Greek at all instructional levels. It also is responsible for documents on the teaching of English in undergraduate and graduate education.

ERIC/TM is responsible for documents presenting descriptions of: (1) tests and other measurement devices; (2) evaluation procedures and techniques; and (3) the application of tests, measurements, or evaluation in educational projects or programs.

This clearinghouse focuses on research documents and related resources in vocational and technical education, new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology.

BEST COPY AVAILABLE

# PREP

is:

- A series of monthly reports which focus the light of research on current educational problems
- A synthesis and interpretation of research, development, and current best practice on specific educational topics
  - The best thinking of researchers interpreted by specialists for the practitioner in nontechnical language
  - A series of reports targeted to specific educational audiences—the administrator, school board member, teacher, curriculum specialist, and teacher educator
- Information in the public domain which can be adapted to meet local needs
- A format for disseminating significant R & D findings to the practitioner quickly
  - Putting  
Research into  
Educational  
Practice

# PREP

REPORTS ARE AVAILABLE FROM:

- Your State education agency
- ERIC Document Reproduction Service, Post Office Drawer 0, Bethesda, Maryland 20014

See monthly issues of *Research in Education* for abstracts and prices of PREP reports in microfiche and hard copy.
- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402—beginning with report No. 21
- Local Regional Educational Media Centers

P R E P Reports

- 1--Instructional Television Facilities: A Guide for School Administrators and Board Members. ED 035 077
- 2--Reading Difficulties: Reading and the Home Environment. The Principal's Responsibility. ED 034 078
- 3--Establishing Central Reading Clinics: The Administrator's Role. ED 034 079
- 4--Correcting Reading Problems in the Classroom. ED 034 080
- 5--Treating Reading Disabilities: The Specialist's Role. ED 034 081
- 6--Bilingual Education. ED 034 082
- 7--Research for School Board Members: School-Community Relations. ED 034 083
- 8--Research for School Board Members: Teacher Militancy, Negotiations, and Strikes. ED 034 084
- 9--Job-Oriented Education Programs for the Disadvantaged. ED 034 085
- 10--Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook. ED 034 086
- 11--Research on Elementary Mathematics. ED 034 087
- 12--Paraprofessional Aides. ED 034 906
- 13--Sharing Educational Services. ED 036 666
- 14--Social Studies and the Disadvantaged. ED 037 588
- 15--Student Participation in Academic Governance. ED 038 555
- 16--Individualized Instruction. ED 041 185
- 17--Microteaching. ED 041 190
- 18--Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification. ED 042 061
- 19--Migrant Education. ED 042 936
- 20--Teacher Recruitment and Selection. ED 043 197
- 21--Teacher Evaluation. ED 044 546
- 22--A Readiness Test for Disadvantaged Preschool Children. ED 047 168
- 23--Educational Cooperatives. ED 048 521
- 24--School-Community Relations and Educational Change. ED 054 536
- 25--Improving Teaching Effectiveness
- 26--Black Studies in Community Colleges. ED 055 579
- 27--Year-Round Schools. The 5-15 Plan. ED 054 396
- 28--Educational Performance Contracting
- 29--New Products in Education

## **NCEC: A NEW CONCEPT IN EDUCATIONAL COMMUNICATION**

Education and its improvement are based on communication. To furnish leadership and support to strengthen educational communication throughout the country the Office of Education has established a **NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION (NCEC)**.

Although communication is as old as man himself, today we have new means and methods of communicating. **NEW DIMENSIONS** in educational communication have led to a **NEW PROFESSION** with **NEW TERMS**: **INFORMATION** transfer—networks, dissemination, utilization, installation, feedback... and **NEW ROLES**: disseminator, field change agent—retrieval specialist, gatekeeper, knowledge linker. It is the goal of NCEC to give a **NEW DIMENSION** to educational communication and provide a unique national resource for American educators.

## **NCEC OBJECTIVES AND PROGRAMS**

**NEW PROGRAMS** are being developed in cooperation with other OE, Federal, State, local, and private educational organizations to achieve five major objectives:

### **Accelerate the spread of exemplary programs and validated practices.**

- Provide information nationally about validated exemplary programs.
- Increase interpersonal communication about improved practices.
- Achieve faster nationwide use of tested products from major educational development efforts.
- Facilitate commercial marketing of materials through the OE copyright program and the Publishers Alert Service.

### **Develop national communication linkages for effective application of knowledge and improved practices.**

- Encourage State-Federal communication planning and liaison activities.
- Support pilot communication programs for serving local needs.
- Provide technical assistance for development of dissemination and application programs.
- Coordinate OE communication efforts with those of professional, commercial, and other private organizations.

### **Assure access to current educational knowledge.**

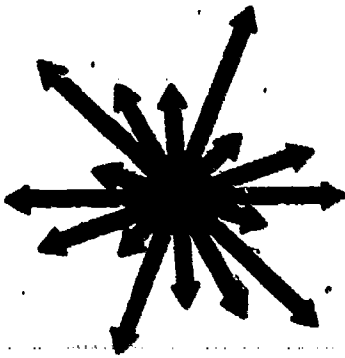
- Maintain information storage, retrieval, and dissemination services through the Educational Resources Information Center (ERIC).
- Utilize the information resources of the OE Educational Materials Center (EMC) with its display of books, current journals, and materials for schools and teacher education programs.
- Provide new services through the OE Educational Reference Center (ERC), a model one-stop information center with reference and demonstration services and on-line capability.
- Support pilot research centers to provide computer searches of the ERIC report literature for local schools.
- Make ERIC master magnetic tape files available.

### **Disseminate interpreted information on priority educational topics.**

- Support information analysis activities through interpretive summaries and bibliographies produced by the ERIC clearinghouses.
- Continue the OE Target Communications Program for decisionmakers and practitioners with emphasis on **Putting Research into Educational Practice (PREP)** for widespread dissemination of information at low cost.

### **Develop and articulate OE communication efforts.**

- Support Research and Development in educational communication systems.
- Develop and test communication models and strategies.
- Coordinate planning and development of OE communication resources.



# INFORMS

DPI NO.

\_\_\_\_\_

LOCAL NO.

\_\_\_\_\_

## RETRIEVAL REQUEST

PLEASE RETURN THIS FORM IF ADDITIONAL MATERIALS OR  
A NEW NEGOTIATION IS NEEDED

FIELD REPRESENTATIVE: Miss Mary Jo Bruett DATE: \_\_\_\_\_

CLIENT: Mr. John Doe

\_\_\_\_\_ Check if a new negotiation is needed.

ERIC Documents: (Documents not available from EDRS must be purchased from original source)

|    |    |
|----|----|
| ED | ED |
| ED | ED |
| ED | ED |
| ED | ED |
| ED | ED |

CIJE ARTICLES: (Articles are not available on microfiche)

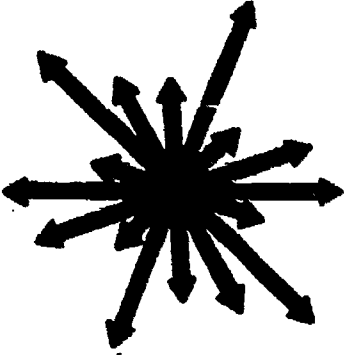
|    |    |
|----|----|
| EJ | EJ |
| EJ | EJ |
| EJ | EJ |
| EJ | EJ |

Educational Index and Other Articles: (State title, author and journal)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other: (If additional space is needed, use the back side)

BEST COPY AVAILABLE



# INFORMS

DPI NO.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

LOCAL NO.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

## PACKET CONTENTS

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS  
 Department of Public Instruction  
 Educational Media Section  
 Grimes State Office Building  
 Des Moines, Iowa 50319

October 20, 1972

Dear Mr. Doe:

In our efforts to answer your search question on Pupil Personnel Workers we have gathered the following materials for you.

|                           |            |         |         |
|---------------------------|------------|---------|---------|
| _____ Document abstracts: | ED 042 067 | 045 562 | 053 400 |
|                           | 043 077    | 046 062 | 053 417 |
|                           | 044 763    | 049 498 |         |
|                           | 044 776    | 050 359 |         |
| _____ Magazine citations: | EJ 044 901 | 047 777 | 047 862 |
|                           | 044 902    | 047 779 | 053 569 |
|                           | 044 905    | 047 794 |         |
|                           | 047 449    | 047 854 |         |

In the left side pocket of your information packet you will find a page of general information concerning the contents of the packet. Please read this information carefully before reviewing the packet.

We hope these collected materials will be of value and assistance to you. If further search material is needed please do not hesitate to contact your field representative, Miss Mary Jo Bruett.

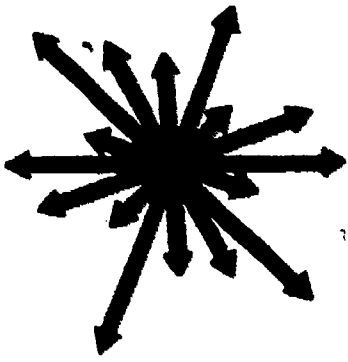
INFORMS

EDUCATIONAL MEDIA SECTION

*Kathy Borlin*

(Mrs.) Kathy Borlin  
 Research Associate

KB/gn



BEST COPY AVAILABLE

# INFORMS

*Hello!*

*In your  
Information Packet*

To help introduce me please read the definitions below and examine my format before beginning to work.

PACKET CONTENTS: The packet contents is your personal copy of the materials that are included in the information packet. Read carefully.

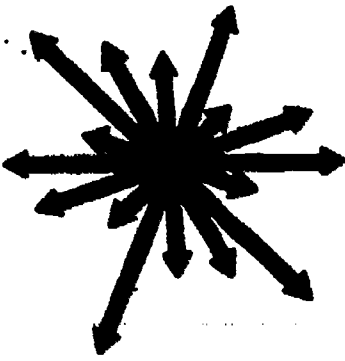
ERIC: Educational Resources Information Center - is a national system designed to provide access to current, significant developments in educational research and exemplary programs.

DOCUMENTS: The term document is used to describe any published materials such as research reports, dissertations, bibliographies or monographs. In this packet you will receive one or both of the following:

1. Document Abstracts - An abstract is a factual, objective abbreviated version of a complete document. From these abstracts you select those documents that are pertinent to your search question. To order microfiche copies of the complete document, simply enter the accession number - example ED 049 485 and title of the document on the retrieval request form.
2. Microfiche - Microfiche is a complete document on a 4"x6" sheet of film. A microfiche reader is required to read this microfiche. Microfiche received in the information packet are judged to be of general significance to your request question.

JOURNAL ARTICLES: These citations are from an ERIC index entitled Current Index to Journals in Education (CIJE), a monthly guide to periodical literature, with coverage of more than 500 major educational publications. In this packet you will receive one or both of the following:

1. Journal Citations - From the citations, you select those articles that are pertinent to your search question. To order simply enter the accession number - example EJ 045 405 and the bibliographic entry on the retrieval request.
2. Journal Articles - Articles received in the information packet are judged to be of general significance to your request question. JOURNAL ARTICLES ARE NOT AVAILABLE ON MICROFICHE.



# INFORMS

DPI NO.

\_\_\_\_\_

LOCAL NO.

\_\_\_\_\_

## REQUEST ASSESSMENT

IOWA NETWORK FOR OBTAINING RESOURCE MATERIALS FOR SCHOOLS  
Department of Public Instruction  
Educational Media Section  
Grimes State Office Building  
Des Moines, Iowa 50319

1a. How many times have you requested information and technical assistance from INFORMS? \_\_\_\_\_ (Include present request)

b. Length of time between this request and the last request.  
(If first request, leave blank)

- |                           |                    |
|---------------------------|--------------------|
| _____ Less than one month | _____ 13-15 months |
| _____ 1-3 months          | _____ 16-18 months |
| _____ 4-6 months          | _____ 19-21 months |
| _____ 7-9 months          | _____ 22-24 months |
| _____ 10-12 months        |                    |

2. At what level of planning will the information or assistance from this request be utilized?

- \_\_\_\_\_ To alleviate needs immediately
- \_\_\_\_\_ To plan for next year
- \_\_\_\_\_ To develop intermediate plans (2-4 years)
- \_\_\_\_\_ To develop long range plans (5-10 years)

3. Problems in making request, if any: (If additional space is needed, use the back side)

4a. After you defined the need to the INFORMS representative, about how long did it take for you to receive information or technical assistance?

\_\_\_\_\_ days or \_\_\_\_\_ the same day  
(No.)

b. In terms of your needs, would you say that this was:

\_\_\_\_\_ too long \_\_\_\_\_ a reasonable length of time



5. Based on the initial information or technical assistance received for this request, did you make another request on the same topic by returning the Retrieval Request form?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If Yes: a. Check reason for making another request

- \_\_\_\_\_ Desired information listed in abstracts, citations or bibliographies  
\_\_\_\_\_ Information received from the initial request was inappropriate  
\_\_\_\_\_ Desired more specific information

b. About how many days did it take to receive a response to the second request?

\_\_\_\_\_ days or \_\_\_\_\_ the same day  
(No.)

If No: c. Check the reason for not making another request

- \_\_\_\_\_ Information received from initial request was sufficient  
\_\_\_\_\_ Decision to not make a second request was not related to the degree of satisfaction with the initial request information  
\_\_\_\_\_ It would be a waste of time to make a second request since information from the initial request was inappropriate  
\_\_\_\_\_ No information could be identified for the initial request

6. Indicate the amount of time an information service representative spent with you:

- a. in trying to understand or specify your need or problem before requesting information \_\_\_\_\_ hour \_\_\_\_\_ minute
- b. in helping you interpret or use the information after it was received \_\_\_\_\_ hour \_\_\_\_\_ minute

## WHAT IS PROJECT INFORMS?

In an effort to respond to the growing need of educators to have research information in usable form and available for planning educational programs, the Iowa State Department of Public Instruction has initiated a new service to school districts. This new program is made possible by a federal pilot project granted to the State Department of Public Instruction entitled INFORMS (Iowa Network For Obtaining Resource Materials for Schools).

The goal of the Iowa Project INFORMS is to increase the level of knowledge of educational curriculum and instructional methods available as a result of research and development. This information will provide decision makers with a number of alternatives so local school personnel can select the curriculum and instructional methods that would best serve the needs of their school district.

The ERIC (Educational Resources Information Center) data base forms the main retrieval bank for INFORMS. The ERIC system of 18 subject oriented clearinghouses has been operating since 1966, collecting and securing current literature and other materials on education research and practice.

## WHAT KINDS OF INFORMATION ARE AVAILABLE?

- Research Documents - computer searched abstracts and ERIC documents on microfiche.
- Journal Articles - selected from over 500 magazines indexed in Current Journals in Education. Expanded access to many of these magazines is available through the Iowa State Traveling Library and their participation in I-LITE (Iowa Library Information Teletype Exchange).
- PREP Materials - prepackaged information interpreting research, development and best practice methods on specific educational topics.
- Consultative Assistance - State Department of Public Instruction consultants' services are available to INFORMS.

## AM I ELIGIBLE TO RECEIVE SERVICES FROM PROJECT INFORMS?

INFORMS Field Representatives are located in the Regional Media Centers and/or Joint County Offices in eleven areas: Decorah, Fort Dodge, Marshalltown, Cedar Falls, Dubuque, Davenport, Cedar Rapids, Des Moines, Sergeant Bluff, Council Bluffs, Ottumwa. If you are not located in one of these areas contact DPI INFORMS directly.

## FOR FURTHER INFORMATION ON HOW YOU CAN USE PROJECT INFORMS:

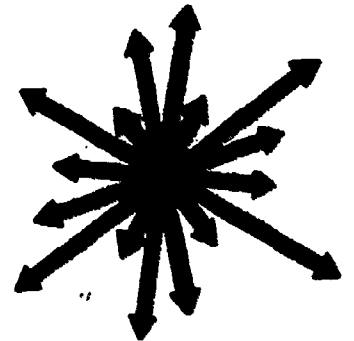
### CONTACT:

Miss Mary Jo Bruett  
INFORMS  
Iowa Department of Public Instruction  
Grimes State Office Building  
Des Moines, Iowa 50319

IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION  
GRIMES STATE OFFICE BUILDING  
DES MOINES, IOWA 50319

BEST COPY AVAILABLE

**I  
N  
F  
O  
R  
M  
S**  
IOWA  
NETWORK  
OF  
TRAINING  
RESOURCE  
MATERIALS FOR  
SCHOOLS



Educators are often told that there is a great lag between what research says is good practice and what actually takes place in the schools. Business and industry far surpass schools in the ability to disseminate research information and put new techniques and technology into practice.

With this in mind the State Department of Public Instruction applied for and received a grant to develop a Regional Information Network. This network will be put into operation through the sixteen regional media centers. Out of this project has emerged **INFORMS**.

We are pleased to announce that the Regional Media Center in Area XI is now prepared to offer this new service to your school. We have the staff, resources and dissemination capability to provide you with current information on topics within the curriculum, administration, teaching methods and techniques, project and program development. The extent of our search will depend upon your needs.

As you evaluate your present program or think about possible curricular or administrative changes for the future, we suggest that we can be of great service to you.

## RESOURCES

The following resources are available for our use in helping you to search out most any type of educational information you might need.

1. **ALERT** -- An easy-to-use system which provides objective, summarized, and analyzed information about the best developed and tested innovative programs and projects throughout the country. Prepared by the Far West Laboratory for Educational Research and Development.
2. **ELEMENTARY SCIENCE INFORMATION UNIT** -- Contains filmstrips and cassettes, with a booklet on each of six major elementary science projects: **COPEs**, **ESS**, **IDP**, **MINNEMAST**, **S-APA**, and **SCIS**. Prepared by the Far West Laboratory for Educational Research and Development.
3. **SELECT-ED** -- A Prescriptive Materials Retrieval System developed at Olathe, Kansas, which enables the user to readily identify instructional materials for individual pupil needs.
4. **ERIC** -- Educational Resources Information Center. Educational information collected and documented from over the entire country is available to us from a computer bank located in our Data Center. Through search we can provide bibliographies, summaries of ERIC documents, or secure the documents for you on Microfiche from the DPI.

5. **PREP — Putting Research into Educational Practice.** A series of monthly reports which focus on current educational problems. They contain a synthesis and interpretation of research, development, and current best practice on specific educational topics.
6. **PROFESSIONAL LIBRARY** -- A collection of outstanding professional books, journals and research tools to aid in the study of almost any topic in the area of education.
7. **PRINTING** services are available at cost.



**Regional Media Center  
Area XI**

presents

**Iowa Network  
For  
Obtaining  
Resource Materials  
for Schools**



**INFORMS**

**HOW CAN WE SERVE YOU?**

1. Search out information on topics at your request.
2. Prepare informal or formal reports.
3. Present research information to faculty groups, school boards, citizen's committees, etc.
4. Assist with project or program design based upon our findings.

**WHAT WILL IT COST?**

There may be no charge at all. It will depend upon the extent of the search and the nature of report you desire.

**WHO MAY REQUEST THIS SERVICE?**

Any public school in Area XI may request service.

A school district should select one person to serve as the contact with our office.

Private schools may apply through their administrative office.

**HOW DO I INITIATE A REQUEST?**

Search request forms are available from the Regional Media Center.

**WHOM DO I CONTACT?**

Mrs. Betty M. Atwood, Curriculum  
 Consultant  
 112-116 11th Street  
 Des Moines, Iowa 50309  
 Telephone: 284-6171

V. University of Iowa

- A. Memo describing University of Iowa ERIC retrieval system
- B. Suggestions for preparing a search request
- C. ERIC search statistics and charges, 1971-72.

# Memo

THE UNIVERSITY OF IOWA

To Faculty, Staff and Students-  
Subject: The Automated ERIC System  
From Bruce Hemminger

Computer Center

Date:

BEST COPY AVAILABLE

The term ERIC is an acronym for Educational Resources Information Center which is a division of the Office of Education. This center performs the function of collecting and distributing documents pertaining to all aspects of Educational Research in elementary, secondary and higher levels of Education. The collection process is accomplished through ERIC Clearinghouses where each has responsibility for a specific subject area (note last page). Documents are either requested by or sent to the appropriate clearinghouse where they are screened and processed. Not all documents received are included in the data bases, only those which are felt to be most relevant in their respective field. The distribution process is primarily accomplished by printed and micro-fiche references. More recently, an automated search routine was made available to reduce some of the manual search time required to locate information of interest. This point becomes increasingly important because the files continue to grow in size. The acquisition and support (both financial and procedural) of the Automated ERIC System was made possible by a joint effort of the College of Education, University Library (Education-Psychology Library), and Computer Center. Two files are supported in the Automated ERIC System: the Report Resume and Journal Article files. The content of these files is identical to the Research in Education (RIE) and Current Index to Journals in Education (CIJE) printed references. Both files are quite large (approximately 100,000 documents currently) and continue to grow as quarterly updates are received. Although the majority of users will be from the Education Profession, I must stress that the available literature may be of interest to individuals in other disciplines. Past users of this source of information have included such diverse backgrounds as Dentistry, Library Science, Linguistics and Communications, Nursing, Pharmacy, and Urban Planning.

Support of the Automated ERIC System began on March 15, 1971. After 4-5 months operational experience, we learned of two major problems: First, there were some existing conflicts between the data base and search program and secondly, search costs were quite high. With these two problems in mind, a major reprogramming effort was undertaken in an attempt to resolve as many of them as possible. I am pleased to inform you that all of our objectives have been achieved and to a greater degree than was anticipated. Previously, average search costs for the Report Resume and Journal Article Files were \$22.00 and \$12.00, respectively. Our new average search costs for the Report Resume and Journal Article Files are \$8.50 and \$5.16, respectively. Our latest component charge schedule follows:



|                      | Report Resume | Journal Article |
|----------------------|---------------|-----------------|
| Per request:         | \$2.00        | \$2.00          |
| Per Term:            | 0.42          | 0.26            |
| Per Record Searched: | 0.000076      | 0.000066        |
| Per Hit Produced     | 0.01          | 0.01            |

A new search capability was made available for your use on May 1, 1972. This capability allows you to specify a starting or terminating point (or both) for searching input descriptors. The new search capability is invoked by including the ED or EJ Number (including the ED or EJ prefix) in the Document Reference Number Selection Section. Please note that both files (Report & Journal) are maintained in descending document number order. Therefore, entries made in this section must be made in a reverse logical order. For example, if one were attempting to terminate searching after a specified point you would have to insert the terminating ED or EJ Number in the (AND GREATER THAN) line. Use of this section is optional and in most cases will not be used. Since Logical and Contextual Operators are fixed for this section, the only entry required (or permitted) is the desired ED or EJ Number(s).

The most likely use of this search capability will be for searching new information added to the files. This capability replaces our previous support of a third file (Update File) containing Quarterly Updates of information. If you wish to search new information added to the files, first consult with your ERIC Profile Consultant to obtain the current status of file completeness. Second, check the first page of output from your previous listing to obtain old file completeness information. If new information has been added, enter the Highest Document Reference Number from your previous run (along with ED or EJ prefix -- ED for Report; LJ for Journal) into the (AND GREATER THAN) line and enter input descriptors from your previous run.

Another use of this search capability is when 100 hits have been produced from a previous search. Our past policy regarding the occurrence of 100 hits was to encourage review of output in the interest of qualifying the search request further and then searching the file again. This policy will continue to be encouraged, however in some cases, it is not possible to qualify the search further. If this situation occurs, you are encouraged to use the skipping capability of the Document Reference Number Selection Section. Invoking the skipping capability requires entry of the last (100th) ED or EJ Number in the (AND LESS THAN) line along with your input descriptors. If your input descriptors are changed, you may not want to use the skipping capability (beyond the previously searched area) unless you are sure that no new hits will occur in the previously searched segment of the file.

A new information item has been added to the Report Resume File Updates which provides an indication of document availability on micro-fiche. Beginning with the 1971, 4th quarter update (ED051434-ED054390) and continuing for all future Report Resume Updates, a # symbol will be attached to the end of the document number when the source document is not available on micro-fiche. The absence of the # symbol should imply availability of the source document on micro-fiche.

ERIC CLEARINGHOUSES - December 1971

Adult Education  
Syracuse University  
107 Roney Lane  
Syracuse, New York 13210

Counseling and Personnel Services  
University of Michigan  
611 Church Street  
Ann Arbor, Michigan 48104

Disadvantaged  
Teachers College  
Columbia University  
New York, New York 10027

Early Childhood Education  
University of Illinois  
805 West Pennsylvania Avenue  
Urbana, Illinois 61301

Educational Management  
320 Hendricks Hall  
University of Oregon  
Eugene, Oregon 97403

Educational Media and Technology  
Institute for Communication Research  
Stanford University  
Stanford, California 94305

Exceptional Children  
Council for Exceptional Children  
1411 South Jefferson Davis Highway  
Arlington, Virginia 22202

Higher Education  
George Washington University  
1 Dupont Circle, Suite 630  
Washington, D. C. 20036

Junior Colleges  
University of California at LA  
405 Hilgard Avenue  
Los Angeles, California 90024

Languages and Linguistics  
Modern Language Association of America  
62 5th Avenue  
New York, New York 10011

Library and Information Sciences  
American Society for Information Science  
1140 Connecticut Avenue, N.W.  
Washington, D. C. 20036

Reading  
Indiana University  
204 Pine Hall  
Bloomington, Indiana 47401

Rural Education and Small Schools  
New Mexico State University  
University Park Branch  
Las Cruces, New Mexico 88001

Science and Mathematics Education  
Ohio State University  
1460 West Lane Avenue  
Columbus, Ohio 43221

Social Studies/Social Science Education  
Social Sciences Building  
970 Aurora Avenue  
Boulder, Colorado 80302

Teacher Education  
1 Dupont Circle  
Suite 616  
Washington, D. C. 20036

Teaching of English  
National Council of Teachers of English  
1111 Kenyon Road  
Urbana, Illinois 61801

Tests, Measurement, and Evaluation  
Educational Testing Service  
Princeton, New Jersey 08540

Vocational and Technical Education  
Ohio State University  
1900 Kenny Road  
Columbus, Ohio 43210

# APPENDIX D

These samples illustrate the information available on each of the files as it appears in the various publications which are produced from the ERIC Data Base.

## REPORT RESUME

ERIC Accession Number: identification number sequentially assigned to documents as they are processed

Author(s): Kenneth D. ...

Title: **Iconic Signs and Symbols in Audiovisual Communication: an Analytical Survey of Selected Writings and Research Findings. Final Report.**

Organization where document originated: Sacramento State Coll., Calif. Spons Agency—USJ Bur of Research Report No—NDI A VIB-449

Date published: Pub Date—19 Apr 66 Contract—OEC 4 16 023

Contract or Grant Number—contract numbers have OEC prefixes grant numbers have OEG prefixes

Alternate source for obtaining documents

EDRS Price—price through ERIC Document Reproduction Service MF means microfiche, HC means hard copy when listed not available from EDRS other sources are cited above

Legislative Authority Code for identifying the legislation which supported the research activity when applicable: AA 000 213

Clearinghouse accession number

Sponsoring Agency—agency responsible for initiating funding and managing the research project

Report Number and/or Bureau Number—assigned by originator

EDRS Price—\$10.75 MF-\$5.26 124p

Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale, Lasp 19, Cupertino Union School District

Descriptive Note

Identifiers: additional identifying terms not found in the Thesaurus of ERIC Descriptors

Informative Abstract

Abstractor's initials

The field of analysis of iconic signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

\*The key to these codes appears in Research in Education

## THESAURUS ENTRIES

USE REFERENCE FROM NONPOSTABLE SYNONYM TO MAIN TERM

DOCTORAL DISSERTATIONS USE DOCTORAL THESES

DOCTORAL THESES 460

DOCUMENTATION 330

BT INFORMATION PROCESSING AND USE

BT INFORMATION SCIENCE

BT ABSTRACTS

BT BIBLIOGRAPHIES

BT CATALOGS

BT CITATION INDEXES

USED FOR RECIPROCAL OF USE REFERENCE

GROUP CODE

SCOPE NOTE

NARROWER TERM

BROADER TERM

RELATED TERMS

A portion of the *Thesaurus of ERIC Descriptors* appears to the left with callouts identifying the elements of the display. In addition to the tape version, a hard bound printed version will be available June 15, 1970 from CCM Information Corporation 909 Third Avenue New York, New York 10022 Price \$7.95 per copy

## JOURNAL ARTICLE RESUME

EJ Accession Number: EJ 017 584

Clearinghouse Accession Number: VT 400 916

Title: **New Policy Encourages Innovation**

Author: **Noakes Harold L. Agr Educ Mag v42 n7**

Pagination: **pp172-173, Jan '70**

Descriptors: **\*Agricultural Education, \*Summer Programs, \*Financial Support, \*Program Descriptions, Educational Innovation, State Aid [\*New York]**

Annotation: **New York State provides 100-percent financial assistance to schools for approved innovative activities and demonstration projects conducted during the summer months. Reported are results of projects funded in supervision of instruction of adult groups (DM).**

Volume and Issue Number

Abbreviated Journal Title\*

Publication Date

Identifiers: identifying terms not found in Thesaurus of ERIC Descriptors.

Annotator's initials

Subject terms which characterize substantive contents. Only the major terms preceded by an asterisk are listed in the subject index.

Information in Reduced Files

Report Resume:

ED043394

PERSONAL AUTHOR: PRESCOTT, ELIZABETH; AND OTHERS

TITLE: AN INSTITUTIONAL ANALYSIS OF DAY CARE PROGRAM. PART II, GROUP DAY CARE: THE GROWTH OF AN INSTITUTION. FINAL REPORT.

PUBLICATION DATE: JUL 70

DESCRIPTOR: CERTIFICATION; \*COMMUNITY ROLE; CONFLICT RESOLUTION; DAY CARE PROGRAMS; \*DAY CARE SERVICES; \*DECISION MAKING; EARLY CHILDHOOD; EQUIPMENT STANDARDS; FOOD STANDARDS; INSTITUTIONAL ADMINISTRATION; INSTITUTIONAL FACILITIES; INSTRUCTIONAL STAFF; \*LEADERSHIP RESPONSIBILITY; \*STANDARDS

Journal Article:

EJC26290

PERSONAL AUTHOR: GROSS, LOUISE; MACEWAN, PHYLLIS

TITLE: ON DAY CARE.

PUBLICATION DATE: WINTER '70

JOURNAL CITATION: WOM REVOLUTION J LIBERATION: 1: 2: 26-29

DESCRIPTOR: ATTITUDES; \*CHILD CARE; \*CHILD DEVELOPMENT; CHILDHOOD NEEDS; \*DAY CARE PROGRAMS; \*DAY CARE SERVICES; \*ENVIRONMENTAL INFLUENCES; FEMALES; ROLE THEORY; VALUES

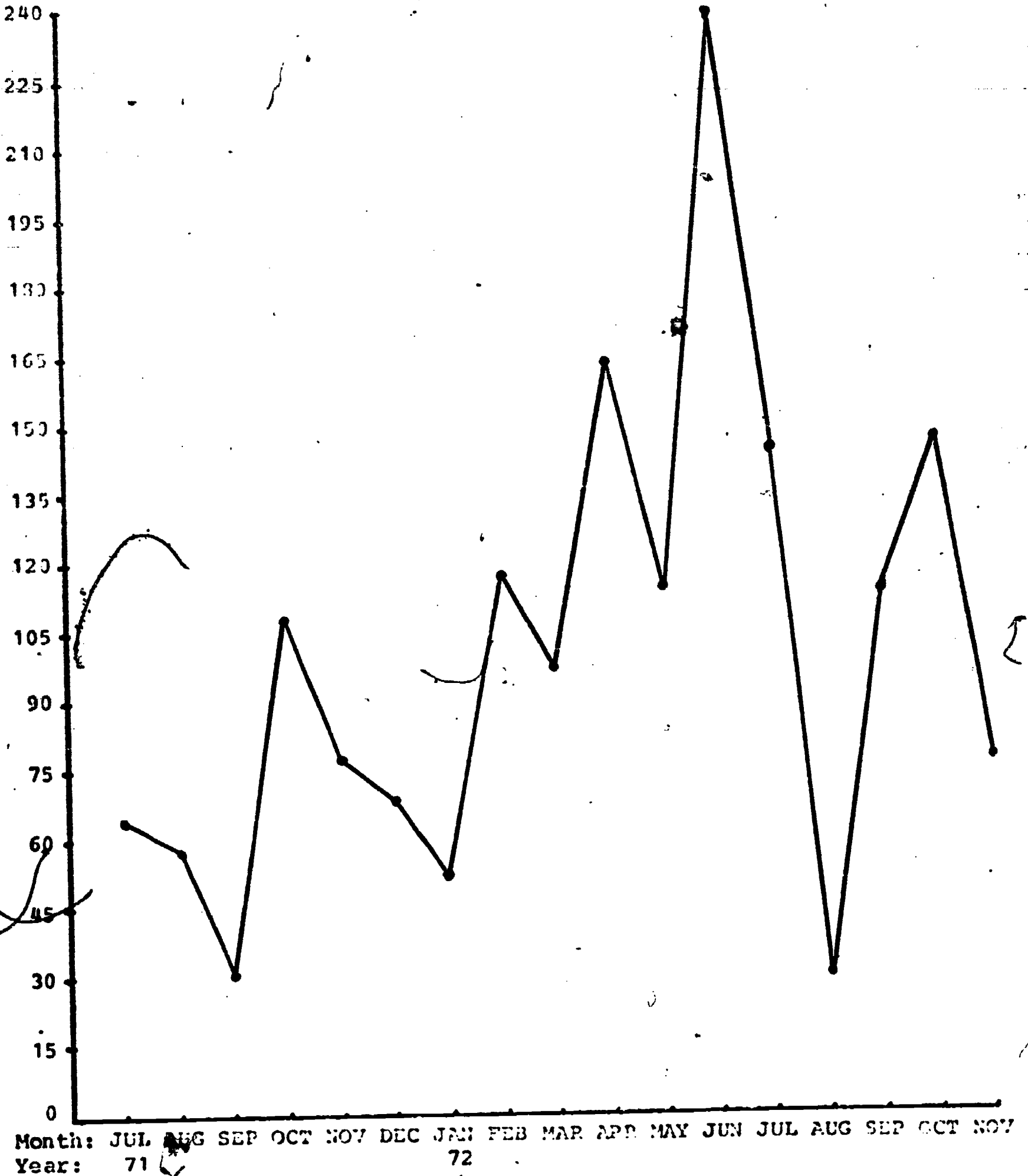
EXAMINES QUESTION OF DAY CARE CENTERS IN RELATION TO THEIR CURRENT STATUS, HISTORICAL BACKGROUND, POTENTIAL FOR THE CHILD BOTH EDUCATIONALLY AND ATTITUDINALLY, AND IDEOLOGY. (CJ)

Suggestions for preparing a search request

1. Obtain input descriptors from the Thesaurus of ERIC Descriptors.
2. Refer to the Rotated Descriptor Display in the back of the Thesaurus for noting keyword commonness in your input descriptors.
3. Refer to the Term Usage Statistics (statistics apply to the Report Resume File) listing to obtain the number of occurrences of your input descriptors.
4. Avoid using more than one AND Connector Logic unless the chosen descriptors have very high frequency counts.
5. When possible, reduce the number of input terms by using a common keyword, keyword segment (PREFIX, SUFFIX, etc.) or keywords. This is only possible if a common keyword, keyword segment, or keywords are found and are unique to your chosen terms. This information can be found in the Rotated Descriptor Display.
6. Do not abbreviate an input descriptor unless you can reduce the number of input terms. Abbreviation may result in the same number of hits but will require more computer time.
7. Contextual Operator TEXT is about 3-4 times faster than the other Contextual Operators for the same number of hits.
8. The use of qualification by including another term linked by AND Logic is not recommended if the other terms linked by OR Logic will produce less than 100 hits.
9. Search elements using AND NOT Logic should be placed at the end of your search request.
10. A search element using AND Logic defines a group condition. This group can consist of one term or several terms linked with OR Logic. You should organize these groups from smallest to largest when preparing your search request. In the event that you have two or more groups with the same number of input terms, then organize them in the order indicated by item number 11.
11. Some computer time can be saved by ordering your input terms in the following manner:
  - a. Terms using OR Logic should be organized in descending frequency count order within each AND group.
  - b. Terms or groups using AND Logic should be organized in ascending frequency count order.

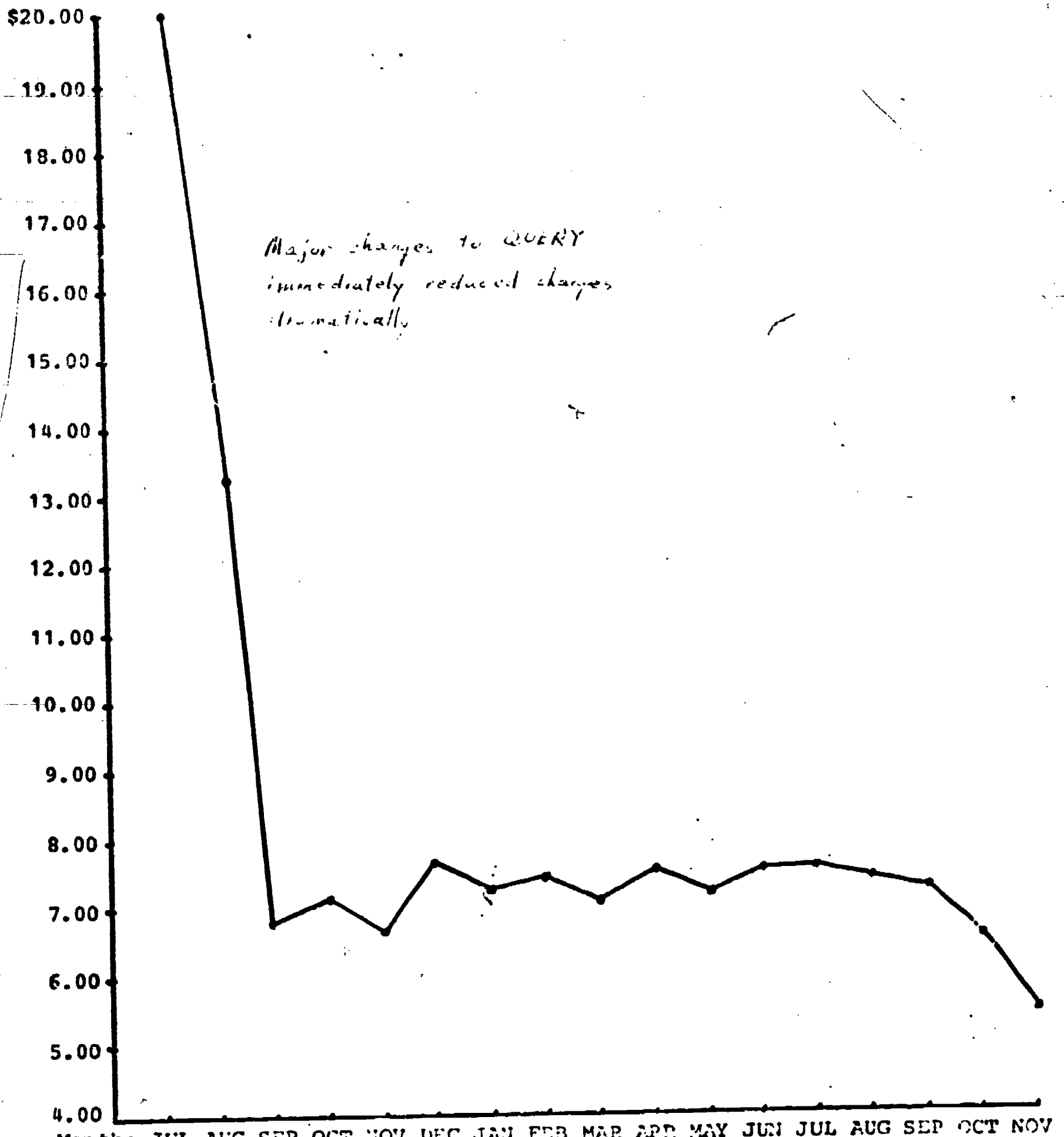
Monthly Search Counts (both files)

**BEST COPY AVAILABLE**



Average Search Charge (both files)

BEST COPY AVAILABLE



Month: JUL AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV  
 Year: 71 72 107,115  
 Records: 73,397



VI. Kansas State Department of Education - Project COMMUNICATE

- A. Paper describing Project COMMUNICATE - May, 1972
- B. Sample monthly ERIC Activities Report - November, 1972
- C. Search request form
- D. Document request form
- E. "Open Education"
- F. Promotional brochure

May, 1972

**KANSAS**  
**PROJECT COMMUNICATE**

**I. Structure**

Project Communicate, a pilot information dissemination system was initiated by the Kansas State Department of Education in December, 1971. Project Communicate functions under a full-time director. The project in turn is supervised by the assistant commissioner of the Division of Development, one of five divisions in the state department. (Appendix A)

The Kansas dissemination system serves 13 school districts in a pilot area, utilizing varied degrees of information saturation. A project field consultant provides in-depth service to four of the districts; three districts receive consultant service from the project director--service which is limited by the press of other duties. Six districts request and receive information by mail.

Districts in the pilot area have enrollments ranging from 550 to 2500. When one of the largest urban school districts (34,080) in Kansas is added to the pilot area early in the 1972-73 academic year, a second field consultant will be in charge.

**II. Purpose**

The purpose of Project Communicate is to supply information which will promote the adoption of new educational practices by educational decision-

makers in the pilot area, and in the state department. Specific objectives of the project are:

1. to affect a significant change in identification of educational needs within the pilot area.
2. to acquaint personnel of the pilot school districts with the services of Project Communicate.
3. to provide through various information resources, a choice of alternatives to educators for successfully achieving objectives.
4. to establish linkages between state and local levels that are required to promote adoption of new educational practices.
5. to influence attitudes among educators and the public within the pilot region for more widespread adoption of new educational practices.
6. to periodically evaluate the system.

### III. Function

Topics covered in requests for information from pilot schools range in scope from the general to the specific--the traditional to the progressive. All requests are processed and coded by the project librarian in the central office who also screens the collected material for topic relevancy before it is returned to the client. The field consultant personally takes requests from his districts, delivers each individualized packet of information, and assists in any desired interpretation and application of the requested information.

(See system flow chart)

**BEST COPY AVAILABLE**

Several divergent information resources are utilized either individually or in combinations to fill requests.

#### IV. Resources

##### 1. Financial: Federal

##### 2. Staff: Director

Field Consultants (2)

Project Librarian (*Bonnie Campbell, information specialist*)

Informational Writer

Secretary I

Clerk Steno I

*now 3 secy.  
at part time student  
at KSC*

##### 3. Research Information:

###### Computerized Information

ERIC (Educational Resources Information Center)

CIJE (Current Index to Journals in Education)

Kansas Promising Practices (as of October 1972)

Consultants (as of October 1972)

###### Ready Reference

PREP (Putting Research into Educational Practice)

ALERT Materials (Alternatives for Learning through Educational Research and Technology)

Timely Topics (current interest booklets produced by the project staff)

Vertical File

##### 4. Libraries:

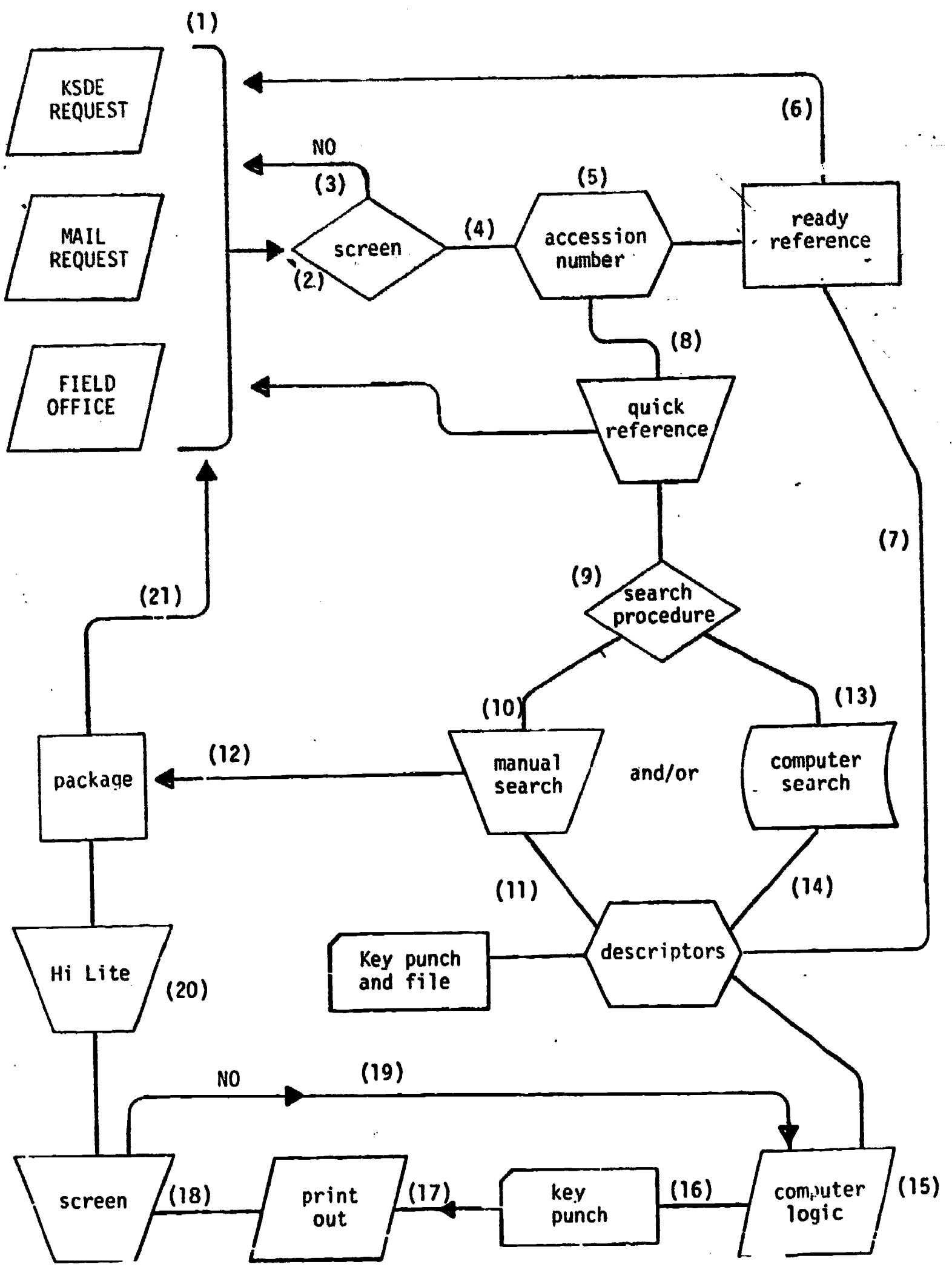
Department of Education professional library (over 300 educational magazines)

State Library (two blocks from project office)

Kansas State University Library

PROJECT COMMUNICATE  
Information System Flow Chart

BEST COPY AVAILABLE



**PROJECT COMMUNICATE**  
**Information System Flow Chart**

- (1) Requests originate from KSDE staff, from Level I or Level II schools by mail (Form 50-06-101), or from field agent (Form 50-06-100).
- (2) Project director screens request.
- (3) If an ambiguity or other discrepancy exists, the client is contacted.
- (4) Information is typed on form 50-06-100 (field office sends form 50-06-100 completed) 4-part NCR.
- (5) 720000 series number is stamped on form 50-06-100, Log Sheet, working envelope and 3 x 5 card.
- (6) If possible the request is filled by Ready Reference.
- (7) Descriptors - key punch - filed - IBM card and form 50-06-100.
- (8) Quick reference - an interest retaining technique for searches that cannot be filled by Ready Reference.
- (9) Search procedure is determined.
- (10) Manual Search - CIJE - Ed. Index - in-house material - special material.
- (11) Descriptors - key punch - file - IBM card and form 50-06-100.
- (12) Material is packaged and sent to client or field office.
- (13) Computer search.
- (14) Descriptors - key punch - file IBM card and form 50-06-100.
- (15) Search logic is written.
- (16) Key punch logic.
- (17) Print out from computer.
- (18) Print out is screened.
- (19) If no -- rewrite logic.
- (20) Hilite abstracts to help client and to give feedback to logic writer.
- (21) Print out is packaged with order form (50-06-102) and returned to client. Form 50-06-100 is enclosed with field office package.

## KANSAS

Project Communicate is the name chosen for the model comprehensive information system that the Kansas State Department of Education began implementing in December, 1971.

Kansas Project Communicate has established its pilot area, which includes twelve school systems of various sizes and various levels of information saturation. There are three school districts in each of four levels, containing approximately the same number of attendance centers, certified and non-certified personnel, and student population.

Level Four -- has full information saturation with a full-time field agent, i. e., one person's total responsibility. The field agent is a full-time change agent and uses the retrieval information in two ways: (1) a true information base for decision making, and (2) entry into the school system. The agent actively solicits information requests. There is at this level an attempt to identify latent innovators, opinion leaders, and other persons who will most likely utilize the information to promote change. He acts as a catalyst to coordinate other resources (such as outside consultants). The agent gives a slide presentation at each attendance center, explains the information retrieval system, leaves brochures about the project, and entertains questions.

Level Three -- has a part-time field agent because he has other duties. There is no active attempt to identify opinion leaders or others more likely to use the information retrieved to promote change. There is no active attempt to identify and use groups to bring more social pressure on late adoptors. The agent gives slide presentations and leaves brochures as in Level Four.

Level Two -- has no field agent. At each attendance center a staff member gives a slide presentation that explains the project, passes out brochures and entertains questions. After the initial contact the procedure is conducted by mail. The educator sends in a postage-paid card to obtain information.

Level One -- has no field agent or personal contact. A brochure explaining the project is mailed to each educator. This brochure has an attached business reply card so that the person can obtain information.

#### LEVELS OF INFORMATION SERVICE

|             | Brochure mailed | Brochure & slides | Field Agent part-time | Field Agent full-time |
|-------------|-----------------|-------------------|-----------------------|-----------------------|
| Level Four  | *               | *                 | *                     | *                     |
| Level Three | *               | *                 | *                     |                       |
| Level Two   | *               | *                 |                       |                       |
| Level One   | *               |                   |                       |                       |



PROJECT COMMUNICATE STATISTICS

**BEST COPY AVAILABLE**

| SEARCHES         | TO DATE<br>COMPLETE | NOV., 1972<br>COMPLETE | TOTAL       |
|------------------|---------------------|------------------------|-------------|
| TEACHER          | 741                 | 66                     | 807         |
| ADMINISTRATOR    | 133                 | 23                     | 156         |
| BOARD MEMBER     |                     |                        |             |
| KSDE             | 133                 | 10                     | 143         |
| PATRON           |                     |                        |             |
| STUDENT          | 1                   | 1                      | 2           |
| PARAPROFESSIONAL |                     |                        |             |
| NON-CERTIFIED    | 1                   |                        | 1           |
| COUNSELOR        | 20                  | 7                      | 27          |
| OTHER            | 51                  | 14                     | 65          |
| <b>TOTALS</b>    | <b>1,080</b>        | <b>121</b>             | <b>1201</b> |

|                            | TO DATE | NOV., 1972 | TOTAL  |
|----------------------------|---------|------------|--------|
| * Computer Searches (RIE)  | 480     | 195        | 675    |
| * Computer Searches (CIJE) | 367     | 177        | 544    |
| Abstracts Printed (RIE)    | 18,584  | 7,009      | 25,593 |
| Abstracts Printed (CIJE)   | 5,576   | 3,018      | 8,594  |
| Microfiche titles supplied | 1,656   | 249        | 1,905  |
| Microfiche reproduced      | 5,130   | 495        | 5,625  |
| Average document pages     |         | 100        | 100    |
| Hard copy pages supplied   | 2,860   | 876        | 3,736  |
| Journal articles supplied  | 322     | 40         | 362    |
| Additional information     | 118     | 257        | 375    |
| PRODS                      | 330     | 76         | 406    |
|                            | 265     | 15         | 280    |
|                            |         | 30         | 30     |

Project Communicate search program installed 1 July 72.

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Address \_\_\_\_\_  
street city zip

Check all terms that apply: Phone \_\_\_\_\_

- teacher       board member       patron       paraprofessional
- administrator       KSDE staff       student       non-certified
- counselor       other

**Describe the topic about which you are seeking information:**

**Reason for request:**

**Which of the following levels apply to your topic? (Check more than one if necessary)**

- Pre-Primary       Elementary       Junior College       Adults
- Kindergarten       Junior High       College       Professional
- Primary       Senior High       Graduate       No Level
- Intermediate       Secondary       Higher Ed.       Other (Please Define)

**SUBMIT ONLY ONE REQUEST PER FORM**

PROJECT COMMUNICATE  
DOCUMENT REQUEST FORM

name \_\_\_\_\_

Should you desire a document, please list the number found in the upper left hand corner of the abstract.

ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_

ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_

ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_  
ED \_\_\_\_\_

Should you desire a journal article, please list the number found beside each bibliographic entry

EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_

EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_

EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_  
EJ \_\_\_\_\_

---

---

---

---

OPEN

a  
summary

a  
bibliography

EDUCATION



*Kansas State Department of Education*

*Kansas State Education Building*

*120 East 10th Street Topeka, Kansas 66612*



SEPTEMBER 1972

**BEST COPY AVAILABLE**

**OPEN**

**MAXINE FITZGERALD**  
information writer

**EDUCATION**

**project**  
**communicate**

**RICHARD K. HERLIG**  
director

**BONNIE CAMPBELL**  
information specialist

## INTRODUCTION

Open Education is a pertinent subject. Material in this publication attempts to provide information about the topic to be used by educational practitioners and decision makers.

The first section is a summary of open education. This should give the reader an overview of possible alternatives to the traditional classroom.

The second section is a computer print-out of abstracts of ERIC (Educational Resources Information Center) documents. Also included is a list of libraries that have an ERIC collection.

Section three is a bibliography of over 50 of the most recent articles (32 are annotated) from journals of education. Many books that pertain to open education are also included.

If you wish more copies of this publication, contact--

Project Communicate  
Kansas State Department of Education  
120 East 10th Street  
Topeka, Kansas 66612

(913) 296-3136

## OPEN EDUCATION

"The term open education, refers to an approach to elementary school teaching which has spread widely throughout the British infant school enrolling children ages 5-7 since World War II--and which has been cropping up in a variety of American classrooms over the past four or five years," according to a 1971 report in *Nation's Schools*.

The major thing that the practice of open education requires is a different philosophy of approach to learning--one less formal, sometimes called more humane than that which is traditional. The philosophy began at least as far back as Rousseau and was later espoused by certain educators--among the more notable--Maria Montessori and John Dewey. In more recent years research in early childhood development confirmed this philosophy--the findings of Jean Piaget, a Swiss psychologist most widely acclaimed.

The central ideas of the philosophy, states the *Nation's Schools* report, are that "children learn in different ways at different times from things around them which interest them and from each other. And that children learn best when sparked by their own interests."

## The Open Approach is Diverse

In England the open approach is confined to the infant schools housed either in separate buildings or together with the juniors. However, in the latter case, the approach is still limited to youngsters ages five-seven. Kindergarten ways continue to prevail through grades one and two. Cohen (1972) states: "Children are expected to learn to read and write but an infant classroom ... gives no special status to the three R's over other areas of learning ... a young child who builds a wagon out of wood, who paints a picture, or dresses up to give a play is not considered any less productive than the child who copies his letters or reads a book."

In the United States the open approach is applied in diverse ways for several reasons. For one thing, the practice is not confined to the very early grades but may in fact evolve in one, in several, or in all grade(s) at the elementary level. For another, except in rare cases, there is not the casual approach to learning that characterizes the English style and reading particularly is always the focus of much parental concern. For a third reason, essentially the aim of the British informal schools is not to lose sight of the original open philosophy that each child is unique. The American schools, however, respond to the needs of an expanded age range and parental concern about learning progress by providing self-paced, individualized instruction in an open setting. Prescribed curriculum sends each child toward the ultimate same goal (Weber, 1971).

However, the very fact there is no blueprint to begin or conduct an open classroom, works perhaps in its favor. Richman (1972) says that



"it defies 'packaging'." An individual teacher can open up a classroom gradually, adopting only what seems to work best for him and the children--still keeping within the administrative framework of the traditional school.

### Teachers Interested in the Approach

Resnik (1971) reports that individual teachers in American elementary schools are interested in the open approach. "... in almost any school one visits there are at least a few teachers who are either experimenting with the open concept or thinking about trying it."

Basically, states Nyquist (1971), the open approach "discards the familiar elementary classroom organization and the traditional stylized roles of teachers and pupil ... to provide a kind of schooling which permits children to learn at their own pace and in their own way."

In the transition, the informal setting is achieved by a decentralization process that provides clusters of tables and establishes interest centers about the room. The centers are stocked with a rich store of learning materials. Children choose their projects with subtle guidance from the teacher. The result produces much interaction of the children with the teacher and with each other.

Resnik (1971), a former teacher now an education journalist, who visits many classrooms each year, describes a typical open room:

Most of the ones I've seen have large worktables instead of desks. The children keep their belongings in cubbyholes. There is no front of the room in the traditional sense. Upon entering an open classroom, one often has to look around for awhile to find the teacher who may be sitting with a small group of students on the floor, playing a game or conducting a mini-lesson.

In the best open classrooms I've seen, each of these areas is filled with thought-provoking learning

materials. A language arts corner might have word games and books for a variety of reading levels. Other common items in interest centers include animals, plants, balancing and measuring equipment for math, Cuisenaire rods, games, blocks and sandboxes. The classroom is something like a miniature carnival.

Children usually work independently or in small groups and are free to move around the room to talk to anyone or explore the centers until they find some product with which they can become really involved.

A great deal is made of the importance of the right materials provided for learning in the informal classroom but in reality open education experts agree that "the success or the failure of an open school approach rests not on the materials but on the teacher." Richman (1972)

### Teacher Change is Demanded

Overall the shift to the open approach asks a great deal of a teacher states *Nation's Schools* (1971):

For one thing it requires a very radical shift in what she thinks education should be. For another it asks her to throw out a lot of conventional wisdom about teaching, that learning goals should be identical for each child, that a teacher preplans and schedules the time and work for her students and that specific times must be blocked out for presenting specific subjects.

Rogers (1971) states that it is essential that the teacher "begin to change his attitude towards children and learning, to become more an observer and listener, to become more responsive to children's interests and needs." Resnik (1971) says that open room teachers tend "to encourage play, spontaneity and individual creativity much more than the traditional ones do."

In accepting the challenge of an open classroom, many believe teaching becomes more work. Grade cards in the conventional sense are being

replaced by the more explicit evaluation reports so a teacher keeps records of what and how each child is doing. "I see no point in A's, B's, and C's," Neber (1971) emphasizes. "We want growth points so every teacher keeps a record of where the child is."

And although there is a profusion of commercial materials available, many open classroom teachers spend a great deal of time collecting or improvising "stuff" as British teachers call learning materials in the open classroom (Silberman, 1970).

In fact "stuff" appears to be limited only by the scope of the teacher's imagination and invention.

#### Learning Materials are Not Confined to Textbooks

Rogers (1971) listed materials as diverse in nature as bottle caps, popsicle sticks, typewriters, printing materials and animals. Silberman devoted a full page in *Crisis in the Classroom* to describing items he had seen used in England's open rooms.

"Each is there," Rogers says, "because the teacher decided there are obvious learning possibilities inherent in these materials. This is a different sort of structure from that usually found in a traditional classroom but it is neither random or unplanned." He continues. "I hasten to add, incidentally, that open teachers use many materials that are found in traditional classrooms, including workbooks, textbooks, programmed materials of various sorts, and so on. However, such materials rarely become the curriculum. They are used with individual children if the material meets a specific need. The difference lies in how such material is used."

### Children are Free to Choose Projects

One of the basic tenets of the open approach is that learning is individualized. Children are not compared. Neither do they compete with one another for grades.

In the classroom, according to Nyquist (1971) "they move around freely, working together on their own or in small groups with the teacher. The overall learning process appears to be casual, random and spontaneous."

There is much interaction but activities as a class are limited. Richman (1972) states that "a child is free much of the time to choose his own projects. The teacher creates the learning situation but the children will be expected to work independently without expecting to be directed within an inch of their lives."

### 'Opening Up' the Room Gradually is Best

Rogers (1971) recommends reading what others have said about the open approach but says that the "best way to get the feel of open education is to visit classrooms operated this way. Talk with the teacher, observe the kids and ask them questions." Once ready to begin, according to Richman (1972), "a teacher may open the classroom for one or two periods a week or one period a day gradually retraining herself and the children as they go."

A first grade teacher in Arizona opened her classroom gradually over a span of three years, according to a report in *Early Years* (1972). The magazine states that there occurred "in between the 'before' and 'after' lots of close observation and soul-searching to find out what worked, what didn't ... and indeed whether the teacher really wanted it to."

The teacher persisted though and now has "plenty of learning center freedom for the children coupled with teacher-comforting time controls borrowed from the old style classroom." The teacher says:

The centers made my children more independent - they're learning to learn from each other and to dig out information on their own. I have few discipline problems - the kids are so involved. And, best of all, I have more time for one-to-one and small group instruction because I'm not wasting it reteaching things to children who learned them the first time around and don't need a re-hash.

However, for a teacher who would try it, Richman (1972) advises that the principal must lend his support and parents must be informed from the outset of the program for as long as it continues.

Open Schools in America

The open approach to education in the United States as in England is commonly adopted at the elementary level and is practiced in any type of building. In this country, however, greater latitude in interpretation of the open philosophy permits application in many ways.

Resnik (1971) points out that although few in number - there are rapidly growing programs in various parts of the United States. The North Dakota open school concept is being developed as a part of a comprehensive education change program being undertaken at the state level. In New York City a pilot project, The Open Door, has opened up certain existing elementary school rooms. Open Door teachers come from the City College of New York as part of a training and retraining program in the school of education. Both the North Dakota and New York programs and one in Washington, D. C., according to Silberman (1970), "represent conscious adaptations and modifications of the English experiments." In addition there are a few open style programs in public schools in Philadelphia, Pennsylvania,

San Antonio, Texas, and Tucson, Arizona; and the open approach is among other innovations being tried in campus experimental schools, private schools and specialized projects. (Head Start and Follow Through for examples).

An increasing number of schools in the United States, however, adopt the open concept to coincide with moving into a new open space building. In the open space schools there is prescribed curriculum; individualized instruction; team teaching and much reliance on testing. Characteristically, technology provides much support.

Certain open education advocates question the spirit of true openness in these type of American schools: according to Hapgood (1971) "the English have not relied on the panaceas of programmed instruction, educational hardware or what one head (British Principal\*) called 'the cauldron' of team teaching." And Resnik (1971) states that "teaching machines, programmed learning kits, instructional materials centers and other elements in the new diversification of instruction do not necessarily spell genuine openness and independence of the learner. If the classrooms are open in name only, he can still be a prisoner of the conventional curriculum and achievements tests while working 'on his own' in interest centers."

Whatever the interpretation of the open approach, it is going to be subject to parental concern in America, particularly regarding competence in academic skills. Parents often ask, "Are they getting as much reading? Are they 'up' on everything as in regular classes?" (Andreae, 1970). Some parents even wonder whether learning in a school that children seem to enjoy can possibly be organized enough to be effective. A common question relates to structure.

\*Parenthesized material is ours

## Examples of Open Education in Kansas

Virginia Lundy, the principal of Bishop Elementary School, Topeka, tells that when a parent referring to Bishop's open classroom asks, "Do you have structure in your room?", she answers, "Yes, but I just hope the kids don't find it out."

She continued by saying that most children are flexible enough to adapt but that we must have a structure "it seems to me" for the teacher on a team in the open room who has had to give up so much that offers security. An advantage of being a member of a team, Miss Lundy said, is that "team polices team rather than a parent reporting something amiss."

The large open room with space provided for the 4th, 5th, and 6th grades--an addition to the existing building--was completed in March, 1970. Low bookstands separate the individual areas occupied by each grade. A team of nine teachers is in charge of the room and three teachers supervise each grade.

Although the principal would prefer it, Bishop's open classroom does not have multi-age grouping. For purposes of individualized instruction children are grouped within each grade according to the job each is doing at the time. For example--in reading a child starts at the level he demonstrates he can handle although he may be reading ahead or behind others his age.

All grades at Bishop receive conventional-type grade cards except for the first graders who are evaluated. The evaluation report shows the rate the child learned since skills that he mastered are recorded in cumulative fashion.

In the near future Virginia Lundy looks toward developing evaluation reports for grades 2 and 3 and organizing "interest" centers in the open room.

Criticism voiced by some that permissiveness is a characteristic of the open school would be questioned by Wilbur Jones, principal of Ray Marsh School, (K-6) Shawnee. Marsh students are encouraged to move about freely and they have proved worthy of that trust. The principal explained: "We curtail privileges of the five percent of the children that do not cooperate but will not penalize the other ninety-five percent for others' misdeeds."

When it was decided to replace the former school, Principal Jones and the staff helped in designing the new building. The major criterion was that the new structure would fit the new learning concept. The result is an open space building in which there is one permanent inner wall. The wall divides two large open areas - one occupied by the primary - the other by the intermediate grades.

Generally speaking, the Marsh concept provides for individualized instruction, non-graded levels, multi-age grouping and curriculum teams. Evaluation-type reports are used at both the primary and intermediate levels.

The principal and the staff function as a unit in all activities relating to the children and in other policy matters. The curriculum teams assist Mr. Jones in hiring new teachers.

In USD 342 at McLouth, six teachers in the elementary school (K-3) began in academic year 1972-73 to initiate a non-graded primary classroom in a traditional building. The no-fail philosophy is behind the concept says the kindergarten teacher who spearheaded development of the program but she also says that achieving such a goal will require good reaction from the community.

By the end of September, the non-graded program had been applied in the areas of science and social studies with math and reading to follow as



time and resources allow.

The children enrolled in the primary grades choose their participatory work in science and social studies regardless of age, grade or ability. The result is that each of the five units presently offered in science are taught simultaneously in five individual rooms to a mix of ages 5-8. Each child chooses three units of five offered. Teachers teach their assigned unit to three separate groups--completion time one week for each unit.

As a part of social studies, inviting persons from the community to explain their occupations has provided an interaction with adults that the children enjoy.

Author observation, however, was confined to science--specifically the unit on the honeybee which was being taught by Mrs. Marilyn Vernon, kindergarten teacher. At a designated time in the afternoon, an interchange of the children sent all but three or four kindergarteners off to other rooms. Those remaining were joined by children from grades 1-3.

Some of the children sat at tables, others on the floor while Mrs. Vernon drew a honeybee on the board. The children helped by labeling the parts. Later all moved to tables to freehand their versions of the bee. One child joyously confided that "tomorrow will be honey-tasting day." There was an informal and relaxed atmosphere which provided ample opportunity to help one another.

The non-graded concept required a lot of planning ahead, according to Mrs. Vernon. The six teachers involved met every day one week after school was out and had everything set up before summer vacation.

Mrs. Vernon said that it is important that a teacher be well orientated into the community before trying changes and even then changes have to be

accomplished gradually. She began teaching at McLouth seven years ago in the same year that Kenneth Rundle became superintendent and he expresses great confidence in her judgment.

The McLouth teachers envision establishing interest centers. For instance, they have considered setting up a mystery table or perhaps bookshelves in the corridor where children may pick up books at any time.

The correlation of time required for the scheduling of sound films or of the visiting guests from the community--for examples-- is a problem.

"At the moment I must say that it is still mostly group work," said Mrs. Vernon. "The children can't cope with freedom yet in kindergarten. It will take at least six weeks for them to settle down to the new school situation.

"I had excellent cooperation in organizing the program and certainly could not have gotten as far as I am now without assistance. Actually two of the teachers are new this year but we all will meet soon as a group and will get expressions of opinion regarding the program. My overall feeling is a very positive one!"

**IMPORTANT**

**USERS GUIDE TO THE AUTOMATED MATERIALS**

**IMPORTANT**

**HOW TO INTERPRET THE PROFILE FORMAT**

**REPORT NUMBER**

THIS IS THE NUMBER ASSIGNED TO EACH DOCUMENT ABSTRACTED. THE REPORT NUMBER IS PRINTED AT THE TOP OF EACH ABSTRACT.

**ABSTRACT**

THE ABSTRACT INCLUDES THE TITLE, AUTHOR (S), CONCISE SUMMARY OF THE CONTENTS OF A DOCUMENT, ORIGINATING AGENCY OR PUBLISHER, PUBLICATION DATE OF THE DOCUMENT, AND TOTAL NUMBER OF PAGES. THE TERM DOCUMENT IS USED TO DESCRIBE ANY PUBLISHED MATERIALS SUCH AS RESEARCH REPORTS, DISSERTATIONS, MONOGRAPHS, ETC.

**DESCRIPTORS**

THESE ARE THE EDUCATIONAL KEYWORDS ASSIGNED FROM THE ERIC THESAURUS BY THE ORIGINAL ABTRACTOR OF THE DOCUMENT. THESE KEYWORDS ARE USED AS A BASIS FOR THE COMPUTER LOGIC WHICH RETRIEVES INFORMATION.

**HOW TO ORDER ENTIRE DOCUMENTS**

MOST DOCUMENTS ABSTRACTED BY ERIC ARE AVAILABLE IN MICROFICHE FORM AND MAY BE OBTAINED "ON LOAN" FROM LIBRARIES. SINCE MICROFICHE IS A REDUCTION OF AN ENTIRE DOCUMENT TO 4 x 6 INCH SHEETS OF FILM, A MICROFICHE READER IS REQUIRED.

MICROFICHE (MF) AND HARD COPY (HC) MAY BE PURCHASED FROM LEASCO INFORMATION PRODUCTS. PLEASE ADDRESS INQUIRIES TO:

ERIC REPORTS  
LEASCO INFORMATION PRODUCTS INC.  
4827 RUGBY AVENUE  
BETHESDA, MARYLAND 20014

THE FOLLOWING LIBRARIES HAVE ERIC MICROFICHE COLLECTIONS:

WILLIAM ALLEN WHITE LIBRARY  
KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS 66801

FORSYTH LIBRARY  
FORT HAYS KANSAS STATE COLLEGE  
HAYS, KANSAS 67601

KANSAS STATE UNIVERSITY LIBRARY  
EDUCATION DIVISION  
MANHATTAN, KANSAS 66502

EDUCATIONAL MEDIA CENTER  
JOHNSON COUNTY COMMUNITY COLLEGE  
57TH AND MERRIAM DRIVE  
SHAWNEE MISSION, KANSAS 66203

WICHITA STATE UNIVERSITY LIBRARY  
WICHITA, KANSAS 67208

MISSOURI SOUTHERN COLLEGE LIBRARY  
NEWMAN AND DEQUESNE ROADS  
JOPLIN, MISSOURI 64801

RESOURCE CENTER  
MID-CONTINENT REGIONAL  
EDUCATION LABORATORY  
104 E. INDEPENDENCE AVENUE  
KANSAS CITY, MISSOURI 64106

U. S. OFFICE OF EDUCATION, REGION VII  
601 EAST 12TH STREET  
KANSAS CITY, MISSOURI 64106

ERICASSTB  
ED 059334

ERIC ABSTRACTS FOR  
SEARCH NUMBER 502

PUBLICATION DATE..

TITLE.. OPEN EDUCATION, ESSEX FALLS, I.

PERSONAL AUTHOR.. ANDREAU, JENNIFER; AND OTHERS

DESCRIPTOR.. ADMINISTRATOR ATTITUDES; \*EDUCATIONAL CHANGE; \*EDUCATIONAL  
PHILOSOPHY; ELEMENTARY SCHOOL STUDENTS; \*FLEXIBLE CLASSROOMS;  
INDIVIDUALIZED INSTRUCTION; \*OPEN EDUCATION; PARENT ATTITUDES; PARENT  
PARTICIPATION; READING INSTRUCTION; STUDENT TEACHER RELATIONSHIP;  
TEACHER ATTITUDES

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 31 P.

ABSTRACT.. CONTENTS OF THIS ACCOUNT OF THE ADAPTATION OF THE OPEN  
CLASSROOM PHILOSOPHY OF EDUCATION IN NEW ROCHELLE, BEGINNING WITH A  
SUMMER TITLE I E.S.E.A. REMEDIAL READING PROGRAM, INCLUDE THE  
FOLLOWING: (1) AN ACCOUNT OF THE EXPERIENCE OF A TRADITIONAL  
TEACHER IN CONVERTING TO AN OPEN CLASSROOM; (2) A DEFINITION OF THE  
APPROACH AND A DESCRIPTION OF THE LEARNING PRINCIPLES IT IS BASED ON;  
(3) A DOCUMENTATION OF THE NEW ROCHELLE SCHOOL DISTRICT REACHING THE  
POINT OF IMPLEMENTING THE OPEN CLASSROOM APPROACH, INCLUDING TEACHERS'  
AND ADMINISTRATOR'S MOTIVATION TO CHANGE AND THE UTILIZATION AND  
ADMINISTRATION OF THE CORRIDORS; (4) PARENTS' RELATION TO THE OPEN  
CLASSROOM; AND, (5) A DISCUSSION OF FORMULATIONS OF ROLE FOR STAFF IN  
THE FUTURE. THE APPENDICES CONTAIN TEACHERS' ACCOUNTS OF MOVEMENT  
TOWARDS AN OPEN CLASSROOM APPROACH, THE TEXT OF A QUESTIONNAIRE SENT  
TO PARENTS REGARDING THE CHANGES IN CLASSROOM AND STAFF ORGANIZATION,  
A SAMPLE INDIVIDUAL AND WEEKLY RECORD, AND FLOOR PLANS OF REPRESENTATIVE  
CLASSROOMS. (JM)

\*\*\*\*END OF ABSTRACT\*\*\*\*

ERIC ABSTRACT  
ED 048669

ERIC ABSTRACTS FOR  
SERIAL NUMBER 0392

PUBLICATION DATE.. JAN 71

TITLE.. COMPARISON OF INSTRUCTIONAL PRACTICES IN CLASSROOMS OF  
DIFFERENT DESIGN. FINAL REPORT.

PERSONAL AUTHOR.. KYZAP, BARNEY L.

DESCRIPTOR.. ACOUSTICAL ENVIRONMENT; ACOUSTICS; CLASSROOM  
ENVIRONMENT; INDIVIDUAL DIFFERENCES; OPEN PLAN SCHOOLS; RESEARCH  
PROJECTS; SCHOOL BUILDINGS; STUDENT TEACHER RELATIONSHIP; TEACHING  
METHODS

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 76P.

ABSTRACT.. THIS STUDY COMPARED VARIOUS INSTRUCTIONAL PRACTICES AND  
PROBLEMS IN OPEN PLAN CLASSROOMS WITH PRACTICES AND PROBLEMS IN  
CONVENTIONAL PLAN SCHOOL BUILDINGS. ONE SECONDARY AND THREE  
ELEMENTARY SCHOOLS HAVING OPEN PLAN CLASSROOMS WERE EACH PAIRED WITH  
A COMPARABLE SCHOOL HAVING CONVENTIONAL CLASSROOMS. INSTRUMENTS WERE  
USED TO RECORD: TEACHING TECHNIQUES, PSYCHOLOGICAL CLIMATE, SOCIAL  
ORGANIZATION, ORDER MAINTAINING TECHNIQUES, PROVISIONS FOR INDIVIDUAL  
DIFFERENCES, AND ACTIVITIES UTILIZED IN THE INSTRUCTIONAL PROGRAM. A  
SOUND SURVEY WAS CONDUCTED IN EACH OF THE SCHOOLS TO DETERMINE THE  
AMOUNT OF NOISE TRANSMITTED BETWEEN INSTRUCTIONAL AREAS OR ROOMS, AND  
SOUND LEVEL READINGS WERE TAKEN DURING INSTRUCTIONAL PERIODS TO  
ASCERTAIN ACTUAL CLASSROOM NOISE LEVELS. THE EVIDENCE GAINED IN THIS  
INVESTIGATION INDICATED THAT NOISE IS NOT A PROBLEM IN OPEN SPACE  
SCHOOLS. (AUTHOR)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

ERICABSTR  
ED 055962

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. JUN 71

TITLE.. HELPING TRADITIONAL TEACHERS TO PLAN AND IMPLEMENT STUDENT  
CENTERED CLASSROOMS; SELECTED CLASSROOM PROJECT. FINAL REPORT.

PERSONAL AUTHOR.. JOHNSON, GERALD F. J.; PAGE, WILLIAM C.

DESCRIPTOR.. ADMINISTRATOR ATTITUDES; \*CLASSROOM TECHNIQUES; \*EDUCATIONAL  
CHANGE; EDUCATIONAL OBJECTIVES; \*INSERVICE TEACHER EDUCATION; \*OPEN  
EDUCATION; \*SELF DIRECTED CLASSROOMS; STUDENT ATTITUDES; STUDENT  
CENTERED CURRICULUM; TEACHER ATTITUDES; TEACHER ROLE; TEACHING  
TECHNIQUES

EDRS PRICE.. EDRS PRICE MF-\$9.65 HC-\$9.87

DESCRIPTIVE NOTE.. 237P.; ESEA TITLE II; PROJECT COD

ABSTRACTS.. THE SELECTED CLASSROOM PROJECT WAS PLANNED, IMPLEMENTED,  
EVALUATED, AND DISSEMINATED BETWEEN OCTOBER 1970 AND JUNE 1971. IT  
NARROWED THE FOCUS OF PROJECT COD TO HELPING TEACHERS IN SPECIFIC  
CLASSROOM DEVELOP A PRACTICAL APPROACH TO THE TRANSITION FROM  
TRADITIONAL TO "OPEN" CLASSROOMS. THE 21 PARTICIPATING TEACHERS IN  
GRADES 4 THROUGH 8 WERE SELECTED BY THEIR PRINCIPALS ON THE BASIS OF  
TEACHING EXPERIENCE, COMPETENCE, AND MOTIVATION TOWARD CHANGE. THE  
HELP GIVEN THE TEACHERS BY PROJECT COD STAFF CONSISTED OF SMALL AND  
LARGE GROUP WORKSHOPS IN SPECIFIC TECHNIQUES, SUCH AS NONVERBAL  
COMMUNICATION AND GOAL SETTING, CONTINUATION OF INDIVIDUAL ASSISTANCE  
AND COUNSELING, AND ORIENTATION OF PARENTS AND ADMINISTRATORS.  
EVALUATION OF THE PROJECT WAS ACCOMPLISHED THROUGH PRE- AND  
POST-OBSERVATION USING A SPECIALLY DEVELOPED INSTRUMENT; ANALYSIS OF  
JOURNALS KEPT BY TEACHERS; AND QUESTIONNAIRES COMPLETED BY TEACHERS,  
PRINCIPALS, AND STUDENTS. RESULTS OF THE OBSERVATION SHOWED A  
DEFINITE CHANGE IN TEACHER AND STUDENT BEHAVIOR TOWARD THOSE BEHAVIORS  
IDENTIFIED AS BEING TYPICAL OF A STUDENT-CENTERED CLASSROOM.  
RESPONSES TO THE QUESTIONNAIRES INDICATED THAT THE MAJORITY OF THOSE  
INVOLVED--FROM 75 PERCENT TO 90 PERCENT--FAVORED CONTINUATION OF THIS  
APPROACH. DISSEMINATION OF THE PROJECT WAS ACCOMPLISHED THROUGH  
NEWSLETTERS, NEWSPAPER ARTICLES, AND CONFERENCE SPEECHES. (APPENDIXES  
CONTAIN COPIES OF THE EVALUATION FORMS, TABLES OF RESULTS, A STUDENT  
GOAL-SETTING FORM, AND A SAMPLE WORKSHOP OUTLINE.) (RT)

\*\*\*\*END OF ABSTRACT\*\*\*\*

ERICABSTR  
ED 059617

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. 71

TITLE.. A BIBLIOGRAPHY OF OPEN EDUCATION.

PERSONAL AUTHOR.. BARTH, ROLAND S.; RATHBONE, CHARLES H.

DESCRIPTOR.. ANNOTATED BIBLIOGRAPHIES; DISCOVERY LEARNING; \*EDUCATIONAL CHANGE; EXPERIMENTAL SCHOOLS; FLEXIBLE SCHEDULING; \*OPEN EDUCATION; OPEN PLAN SCHOOLS; SELF DIRECTED CLASSROOMS; SELF DIRECTED GROUPS; STUDENT CENTERED CURRICULUM; \*TEACHING METHODS; UNGRADED CLASSES

EDRS PRICE.. DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE.. 66P.

ABSTRACT.. "OPEN EDUCATION" IS USED HERE TO DESIGNATE A GENERAL APPROACH TO TEACHING AND LEARNING WHICH PRESUMES THE CHILD'S RIGHT AND COMPETENCE TO MAKE IMPORTANT DECISIONS; VIEWS THE TEACHER MORE AS A FACILITATOR OF LEARNING THAN A TRANSMITTER OF KNOWLEDGE; ENCOMPASSES IDEAS SUCH AS VERTICAL OR "FAMILY" GROUPING; AND OFFERS FLEXIBILITY OF TIME, ADMINISTRATION, AND SPACE, AN ENVIRONMENT RICH IN MANIPULATIVE MATERIALS, AND ABUNDANT ALTERNATIVES AND CHOICE FOR STUDENTS. THIS BIBLIOGRAPHY IS DESIGNED TO PROVIDE A STARTING PLACE FOR THOSE INTERESTED IN OPEN EDUCATION AND TO MAKE AVAILABLE TO THOSE ALREADY FAMILIAR WITH THESE IDEAS AND PRACTICES AN EXTENSIVE RESOURCE WHICH WILL ASSIST FURTHER EXPLORATION. IT IS DIVIDED INTO THREE SECTIONS-- BOOKS AND ARTICLES, FILMS, AND PERIODICALS--AND EACH OF THE 265 ANNOTATED ENTRIES IS LISTED UNDER ITS APPROPRIATE CATEGORY ALPHABETICALLY BY AUTHOR. THE PUBLISHER OR DISTRIBUTOR IS INCLUDED WITH EACH ENTRY AND COMPLETE ADDRESSES ARE ALSO PROVIDED IN A SEPARATE LIST. AN INDEX PROVIDES ACCESS TO ENTRIES BOTH BY AUTHOR AND TITLE. (AUTHOR/SH)

AVAILABILITY.. ADVISORY FOR OPEN EDUCATION, 90 SHERMAN STREET,  
CAMBRIDGE, MASSACHUSETTS 02140 (ST.25)

\*\*\*\*END OF ABSTRACT\*\*\*\*

ERICABSTR  
ED 058160

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. AUG 71

TITLE.. CHARACTERISTICS OF OPEN EDUCATION: RESULTS FROM A CLASSROOM  
OBSERVATION RATING SCALE AND A TEACHER QUESTIONNAIRE.

PERSONAL AUTHOR.. EVANS, JUDITH T.

DESCRIPTOR.. \*CLASSROOM ENVIRONMENT; \*CLASSROOM OBSERVATION TECHNIQUES;  
\*EDUCATIONAL INNOVATION; \*OPEN EDUCATION; \*SELF DIRECTED CLASSROOMS

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 68P.

ABSTRACT.. A CLASSROOM OBSERVATION RATING SCALE, BASED UPON A RECENT  
ANALYSIS OF THE LITERATURE AND CONCEPTUALLY VERIFIED BY OPEN EDUCATION  
ADVOCATES, EFFECTIVELY DIFFERENTIATED BRITISH AND AMERICAN OPEN  
CLASSROOMS FROM AMERICAN TRADITIONAL CLASSROOMS. THE INFLUENCE OF  
SOCIO-ECONOMIC SETTINGS WAS ALSO DEMONSTRATED. FOR THE THREE  
COMPARISON GROUPS, MORE FEATURES OF OPEN EDUCATION WERE FOUND IN  
HIGHER SOCIO-ECONOMIC SETTINGS THAN IN LOWER ONES. RATER-RELIABILITY  
FOR THE CLASSROOM OBSERVATION MEASURE WAS HIGH. THE CLASSROOM  
OBSERVATION RATING SCALE IS RECOMMENDED AS A SURVEY INSTRUMENT IN A  
SCHOOL SYSTEM THAT IS BEGINNING TO EXPERIMENT WITH OPEN EDUCATION.  
BASELINE DATA CAN BE GATHERED AND THE MEASURE CAN BE REPEATEDLY USED  
TO CHART CHANGES IN CLASSROOM PRACTICES. A TEACHER QUESTIONNAIRE,  
PARALLEL IN FORM TO THE CLASSROOM OBSERVATION RATING SCALE, MAY BE  
USED IN WORKSHOPS AS A STARTING POINT FOR A DIALOGUE ABOUT TEACHING.  
BOTH MEASURES CAN BE CONSIDERED AS INITIAL STEPS IN ADDING GREATER  
THEORETICAL PRECISION AND EMPIRICAL UNDERSTANDING TO THE CONCEPT OF  
OPEN EDUCATION. (AUTHOR)

\*\*\*\*END OF ABSTRACT\*\*\*\*



EPICANSTR  
ED 058164

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. 73

TITLE . CHARACTERISTICS OF OPEN EDUCATION: A LOOK AT THE LITERATURE  
FOR TEACHERS.

PERSONAL AUTHOR.. WALDEN, HERBERT J.; THOMAS, SUSAN CHRISTIE

DESCRIPTOR.. \*INFORMAL ORGANIZATION; \*LITERATURE REVIEWS; \*OPEN  
EDUCATION; \*PROGRESSIVE EDUCATION; \*SELF DIRECTED CLASSROOMS

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$6.50

DESCRIPTIVE NOTE.. 114 P.

ABSTRACT.. THIS STUDY ATTEMPTED TO PROVIDE AN ANALYTIC BASIS FOR AN  
OPERATIONAL DEFINITION OF OPEN EDUCATION. THE BASIC AIMS WERE 1) TO  
DEFINE SOME OF THE ESSENTIAL PEDAGOGICAL FEATURES OF OPEN EDUCATION;  
2) TO DEVELOP EXPLICIT, CONCRETE INDICATORS FOR EACH FEATURE; 3) TO  
CHECK THE VALIDITY OF THE INDICATORS WITH THE MAJOR WRITINGS ON THE  
SUBJECT AND WITH IMPORTANT THEORISTS AND PRACTITIONERS IN THE UNITED  
STATES AND GREAT BRITAIN; AND 4) TO MAKE COMPARISONS TO OTHER RELEVANT  
APPROACHES, SUCH AS PROGRESSIVE AND AFFECTIVE EDUCATION. EIGHT MAJOR  
THEMES WERE USED AS A FRAMEWORK: 1) INSTRUCTION--GUIDANCE AND  
EXTENSION OF LEARNING; 2) PROVISIONING THE CLASSROOM FOR LEARNING;  
3) DIAGNOSIS OF LEARNING EVENTS; 4) REFLECTIVE EVALUATION OF DIAGNOSTIC  
INFORMATION; 5) HUMANENESS--RESPECT, OPENNESS AND WARMTH; 6) SEEKING  
OPPORTUNITIES TO PROMOTE GROWTH; 7) SELF-PERCEPTION--THE TEACHER'S  
VIEW OF HERSELF AND HER ROLE; AND 8) ASSUMPTIONS--IDEAS ABOUT CHILDREN  
AND THE PROCESS OF LEARNING. SPECIFIC WORKS OF 28 SELECTED AUTHORS  
WERE EXAMINED AND ANALYZED FOR THEIR ATTENTION TO EACH OF THE EIGHT  
THEMES. THE AUTHORS WERE CLASSIFIED AS WRITERS OF HISTORICAL  
IMPORTANCE, PROGRESSIVE EDUCATORS, POPULAR CRITICS, AFFECTIVE  
EDUCATORS, AND WRITERS ON OPEN EDUCATION. A LIST OF PEDAGOGICAL  
CHARACTERISTICS IS PRESENTED, EACH ACCOMPANIED BY ILLUSTRATIVE  
QUOTATIONS FROM THE LITERATURE. (MBM)

\*\*\*\*END OF ABSTRACT\*\*\*\*

ERICABSIP  
ED 058944

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. 1 DEC 71

TITLE.. OPEN-INFORMAL EDUCATION: RECOMMENDATIONS FOR RESEARCH AND  
DEVELOPMENT. FINAL REPORT.

PERSONAL AUTHOR.. KATZ, LILIAN G.

DESCRIPTOR.. COMPARATIVE ANALYSIS; EARLY CHILDHOOD EDUCATION;  
\*EDUCATIONAL OBJECTIVES; EVALUATION TECHNIQUES; INSTRUCTIONAL  
MATERIALS; \*OPEN EDUCATION; \*RESEARCH PROJECTS; SCHOOL COMMUNITY  
RELATIONSHIP; \*STUDENT TEACHER RELATIONSHIP; TEACHER BEHAVIOR;  
TEACHER EDUCATION: \*TEACHING TECHNIQUES

EDPS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 39P.; SUBMITTED TO THE NATIONAL INSTITUTE OF  
EDUCATION PLANNING UNIT

ABSTRACT.. THIS REPORT OUTLINES A SET OF RESEARCH AND DEVELOPMENT  
EFFORTS BY MEANS OF WHICH THE NATIONAL INSTITUTE OF EDUCATION MIGHT  
PROCEED TO SUPPORT AND ENCOURAGE A TYPE OF SCHOOLING CALLED OPEN  
EDUCATION. PART I OF THE REPORT, RESEARCH AND DEVELOPMENT FOR THE  
SUPPORT OF OPEN-INFORMAL EDUCATION, IS COMPRISED OF FIVE SECTIONS:  
I. INTRODUCTION; II. THE PROBLEM OF TERMINOLOGY; III. THE  
PROBLEM OF DEFINITION; IV. TENTATIVE DEFINITION OF OPEN EDUCATION;  
AND V. RATIONALE FOR OPEN EDUCATION. PART II, CENTRAL ISSUES FOR  
THE IMPLEMENTATION OF OPEN EDUCATION, CONTAINS TWO SECTIONS: I.  
INTRODUCTION; AND II. RESEARCH AND DEVELOPMENT TOPICS. THESE  
RESEARCH AND DEVELOPMENT TOPICS ARE: 1. ATTRIBUTES AND BEHAVIOR  
OF TEACHERS RELATED TO EFFECTIVE OPEN INFORMAL TEACHING; 2.  
AUTHORITY, CONTROL AND PERMISSIVENESS IN TEACHERS; 3. DETERMINANTS  
OF TEACHER BEHAVIOR; 4. TEACHER SELECTION AND TRAINING; AND 5.  
APPROACHES TO TEACHER TRAINING. PROBLEMS RELATED TO OPEN INFORMAL  
EDUCATION ARE SEEN TO BE THOSE INVOLVING ADMINISTRATION, LEADERSHIP  
STYLE, SCHOOL-COMMUNITY RELATIONS, CURRICULUM MATERIALS, AND  
EVALUATION. AN APPENDIX COMPARES TEACHER-DIRECTED LEARNING AND  
TEACHER-FACILITATED LEARNING. (DB)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

ERICAB5TH  
ED 058955

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0391

PUBLICATION DATE: 11 71

TITLE: MINDLESSNESS IN AND ABOUT THE OPEN CLASSROOM.

PERSONAL AUTHOR: BENNISON, RONALD W.

DESCRIPTOR: CHILD DEVELOPMENT; CONDITIONED RESPONSE; DISCRIMINATION  
LEARNING; \*EARLY CHILDHOOD EDUCATION; EDUCATIONAL ENVIRONMENT;  
EDUCATIONAL PROGRAMS; \*ENVIRONMENTAL INFLUENCES; \*MODELS;  
OBSERVATION; \*OPEN EDUCATION; REINFORCEMENT; SELF DIRECTED CLASSROOMS;  
STANDARDS; TEACHER INFLUENCE

EDRS PRICE MF-50.65 HC-93.29

DESCRIPTIVE NOTE: 274; PRESENTED AT THE 61ST ANNUAL MEETING OF THE  
NATIONAL COUNCIL OF TEACHERS OF ENGLISH, LAS VEGAS, NEVADA, NOVEMBER,  
1971

ABSTRACT: THIS PAPER REPORTS ON ALTERNATIVE PROGRAMS TO CURRENT  
EDUCATIONAL PRACTICE AS A MEANS OF OVERCOMING SOME INSTITUTIONAL  
BARRIERS TO CHANGE. THE PROGRAM REPORTED ON THE TUCSON EARLY  
EDUCATION MODEL, A COMPREHENSIVE EDUCATIONAL PROGRAM WHICH ENCOMPASSES  
ALL OF THE CRITERIAL ATTRIBUTES OF THE OPEN CLASSROOM AS SPECIFIED IN  
THE INTRODUCTION TO THIS PAPER. SPECIFICALLY, THIS PAPER SPECIFIES HOW  
CERTAIN PSYCHOLOGICAL PRINCIPLES MAY BE USED TO PROVIDE AN EFFECTIVE  
LEARNING ENVIRONMENT FOR YOUNG CHILDREN. IN THE NATURAL ENVIRONMENT  
CHILDREN ACQUIRE MANY COMPLEX SKILLS, LARGELY THROUGH OBSERVATIONAL  
LEARNING. THE TEACHER WHO IS AWARE OF THE WAYS IN WHICH MODELING  
INFLUENCES CHILDREN, AND OF THE CONDITIONS WHICH FACILITATE THE  
EFFECTS OF MODELING IS IN A POSITION TO ENLIVEN THE GROWTH OF  
CHILDREN IN A VERY POSITIVE AND NATURAL WAY. ANOTHER WAY IN WHICH  
THE ENVIRONMENT CAN TEACH IS BY PROVIDING CUES, I.E., OBJECTS OR  
EVENTS IN THE ENVIRONMENT WHICH, AS THE CHILD LEARNS TO DISCRIMINATE  
THEM, SIGNAL APPROPRIATE BEHAVIOR. ANOTHER CHARACTERISTIC OF AN  
EFFECTIVE LEARNING ENVIRONMENT IS THAT IT REINFORCES CHILDREN FOR  
THEIR PURPOSEFUL AND CONSTRUCTIVE BEHAVIOR. AN IMPORTANT ASSUMPTION  
IN THE PROGRAM IS THAT RESPONSIBILITY FOR LEARNING MUST IN THE FINAL  
ANALYSIS REST WITH THE STUDENT. (Pp)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

ERICABSTR  
ED 059181

ERIC ABSTRACTS FOR  
SEAPRIL NUMBER 0392

PUBLICATION DATE.. 71

TITLE.. TEACHER BEHAVIOR IN AN INFORMAL BRITISH INFANT SCHOOL.

PERSONAL AUTHOR.. RESNICK, LAUREN B

DESCRIPTOR.. \*CLASSROOM OBSERVATION TECHNIQUES; \*EARLY CHILDHOOD  
EDUCATION; \*INFORMAL ORGANIZATION; \*OPEN EDUCATION; PROGRESSIVE  
EDUCATION; \*TEACHER BEHAVIOR

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 35P.: PAPER PRESENTED AT THE ANNUAL MEETING OF THE  
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, FEBRUARY 1971

ABSTRACT.. SYSTEMATIC OBSERVATION OF TEACHER BEHAVIOR IN SEVERAL  
CLASSROOMS OF AN INFORMAL BRITISH INFANT SCHOOLS WAS UNDERTAKEN IN  
ORDER TO DETERMINE TYPICAL PATTERNS OF INTERACTION BETWEEN TEACHER  
AND CHILD. AMONG THE MAJOR FINDINGS REPORTED ARE THE FOLLOWING:  
1) A TYPICAL PATTERN OF TEACHER BEHAVIOR IN WHICH EXTENDED  
SUBSTANTIVE DISCUSSIONS WITH ONE OR A GROUP OF CHILDREN ARE  
INTERSPERSED WITH VERY BRIEF EXCHANGES, USUALLY CHILD-INITIATED AND  
OFTEN CONCERNED WITH ORGANIZATION OR MANAGEMENT QUESTIONS WITH  
INDIVIDUAL CHILDREN; 2) EXTENDED INTERACTIONS WHICH ARE DOMINATED  
BY QUESTIONING OF THE CHILD WITH RESPECT TO SUBSTANTIVE (ACADEMIC),  
PERSONAL, AND SELF-MANAGEMENT ASPECTS OF THE TASK ON WHICH HE IS  
WORKING; AND 3) BRIEF INTERACTIONS WHICH ARE HEAVILY CHILD-INITIATED  
AND PLAY A CLASSROOM MANAGEMENT AS WELL AS AN INSTRUCTIONAL FUNCTION.  
ON THE BASIS OF THESE DATA AND OTHER REPORTS, INFORMAL TEACHING  
STYLES ARE ANALYZED FOR THEIR MEANS OF FULFILLING CRITICAL EDUCATIONAL  
FUNCTIONS. (AUTHOR)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

ERICABSIR  
ED 059168

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. JAN 72

TITLE.. WHAT'S OPEN ABOUT OPEN EDUCATION? SOME STRATEGIES AND RESULTS.

PERSONAL AUTHOR.. COPYERA, JOHN

DESCRIPTOR.. \*CLASSROOM OBSERVATION TECHNIQUES; \*EDUCATIONAL RESEARCH;  
\*MEASUREMENT INSTRUMENTS; \*OPEN EDUCATION; \*PROGRESSIVE EDUCATION

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 25P.; SPEECH GIVEN AT ELEMENTARY-KINDERGARTEN-NURSERY  
EDUCATORS CONFERENCE, WASHINGTON, D.C., JAN. 1972

ABSTRACT.. THE AUTHOR CONTENDS THAT THE OPENNESS OF A PROGRAM CAN BE DETERMINED BY THE OPPORTUNITIES WHICH ARE PROVIDED FOR CERTAIN BEHAVIORS, ACTIVITIES, AND EVENTS TO OCCUR. EVEN THOUGH THE SPECIFIC CONTENT OF THE OPEN EDUCATION PROGRAMS MAY VARY, THE DEGREES OF FREEDOM FOR BEHAVING OR THE RELATIVE PRESENCE OF OPPORTUNITY FOR DIVERSE INVOLVEMENT DO NOT. THE PAPER DESCRIBES PROCEDURES AND RESEARCH UNDERTAKEN TO MEASURE THIS FACET OF OPENNESS BY MEANS OF A PROGRAM STRUCTURE INDEX AND A SPECIFIC VERSION OF THE PROCEDURE, THE OPEN PROGRAM STRUCTURE INDEX (OPSI). THE CONCERN OF THE GENERAL PROCEDURE IS TO CHARACTERIZE THE EXTENT TO WHICH IT IS POSSIBLE FOR A SPECIFIED BEHAVIOR, ACTIVITY, OR EVENT TO OCCUR IN A PROGRAM SETTING, AND ILLUSTRATIONS OF THE USE OF THIS PROCEDURE ARE INCLUDED. IN THE OPEN PROGRAM STRUCTURE INDEX, 15 SPECIFIC ITEMS ARE USED AS THE BEHAVIOR AND ACTIVITY CRITERIA, AND THE PROGRAM IS SPECIFIED AS IT OCCURS ON A TYPICAL DAY. RATINGS ARE MADE FOR EACH CRITERION USED AND FOR EACH TIME PERIOD DESCRIBED. THE PROCEDURE HAS BEEN USED TO INDEX OPENNESS IN SEVERAL SCHOOL AND EARLY CHILDHOOD PROGRAMS AND APPEARS TO BE METRICALLY ADEQUATE. INDICATIONS ARE THAT OPSI CAN BE USED TO INDEX A FULL RANGE OF PROGRAMS RELIABLY AND VALIDLY, AND THAT IT IS ALSO ADAPTABLE FOR RATING THE COMPONENTS OF A PROGRAM. (MM)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

ERICABSTR  
ED 057107

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0390

PUBLICATION DATE.. JUN 71

TITLE.. A SURVEY OF TEACHERS' OPINIONS REGARDING OPEN-AREAS

PERSONAL AUTHOR.. PRITCHARD, P.L.; MOORE, A.G.

DESCRIPTOR.. ATTITUDE TESTS; EDUCATIONAL FACILITIES; EXPERIMENTAL  
TEACHING; FLEXIBLE FACILITIES; OPEN PLAN SCHOOLS; QUESTIONNAIRES;  
TEACHER ATTITUDES; TEACHING CONDITIONS; TEACHING METHODS; WORK  
ATTITUDES

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 14 P.

ABSTRACT.. THIS SURVEY AUDITS BOTH CURRENT AND FORMER OPEN PLAN SCHOOL  
TEACHERS, MOST OF WHOM SUPPORT THE USE OF THIS CONCEPT FOR THE  
MAJORITY OF PUPILS. THERE ARE SOME RESERVATIONS, AND CHANGES IN  
TEACHER TRAINING, FACILITIES, AND PROCEDURES ARE RECOMMENDED. (DLG)

\*\*\*\*END OF ABSTRACT\*\*\*\*

ERICABSTR  
ED 056756

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. SEP 71

TITLE.. BEYOND "OPEN EDUCATION": GETTING TO THE HEART OF CURRICULUM  
MATTERS.

PERSONAL AUTHOR.. ELLIOTT, DAVID L.

DESCRIPTOR.. CLASSROOM ENVIRONMENT; \*CURRICULUM; \*DEVELOPMENTAL  
PROGRAMS; \*EDUCATIONAL OBJECTIVES; \*EDUCATIONAL PHILOSOPHY;  
\*EDUCATIONAL PLANNING; OPEN EDUCATION; STUDENT BEHAVIOR; STUDENT  
ROLE; TEACHER ROLE

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 33P.

ABSTRACT.. MANY OF THE PACEMAKER BRITISH INFANT SCHOOLS POSSESS  
CHARACTERISTICS WHICH ADVOCATES OF OPEN EDUCATION WOULD LIKE TO SEE  
REPLICATED IN THIS COUNTRY. BUT IN THIS EXAMINATION OF THE QUALITIES  
AND GOALS OF OPEN OR "DEVELOPMENTAL" EDUCATION, AMERICAN EDUCATORS  
ARE CAUTIONED AGAINST OVERSIMPLIFYING AND ROMANTICIZING DEVELOPMENTS  
IN BRITAIN. EDUCATORS IN THIS COUNTRY SHOULD UNDERSTAND THE PROCESS  
BY WHICH THE BRITISH PACEMAKER SCHOOLS DEVELOPED AND THE IDEAS THAT  
GUIDED THIS PROCESS. SOME OF THE QUALITIES OF OPEN EDUCATION ARE  
DISCUSSED AND CONTRASTED WITH THOSE OF TRADITIONAL SCHOOL PROGRAMS.  
SUGGESTIONS REGARDING THE DEVELOPMENT OF PACEMAKER CALIBER PROGRAMS  
IN THE UNITED STATES INCLUDE IDEAS FOR INVOLVING TEACHERS, CHILDREN  
AND PARENTS IN THE PROCESS OF CHANGE, AND FOR DEVELOPING INCREASED  
INDEPENDENCE AND INITIATIVE ON THE PART OF BOTH CHILDREN AND  
TEACHERS. (MG)

\*\*\*END OF ABSTRACT\*\*\*

ERICAD57P  
ED 055 077

EDUCATIONAL RESEARCH FOR  
SEARCH NUMBER 077

PUBLICATION DATE.. 71

TITLE.. EDUCATION SCOPES 4: A DESCRIPTIVE COLLECTION OF PROMISING  
EDUCATIONAL PRACTICES.

PERSONAL AUTHOR.. RAFFMAN, BARBARA, ED.; LYDIARD, BEVERLY, ED.

DESCRIPTOR.. CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION;  
EDUCATIONAL PRACTICE; ETHNIC STUDIES; EXPERIMENTAL PROGRAMS;  
GUIDANCE SERVICES; HEALTH EDUCATION; HUMANITIES; INSTRUCTIONAL  
INNOVATION; LANGUAGE SKILLS; OPEN PLAN SCHOOLS; PROGRAM  
INTEGRATIONS; SCHOOL ADMINISTRATION; SCIENCE EDUCATION; SOCIAL  
STUDIES; SPECIAL EDUCATION; STUDENT PARTICIPATION; VOCATIONAL  
EDUCATION

FORM PRICE.. MF-\$9.65 HC-\$9.79

DESCRIPTIVE NOTE.. 119p.

ABSTRACT.. THIS GUIDE FULFILLS A PURPOSE, WHICH FOCUSES ON PROJECTS INVOLVING  
INNOVATIVE EDUCATIONAL CHANGES, DESCRIBES 102 PROGRAMS IN ELEMENTARY  
AND SECONDARY SCHOOLS IN MASSACHUSETTS. THE PROJECTS COVER A WIDE  
RANGE OF EDUCATIONAL INTERESTS, INCLUDING SCHOOL ADMINISTRATION AND  
ENVIRONMENT, GUIDANCE AND SPECIAL-NEEDS PROGRAMS, CURRICULUM AREAS,  
TOTAL PROGRAM EXPERIMENTATION, AND SCHOOL MANAGEMENT. EACH PROJECT  
DESCRIPTION INCLUDES A STATEMENT OF OBJECTIVES AND CONTENT, EVALUATIVE  
COMMENTS, PROFESSIONAL PERSONNEL BEHIND IT, COSTS, AND INFORMATION  
CONTACTS. (PA)

\*\*\*\*\*



ERICABSTR  
ED 046069

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. MAY 70

TITLE.. THE SCHOOLHOUSE OF 1980.

PERSONAL AUTHOR.. BURR, DONALD F.

DESCRIPTOR.. ARCHITECTS; EDUCATIONAL FACILITIES; EDUCATIONAL PROBLEMS;  
INDIVIDUALIZED INSTRUCTION; OPEN PLAN SCHOOLS; SCHOOL DESIGN; SCHOOL  
PLANNING; TEACHER ROLE

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 32P.; PAPER PRESENTED AT PACIFIC COAST BUILDERS  
HARDWARE ANNUAL CONFERENCE (25TH, VICTORIA, BRITISH COLUMBIA, MAY 25,  
1970)

ABSTRACT.. THE MAJOR DIFFERENCES BETWEEN THE SCHOOL OF 1980 AND THAT OF  
TODAY WILL BE EMPHASIS ON INDIVIDUALIZED LEARNING. ANOTHER TREND WILL  
BE THE CHANGING ROLE OF THE TEACHER FROM A LECTURER AND VERBAL SOURCE  
OF FACTS TO A MANAGER OF THE LEARNING PROCESS AND SOURCE OF COUNSELING  
AND MOTIVATIONAL SUPPORT FOR STUDENTS. PHYSICAL FACILITIES WILL BE  
CHARACTERIZED BY OPEN SPACE PLANNING TO PROVIDE VARIETY AND FLEXIBILITY  
IN THE USE AND SIZE OF SPACES AND TO REDUCE CONVENTIONAL HALLWAY SPACE.  
EDUCATIONAL FACILITIES OF 1980 WILL ALSO BE MADE AVAILABLE AS LEARNING  
CENTERS FOR PEOPLE OF ALL AGES BECAUSE THE PROCESS OF EDUCATION WILL  
INCLUDE LEARNING EXPERIENCES IN THE COMMUNITY. (AUTHOR/MLF)

\*\*\*\*END OF ABSTRACT\*\*\*\*

EPICAKSIP  
ED 041846

ERIC ABSTRACTS FOR  
SEARCH NUMBER 0392

PUBLICATION DATE.. JAN 70

TITLE.. THE FIRST 10 DAYS: INTEREST CENTERS.

PERSONAL AUTHOR.. GORDON, SANDRA L.; FULTON, JEAN

DESCRIPTOR.. ART ACTIVITIES; CENTERS OF INTEREST; CLASSROOM  
ARRANGEMENT; CLASSROOM GAMES; CLASSROOM LIBRARIES; EARLY CHILDHOOD  
EDUCATION; FURNITURE ARRANGEMENT; LESSON PLANS; ORAL COMMUNICATION;  
PRIMARY GRADES; SELF DIRECTED GROUPS

EDRS PRICE.. EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE.. 28P.

ABSTRACT.. INTEREST CENTERS ARE DESIGNED TO MEET THE NEEDS OF THE OTHER  
CHILDREN IN THE CLASS WHILE A SMALL GROUP WORKS WITH THE TEACHER ON  
THE ORAL LANGUAGE PROGRAM. THIS MANUAL IS INTENDED TO ASSIST TEACHERS  
IN ORGANIZING THE CENTERS, WHICH WILL BE USED FOR ABOUT AN HOUR EACH  
DAY. ARRANGEMENT OF FURNITURE IS DISCUSSED, SUGGESTIONS ARE MADE FOR  
AN ART CENTER, LIBRARY CENTER, AND SELF-INSTRUCTION CENTER, AND THE  
DAILY ROUTINE FOR USING EACH CENTER IS OUTLINED. DETAILED LESSON PLANS  
ARE PROVIDED FOR THE FIRST 10 DAYS, WITH SUGGESTIONS FOR FURTHER  
ACTIVITIES. FOUR APPENDIXES EXPLAIN HOW THE SERVICES OF A TEACHER AIDE  
CAN BE USED, HOW TO PREPARE "THINKER BOXES" OF ACTIVITIES AND GAMES TO  
DEVELOP CONCEPTS AND SKILLS, THE POSSIBLE EXTENSION OF INTEREST CENTERS  
TO INCLUDE SAND, WATER, WOODWORK, HOUSE AREA, AND BUILDING BLOCK  
ACTIVITIES, AND SAMPLE PLANS FOR THE ARRANGEMENT OF THE CLASSROOM. (MBM)

\*\*\*\*\*END OF ABSTRACT\*\*\*\*\*

## ARTICLES

BERSON, Minnie P. "Inside the Open Classroom." *American Education*, May 1971, pp. 11-15.

A director of early childhood education programs at Illinois State University, Champaign, describes the open approach initiated at an experimental school operated jointly by the Champaign public school system and the university. Three open classrooms in the primary unit aim simultaneously at preparing teacher trainers and retraining classroom teachers.

BARTH, Roland S. "So You Want to Change to an Open Classroom?" *Phi Delta Kappan*, October 1971, pp. 97-99.

Barth has prepared 29 assumptions about learning and knowledge for measurement in degrees of agreement or disagreement by a potential rater. Barth opinionizes necessity of a "strongly agree" rating on the majority of the assumptions for any educator seriously considering the open education concept.

BILLINGS, Zilpha W. "Self-Selection Classroom." *Today's Education*, October 1970, pp. 14-16.

The self-selection classroom first created and developed by the author when teaching sixth grade, offered daily self-scheduling (daily at the intermediate level, weekly at the primary level); frequently changing heterogeneous grouping; and self-directing and self-correcting materials to learn with.

CAMP, Gloria S. "Take the Child Where?" *The Reading Teacher*, December 1970, pp. 239-43.

A reading consultant in a public school discusses how to: determine specific reading needs of each child; organize a reading program for meeting those needs; and establish learning centers offering a variety of interest materials.

FEATHERSTONE, Joseph. "Open Schools--Tempering a Fad." *National Elementary Principal*, October 1971, pp. 20-25.

Author of the first articles on British Infant schools which appeared in *The New Republic* in 1967 here enumerates and analyzes the various reasons that open education has achieved popularity of feverish proportions in America.

\_\_\_\_\_. "Great Room: a radical departure in school design."  
*School Management*, December 1971, pp. 24-7.

The great room is an addition to a North Kingston Rhode Island conventional campus-type high school. Objectives in building the addition were to add space for 1000 students at a minimum per pupil cost and to humanize education, at the same time providing improvements durable beyond fads.

GOMOLAK, Lou. "Open Education: the most sensuous classroom that I've ever seen." *Nation's Schools*, May 1971, pp. 52-55.

A staff reporter from the magazine writes quite candidly about the first open classroom he had occasion to visit. Gomolak's observation that everyone is touching something--painting, measuring, inventing, creating--prompts description "sensuous."

HAPGOOD, Marilyn. "The Open Classroom: Protect It From Its Friends." *Saturday Review*, September 18, 1971, pp. 66-9+.

An admirer of the English infant classroom which she visited in 1971 as a Fellow in early childhood education, is not enchanted with the results in some American classrooms imitating the British style. She believes the rooms can be improved by taking the transitional approach. "... children can have a chance to be educated to freedom while teachers learn to grant it...more and more can be attempted without the threat of disaster."

KAIRES, Eugene B. "Curriculum." *Education Update*, January-February 1972, pp. 6-7.

The Minnesota State Department of Education monthly publication devotes an issue to innovative practices in the state, including the Open School in St. Paul.

KILLOUGH, Kay. "Open Plan School." *Instructor*, August-September 1971, pp. 75-6.

A former principal of Matzke (Texas) School that was planned and designed specifically to encourage innovative practices, discusses the position of the principal in an open plan school.

MACK, Don, and KEMP, Kay. "Everything You Ever Wanted to Know about Open Education\* \*and never knew whom to ask." *Grade Teacher*, April 1972, pp. 66-70+.

Two members of a teaching team in a Culver City (California) elementary school provide some "how to do it" answers backed by five years of teaching experience in the open classroom.

McNALLY, Lawrence, and FLEMING, Glenn. "'Quest' for an Alternative." *Educational Leadership*, February 1971, pp. 490-3.

QUEST is a model program created by the Campus-School, State University of (Cortland) New York. The objective is to provide evidence that the open theory applied to curriculum decision-making, evaluation, and teacher redirection, can be translated to actual practice in any school.

NESS, M. G., and Marcus P. "How Much Freedom?" *Instructor*, October 1971, p. 21.

Opposite stands are taken on the subject of open education: a principal of a school that has made the change to the open classroom is happy that the school tried it; a teacher who points out strengths and weaknesses of the open approach appears to believe there is more of the latter.

NICKERSON, James F. "Plugging in and Out at Will." *Compact*, December 1970, pp. 36-37.

At Wilson Campus School, Mankato (Minn.) State College, the teacher role entails very little formal classroom work but functions as a resource readily available to individual students. The students create their own schedules, set their own pace, and foster their own interests and purposes at this school devoted to experimentation and innovation.

NYQUIST, Ewald B. "The Concept of Open Education." *The Science Teacher*, September 1971, pp. 25-8 (condensed *The Educational Digest*, November 1971, pp. 9-12.)

The Commissioner of Education, New York, discusses the philosophy, historical perspectives and implications of open education. An advocate of the open concept, Nyquist believes that "schools should change a little at a time so that children and teachers can grow with the change."

\_\_\_\_\_. "Open Classroom, American-Style." *Early Years*, April 1972, pp. 28-38.

Each of three teachers who placed in a "learning center" competition sponsored by the magazine, contributes a summary paragraph and floorplan drawing of her winning idea.

\_\_\_\_\_. "Open Education: Can British School Reforms Work Here?" *Nation's Schools*, May 1971, pp. 47-51 (condensed *The Education Digest*, September 1971, pp.5-8.)

The first article of three in a comprehensive special report on the open education concept delves into the philosophy of the approach, historic roots, the ideal roles of teachers and students, and the apprehensions--although for different reasons--of both exponents and detractors toward its future. (The report includes an extensive list of books, films, human resources on Open Education, pp. 60-61.)

WEBER, Lillian. "Open Education: an expert talks about its implications for reform." *Nation's Schools*, May 1971, pp. 56-59.

Three pronged report on open education provides questions for answer by Lillian Weber, director of the Open Door program in New York City. Typical topics include: differences in roles of British and American teachers; teacher activity, typical day, open room; major problems of open classroom teachers; criteria for measuring child's performance and progress; how principals should begin change to open education.

---

. "Open Space Schools and Open Education." *Inside Education*, February 1972, pp. 8-11.

A sampling of new or proposed school construction around state by the New York State Education Department, indicated that the open education concept and open space building are not necessarily wedded.

PEARSON, John C. "New Challenges in an Old Building." *Instructor*, August-September 1971, pp. 68-69.

Offering challenge to the belief of some that open education can exist only in an open space building is the Wisconsin State University Laboratory School. The school, housed in a 43-year old school building is dedicated to the premise that successful innovations evolved there can be moved to any classroom.

RATHBONE, C. H. "Assessing the Alternatives." *Childhood Education*, February 1971, pp. 234-8.

Alternatives to the present American education system is divided into two broad categories for analysis by the author: the systems approach, a more formal business-like approach to stated objectives; and the experimental approach, less formal, characterized by less specifically stated objectives.

RESNIK, Lauren B. "Open Education: Some Tasks for Technology." *Educational Technology*, January 1972, pp. 70-76.

The author suggests that technology is compatible with open education goals.

RESNIK, Henry S. "The Open Classroom." *Today's Education*, December 1971, pp. 16-17.

An educational journalist who has visited hundreds of classrooms and who strongly advocates the open classroom approach, fears that the average teacher misunderstands thus unwittingly betrays the basic fundamentals of the open philosophy.

RICHMAN, Vivien C. "Everything you ever wanted to know about open education\* \* and never knew who to ask." *Grade Teacher*, April 1972, pp. 67-8+.

An assistant professor of education at Chatham (Pennsylvania) College authors a second article under "whom to ask". Dr. Richman directs some specific advice to the lone innovator teaching an open classroom in an otherwise traditionally oriented school.

ROGERS, Vincent R. "Open Education." *Instructor*, August-September 1971, pp. 74-6+.

A professor of elementary education, University of Connecticut and open education expert, answers specific questions asked most about informal classrooms. Topics among others, include: how to begin informalizing; the anticipated role of teacher; expected standards in the classroom; record-keeping; and potential problems of change. Rogers recommends several books and films at the close of the article, pp. 78.

---

"OPEN SCHOOLS On the British Model." *Educational Leadership*, February 1972, pp. 401-07.

Rogers here reviews reasons for the current American desire to imitate the British open classroom.

SHIPLEY, Blanche N. "Take the Plunge...I Did!" *Instructor*, August-September 1970, pp. 82.

A teacher returned to the classroom after her own family was grown sensed that the traditional approach to instruction was failing to properly motivate her students. Mrs. Shipley decentralized the room arrangement and gradually allowed the children more active participation in classroom decisions.

STOKER, W. M. Fred. "Konama--A Free School." *Educational Forum*, January 1972. pp. 189-91.

The head of a school in Corrales, New Mexico that has no organized classrooms or other restrictions described his belief that children are not ready to learn and will not learn until they want to.

---

"The Open Space School: How Does It Work?" *The Education Digest*, February 1972, pp. 15-18.

A condensed version of an AASA (American Association of School Administrators) report which describes the compatibility of an open education program and an open space school plant.

WING, R. C. and MACK, P. H. "Wide Open for Learning: Project SOLVE." *American Education*, November 1970, pp. 490-3. (condensed *The Education Digest*, February 1971, pp. 19-21.)

A consortium-type project created to help solve the problems of six New Hampshire open space schools designed and constructed as most promising architecture to embrace all of the most promising educational practices. SOLVE administers programs and services to enhance the development of individual learning, teacher education, information dissemination and program evaluation.

WINN, Mildred. "Independent Study at Seven." *Childhood Education*, November 1970, pp. 72-4.

Description of a program initiated by the author in her classroom whereby the children could study on their own anything they were interested in pertaining to science with goal that their experiences should be shared with classmates. Article pinpoints how to: select a topic; organize for study; and report and share.

#### GOVERNMENT DOCUMENTS

\_\_\_\_\_. "OPEN PLAN." *Places and Things for Experimental Schools*, 1972, pp. 32-63. Office of U. S. Education Experimental Schools Program and Education Facilities Laboratory.

Along with other types of structures, the open plan building is discussed from the vantage of its accessibility to change. Also included are drawings and photos of the latest open space school buildings, furniture and equipment.



## FURTHER REFERENCES

- ANDERSON, R.A. "Open Learning Places: Matzke and Holbrook Schools",  
*Educational Technology*, June 1970, pp. 13-5
- BEST, J.K., and RENFROW, O.W. "From the Twenties to the Future",  
*Educational Leadership*, November 1971, pp. 179-81
- BHAERMAN, Steve. "Fondling the Real World",  
*Changing Education*, December 1971, pp. 20-22
- BURHAM, Brian. "Open Education: Some Research Answers to Basic Questions",  
*Crbt*, December 1971, pp. 22-24
- CHURCH, B. "Journal of a Slow Learner",  
*Media and Methods*, September 1971, pp. 37-40
- \_\_\_\_\_. "Comparison of the perceptions of elementary school children  
in open area and self-contained classrooms in British Columbia",  
*Journal of Research and Development in Education*, Spring 1971, pp. 100-06
- FEATHERSTONE, Joseph. "The British and U.S. Open Schools" Part I,  
*The New Republic*, September 11, 1971, pp. 20-5
- \_\_\_\_\_. "Tempering a Fad: Open Schools" Part II  
*The New Republic*, September 25, 1971, pp. 17-21
- MALES, Jerahmeel. "Meaningful Education--Is It Really Possible?"  
*Instructor*, November 1970, pp. 63-4
- \_\_\_\_\_. "Informal (Open) Education, Student Freedom and Educational  
Technology" (symposium)  
*Educational Technology*, January 1972, pp. 5-78
- \_\_\_\_\_. "Inside the Open Classroom",  
*American Education*, May 1971, pp. 11-15
- \_\_\_\_\_. "Open Plan", *School Management*, August 1971, pp. 8-17
- \_\_\_\_\_. "Pittsburgh's Special Open Classroom Course",  
*School and Society*, February 1972, p. 83
- \_\_\_\_\_. "Put it all together school: Walnut Hill School, Englewood,  
Colorado", *Instructor*, April 1971, pp. 60-2
- RATHBONE, C.H. "Open Classroom: Underlying Premises", *Urban Review*,  
September 1971, pp. 4-10
- SPODECK, B. "Alternatives to Traditional Education",  
*Peabody Journal of Education*, January 1971, pp. 140-46

STAPLES, E. "Open Space Plan in Education",  
*Educational Leadership*, February 1971, pp. 458-63

THOMAS, J.E. "Pod Units in an Elementary School",  
*School and Community*, April 1971, pp. 12-13

TROW, William Clark. "Alternatives or Needs--An Epilogue to this Issue"  
*Educational Technology*, January 1972, pp. 77-8

## BOOKS

- COHEN, Dorothy M. *The Learning Child*. New York: Random House, 1971.
- FEATHERSTONE, Joseph. *Schools Where Children Learn*. Liveright, 1971.
- GROSS, Ronald and Beatrice. *Radical School Reform*. Simon and Schuster, 1971.
- HERTZBERG, Alvin and Stone, Edward F. *Schools Are For Children*. Schocken Books, 1971.
- HOLT, John. *What Do I Do Monday?* New York: E. P. Dutton, 1970.
- KOHL, Herbert. *The Open Classroom*. New York Review of Books: New York, 1970.
- Open Education: Selected Readings*. New York Citation Press, 1971.
- Open Education: A Sourcebook for Parents & Teachers*. Ewald B. Nyquist & Gene R. Hawes (Eds.), New York: Bantam Books, Inc., 1972.
- ROGERS, Vincent. *Teaching In The British Primary Schools*. MacMillan.
- SILBERMAN, Charles E. *Crisis in the Classroom*. New York: Random House, 1970.

“there  
must  
be a

better  
way”

...to do  
what we  
must do  
anyway..



...Educate  
our youth.

BEST COPY AVAILABLE

There may be  
a better way.



Most Educators  
cannot find time  
to cope with  
the ever increasing  
quantity of infor-  
mation in education.



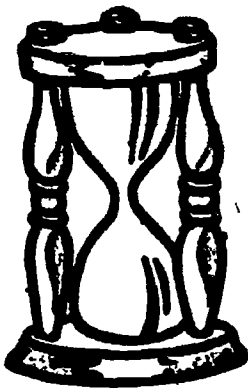
*Project Communicate*  
can help you  
obtain needed  
information

**ARE THE TOPICS OF INFORMATION LIMITED?**

No. Topics covered by the ERIC system range in scope from the general (teachers, attitudes, techniques) to the specific (non teachers, resentment, simulation); from the traditional (summer school, letter grades) to the progressive (optional attendance, individualized instruction). In addition, the ERIC materials are continuously updated to provide coverage of new developments in the field.

**HOW MUCH TIME IS INVOLVED IN PROCESSING A REQUEST?**

Turn-around time is estimated at two weeks.



**HOW MUCH DOES THE SERVICE COST?**

At least until June, 1973, this service will be free to the user.



NOT EARLY AVAILABLE

**AM I COMMITTED TO USE THE INFORMATION AFTER I RECEIVE IT?**

It is asked only that you read the information which was prepared for you, but you are not committed to any further use of the material.

**HOW DO I OBTAIN THIS INFORMATION?**

Information request forms will be sent to you upon receipt of the attached postage-paid card.



VII. Massachusetts Department of Education

- A. Search request form
- B. Computer search form
- C. Evaluation form
- D. Promotional brochure

## ERIC COMPUTER SEARCH REQUEST

REQUEST ORIGINATED BY (PLEASE PRINT)

DATE SUBMITTED \_\_\_\_\_

NAME \_\_\_\_\_

DATE INFORMATION NEEDED \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

TITLE AND AFFILIATION \_\_\_\_\_

ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

ADDITIONAL BILLING INFORMATION \_\_\_\_\_

1. Concise statement of problem (describe problem).

2. How is material intended to be used (to aid in processing searches)?

3. From what point of view would you like this information?

Teacher

Graduate Student

Citizen

Administrator

University Professor

Educational Planner

School Board Member

Parent

Other \_\_\_\_\_

4. Which of the following levels pertain to your topic?

Pre-primary

Elementary

Graduate

Primary

Secondary

Adult

Intermediate or

Junior College

School District Administrative

Middle

College

Policy

5. Which aspects of the subject are you interested in (please check 1 or more).

Administrative implementation

Administrative planning

Classroom teaching methods

Concepts (theory, trends, conferences)

Curriculum planning

Research

Thesis or course work

Methods (models, criteria, program guides,

Projects (programs, grants)

guidelines, techniques)

Reference (textbooks, statistics, resource materials, research reviews)

Other \_\_\_\_\_

6. Which of the following data bases would you like searched?

RIE

RIE & CIJE

AIM & ARM

7. How many abstracts shall we print?

50 or less

51 to 100

Up to \_\_\_\_\_

8. If you have access to an ERIC Thesaurus please list descriptors you judge helpful.

If you know of specific terminology please list it also.

(use reverse side for answer)

Return to: INSTITUTE FOR EDUCATIONAL SERVICES, BOX 208, BEDFORD, MASS. 01730





## EVALUATION FORM

FILE # A04710

SEARCH # 0470

1. THE RESPONSE TO MY SEARCH WAS:  
 VERY USEFUL       MODERATELY USEFUL       NOT USEFUL
2. I FEEL THE TIME IT TOOK TO GET MY SEARCH RESULTS WAS:  
 FASTER THAN EXPECTED       AS EXPECTED       SLOWER THAN EXPECTED  
(PLEASE EXPLAIN)
3. YOU RECEIVED THE ATTACHED DOCUMENT NUMBERS IN ANSWER TO YOUR SEARCH. PLEASE CIRCLE THE NUMBERS OF THOSE DOCUMENTS WHICH YOU ARE PLANNING TO ORDER OR TO LOOK UP.  
IF YOU ARE NOT PLANNING TO ORDER DOCUMENTS, PLEASE CHECK:
4. ARE YOU PLANNING TO ORDER:  HARDCOPY       MICROFICHE       BOTH ?
5. FROM WHOM ARE YOU PLANNING TO ORDER THESE DOCUMENTS ?
6. IN ADDITION TO THOSE DOCUMENTS THAT YOU WILL BE ORDERING, HOW MANY OTHERS WERE RELEVANT? \_\_\_\_\_
7. DO YOU HAVE ACCESS TO A MICROFICHE READER?  YES       NO  
IF YES, WHERE?
8. WOULD YOU PLEASE IDENTIFY ANY DEFICIENCIES IN THE SERVICE OR INFORMATION PROVIDED TO YOU. (ADDITIONAL COMMENTS ARE WELCOME).

SEND TO: JOANNE M. PERRY, INSTITUTE FOR EDUCATIONAL SERVICES (IES),  
P.O. BOX 208, HENFORD, MASS. 01730

BEST COPY AVAILABLE



**SID**

***ERIC***

**SEARCHES  
IN  
DEPTH**

*...for  
educational  
information*

## WHAT IS SID?

SID, or *Searches In Depth*, is a computerized information system that can provide an extensive, thorough compilation of references and abstracts on a subject of educational importance. This state-wide service is an essential cornerstone of an emerging national educational information network, funded by the National Institute of Education (NIE) in Washington, D.C. SID is operated by the Massachusetts Department of Education, with the assistance of the Institute for Educational Services (IES). The latter, a federally-funded, non-profit organization, is dedicated to facilitating educational renewal in public, private, and parochial schools.

## WHO CAN BENEFIT FROM SID?

Anyone concerned with education, who needs in-depth information in response to a particular educational question, can benefit from SID. Students, teachers, superintendents, and school committee members are certainly potential users—and so is anyone else who wishes to study a particular facet of education. Through its efficient, thorough system for collecting and disseminating educational information, SID can save the user many hours of library search time.

## HOW DOES SID GET ITS INFORMATION?

SID selects information from three integrated, computerized ERIC data bases.

The first, *Research In Education* (RIE), currently indexes nearly 75,000 documents in the fast-growing ERIC (Educational Resources Information Center) microfiche collection. The materials are issued on 4- by 6-inch cards of film, called microfiche, each of which holds up to 70 pages of text. Microfiche can be read through a viewer, or reproduced in paper form.

The second data base is the *Current Index to Journals in Education* (CIJE), which indexes and abstracts more than 60,000 articles published in over 500 education-related journals. These articles are not available on microfiche, but can be examined at most libraries.

The third base is AIM (Abstracts of Instructional Materials) and ARM (Abstracts of Research Materials)—collections of documents on technical and vocational education. This data, too, is available on microfiche, as part of the ERIC collection.

SID offers abstracts of the latest information available on a given educational topic, from documents and articles indexed in its system. Because of its extensive data base, it can usually provide the user with a much more rapid, thorough search than he can obtain from his own bibliographical work.

## HOW CAN YOU OBTAIN SID INFORMATION?

SID is available through an information-brokering process. By dialing the telephone number below, you will be in touch with a negotiator who will help you define and refine your informational needs. Remember, the more specifically you can describe your area of concern, the more relevant and helpful the resulting *Search In Depth* will be.

For Searches In Depth  
Call I E S:  
(Institute for Educational Services)  
(617) 271-2129

You can also order educational information by filling out the *Search In Depth Request Form*, enclosed in this flyer. Take care to list a telephone number where you can be reached

BEST COPY AVAILABLE

and return the form to the address listed at the bottom of the sheet. You will be contacted after your request has been reviewed.

It takes about two weeks for a SID request to be processed, produced, and returned to the user. The information packet you will receive will contain computer print-outs of abstracts of documents and articles relating to your question.

### WHAT DOES SID COST YOU?

SID is funded primarily by the National Institute of Education, a research branch of the U.S. Department of Health, Education, and Welfare. For this reason the price for a *Search In Depth* is very low, and hopefully subsequent funding will keep this price as low or lower than it is now.

Since there are several search strategies available, depending on the type and volume of information you want, the price varies. The following table gives the cost breakdown, if you want: (1) information from one, two, or all three data bases (*Research In Education, Current Index to Journals in Education, and/or AIM and ARM*); (2) the most recent 50 abstracts, or the total data base in one, two, or all three categories.

SID VARIABLE PRICES

| Data Base                 | Most Recent 50 Abstracts | Total Data Base                                      |
|---------------------------|--------------------------|------------------------------------------------------|
| RE                        | \$16 00                  | 8 <sup>1</sup> / <sub>2</sub> ¢ per abstract over 50 |
| RIE and CIJE              | \$19 00                  | 8 <sup>1</sup> / <sub>2</sub> ¢ per abstract over 50 |
| RIE, CIJE and AIM and ARM | \$22 00                  | 8 <sup>1</sup> / <sub>2</sub> ¢ per abstract over 50 |

Prices are subject to change without notice

The minimum charge is for up to 50 abstracts, even though the computer search may not actually produce that many documents. Over 50 abstracts, there is an additional charge of 8½¢ per abstract.

**WHAT DO YOU DO WITH SID INFORMATION?**

Once you have received your information packet and examined the abstracts, you can determine what documents you want to read in their entirety. At this point you can go to one of the Massachusetts Department of Education Regional Centers, or other resource centers which subscribe to the ERIC microfiche collections. The centers listed below will be able to assist you. Symbols indicate which centers can provide hard copy (paper print-outs), microfiche duplicates, and mail materials (see legend). All centers have microfiche viewers and charge a fee for duplicating services.

You can also order documents in the ERIC microfiche collection directly from: ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014—at 65¢ per microfiche document or \$3.29 per 100 pages of hard copy (paper print-outs).

For further information, contact:

DR. RICHARD A. GILMAN, Director  
Bureau of Educational Information Services  
Massachusetts Department of Education  
182 Tremont Street, Boston, Mass. 02111  
Telephone: (617) 727-5792, -5793, -5794.

**MASSACHUSETTS DEPARTMENT OF EDUCATION  
REGIONAL CENTER ERIC COLLECTIONS**

Northeast Regional Center  
555 Chickering Road, North Andover, Mass. 01845  
682-3784 or 688-1828

Pittsfield Regional Center  
188 South Street, Pittsfield, Mass. 01201  
(413) 499-0745

Southeast Regional Center  
3092 Cranberry Highway (Route 28), East Wareham, Mass. 02571  
295-4191

Springfield Regional Center  
2083 Roosevelt Avenue, Springfield, Mass. 01104  
(413) 734-2167

Worcester Regional Center  
271 West Boylston St., West Boylston, Mass. 01583  
235-6267

**OTHER ERIC COLLECTIONS  
IN MASSACHUSETTS**

Boston College Library ■  
Boston College, Chestnut Hill, Mass. 02167  
969-0100, Ext. 309

Boston Public Library ◆ ■  
Copley Square, Boston, Mass. 02117  
536-5400

Mugar Library ◆ ■  
Boston University, Boston, Mass. 02215  
353-3710

Career Education Document Information System ■ ●  
57 River Road, Andover, Mass. 01810  
685-3526

Fitchburg State College ◆  
Periodicals Librarian, Fitchburg, Mass. 01420  
343-6417

Harvard University ◆ ■  
Graduate School of Education, Cambridge, Mass. 02138  
495-3423

Lowell State College Library  
Roife Street, Lowell, Mass. 01854  
454-8011

Merriam Educational Center ◆ ■ ●  
101 Hill Road, Chelmsford, Mass. 01824  
256-3985

Springfield College Library  
Alden Street, Springfield, Mass. 01109  
787-2100

State College at Bridgewater ◆ ■  
Maxwell Library, Bridgewater, Mass. 02740  
697-6161, Ext. 454

State College at Framingham ◆ ■  
Henry Whittemore Library, Framingham, Mass. 01701  
872-3501

University of Massachusetts  
Education Library, Amherst, Mass. 01002  
545-0580

**LEGEND:** ◆ = Hard copy (paper print-outs)  
■ = Microfiche duplicates  
● = Mail service

Produced by the Bureau of Educational Information Services  
Massachusetts Department of Education

VIII. New England Resource Center for Occupational Education (NERCOE)

- A. Search request form
- B. Document duplication request form
- C. Promotional brochures

CLEARINGHOUSE

New England Resource Center for Occupational Education at E D C 55 Chapel St., Newton, Mass. 02160 (617) 969-7100 Cable NERCOE

Retrieval =

REQUEST FOR INDIVIDUALIZED INFORMATION SEARCH

Please Type or Print

Name of Requestor Date of Request Title or Position School or Organization Address Tel.

Check Appropriate Boxes

User Category

Service Area

- Teacher, Vocational Education Agency, Agricultural Ed., Home Ec. Education, Teacher Educator, Education Agency, Business & Office Education, Manpower Dev., Counselor, Vocational Rehab., Health Education, Technical Education, State Dept. of Education, Research & Development, Distributive Education, Trade & Ind. Education, Administration, Guidance & Personnel, Ind. Arts Education, Other (Specify), Other (Specify)

Detailed Statement of Problem

Education Level at which Information is to be Applied (please check)

- Elementary, Secondary Vocational, Trade or Technical School, Adult, Middle, Post-Secondary Vocational, Community College, Special Education, Secondary, Area Vocational School, College or University, Other (Specify)

Primary Use for Requested Information (please check)

- Curriculum Development and Revision, New Program Planning, Instructional Materials, Project Research Proposal, Counseling, In-Service Staff Development, Evaluation and Research Measurement, General/Personal, Facilities Planning, Administrative Problem, Speech, Report or Article, Other (Specify)

Have You Researched This Topic Before? Yes No

If the above is YES, what sources, authors, or document numbers did you locate?

Authorized Signature



REQUEST FOR DUPLICATION

Search #:

Mail to:

Bill to:

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

| MF | MF/HC | HC/HC | ED Numbers | VT Numbers | Issue of AIM/ARM |
|----|-------|-------|------------|------------|------------------|
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |
|    |       |       |            |            |                  |

Mode of Payment:  Prepaid  Paid by Account  Bill

Charges \$ \_\_\_\_\_ Please pay this a

INSTRUCTIONS: Please fill in the appropriate columns to obtain the complete documents in the form of microfiche or hardcopy, of any of the abstracts you have received. Fill in the ED number wherever it appears at the top of the abstract. If no ED number appears please fill in the VT number and the issue of AIM or ARM, which is also included in your abstract.

Please check your abstract before ordering to see if the document is available. Otherwise it should be obtained directly from the source cited.

# How much does this service cost?

The charge for a search is \$10. Microfiche you order as a result of your search is free. If you want printed copies of documents, the cost is \$3, \$6, or \$9 for 300, 600 or 900 sheets.

NERCOE, a non-profit organization founded and supported by the New England Regional Commission, supplements the efforts of state and local agencies in the field of occupational education:

For more information about NERCOE'S Clearinghouse, please contact:

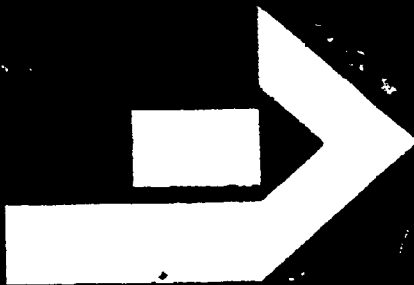
**CLEARINGHOUSE  
NEW ENGLAND RESOURCE CENTER for  
OCCUPATIONAL EDUCATION**

**55 Chapel Street  
Newton, Massachusetts 02160**

or call  
**(617) 969-7100  
Extension 373**

NERCOE

# Clearing house



# What is it?

The information service of NERCOE – New England Resource Center for Occupational Education.

# What does it do for me?

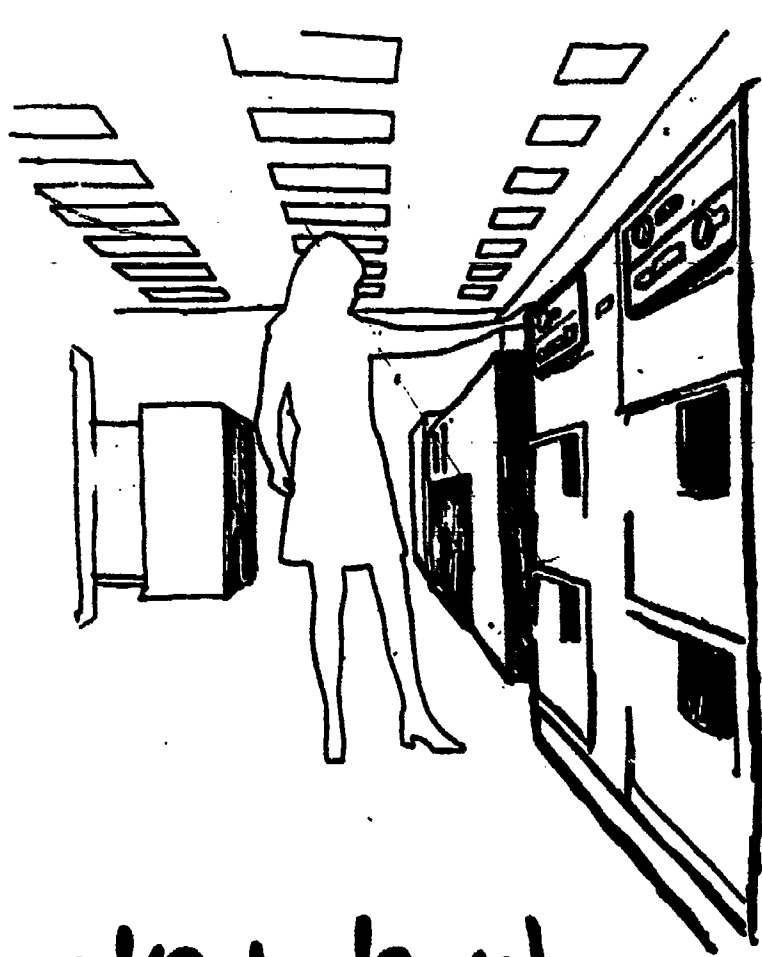
When you need information on occupational education, Clearinghouse locates it.

# Why don't I just go to my Library?

Clearinghouse saves you time. It has computer access to over 100,000 reports and listings of journal articles.

Many of the reports are not available through your library. Examples:

- descriptions of occupational education programs
- instructional materials
- curriculum guides
- research reviews



# okay, how does it work?

Clearinghouse receives the topic on which you need information.

Clearinghouse searches its own library and the ERIC (Education Resource Information Center) collection for reports and journal articles that pertain to your topic.

then what?

Clearinghouse sends you a listing of the journal articles and summaries of the reports so you can decide what will be useful to you.

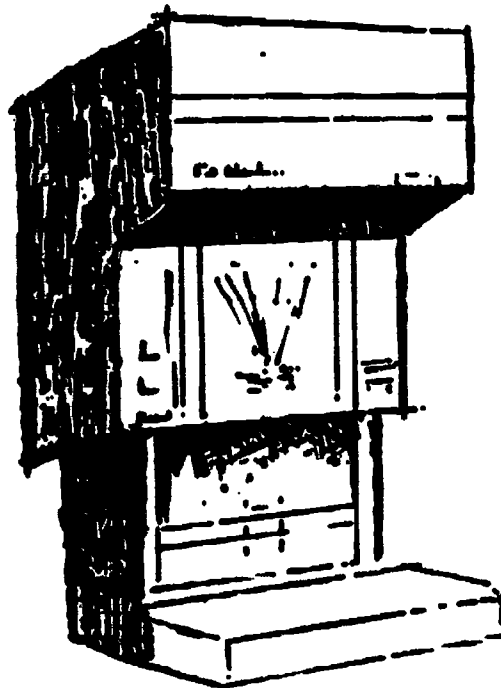


What's microfiche?

A 4" by 6" sheet of film on which the report is reproduced in miniature. You'll need a fiche reader to enlarge it. If you don't have one, an E.I.C. will supply you with one.

What if i want a report after i read the summary?

Clearinghouse sends you either printed copy or microfiche.



# an E.I.C.? What's that?

An Educational Information Consultant who travels throughout your state. He's there to help you define your informational needs.

# how do i reach him?

His name and telephone number are listed below:

Larry Brown  
Main 207 239 2624  
Fax 617 685 3526

Robert Trombly  
NH 603 271 3276  
VT 802 828 3101

Bill Roy  
CT 203 566 3430  
RI 401 277 2691

# how quickly do i receive information from nercoe's clearinghouse ?

It normally takes two weeks to compile information. But if Clearinghouse has already conducted a search on your topic, you'll receive information three days after your request reaches NERCOE.

BEST COPY AVAILABLE



# NERCOE

For further information on  
NERCOE programs and services,  
please contact:

Educational Services Division  
NEW ENGLAND RESOURCE CENTER  
for OCCUPATIONAL EDUCATION  
E/D/C  
55 Chapel Street  
Newton, Massachusetts 02160  
or call  
(617) 969-7100  
Extension 387



THE  
NEW ENGLAND  
RESOURCE  
CENTER for  
OCCUPATIONAL  
EDUCATION

The New England Resource Center for Occupational Education (NERCOE), was founded and is supported by the New England Regional Commission. The Commission is a Federal-State compact composed of the six New England Governors and a Federal Co-Chairman appointed by the President.

As a continuing institution, NERCOE is charged with acting as a catalyst to assist occupational education systems in developing practical and innovative programs which will support the economic development of the region.

*New England's job market — a new look.*

*Today, over 80% of New England's jobs require less than a college degree.*

*More than 70% require some specific training in high school or beyond.*

*With manufacturing opportunities beginning to decline, 67% of the jobs in the 70's will be social, public and personal service occupations.*



**NERCOE can help people to help themselves.**

NERCOE's role is to work with education and training resources in the States to develop capabilities which will respond to New England's changing economic needs. As a regional center, NERCOE assists in building State capabilities to develop and improve occupational education and training services.

Occupational education is designed to provide every student with an opportunity to acquire a marketable skill during his academic career. Through exposure to a broad range of career opportunities (throughout his school years) and occupational training in the career of his choice, every student will be prepared for entry into the world of work.

## **NERCOE IS HERE TO HELP.**

NERCOE supplements the efforts of State and local agencies involved in occupational education, providing them with practical services, information searches, training and technical assistance from a staff of specialists.

These and other resources were assembled for one purpose only — to improve, directly or indirectly, the career training opportunities of every man, woman or child in the New England region.

To do this, NERCOE will provide:

- Assistance in management of occupational education programs through seminars and on-site technical assistance.
- Training in the use of new and alternative teaching, counseling and management techniques.
- Analysis of major regional and national information sources along with printed materials and microfiche on any occupational education subject of interest to you.
- Information on emerging job categories that will require trained manpower.
- Curriculum materials, including individualized self-instructional training programs.
- Funds for innovative regional projects to develop and improve the quality of New England occupational education.
- Other assistance requested by State and local groups to plan, implement and evaluate their occupational education programs.

# ORGANIZATION

To meet its goals, NERCOE has been organized into four service oriented divisions that reflect its current programs and plans for the future:

## Manpower and Management Services Division

Using on-site technical assistance, as well as formal training programs, the division assists State and local directors in the design and implementation of management information systems, in solving management problems (such as how to perform long-range planning and how to evaluate programs) and in collecting pertinent information in order to expand the existing data bases for effective decision-making.

## Staff Training and Development Division

This division seeks to improve occupational education by providing personnel development programs for New England educators. Workshops for teachers, guidance counselors, teacher educators, and State and local education agency staff, designed to improve their overall effectiveness, are examples of this effort. Technical assistance is also being offered to educators, with the objective of aiding them in constructing training activities related to their personnel development needs.

## Educational Services Division

This division is responsible for the Clearinghouse which provides information retrieval and dissemination services. Requests for information searches are made through State-based Educational Information Consultants and the State Departments of Education. The division also coordinates NERCOE's technical assistance activities and offers public affairs assistance and programming designed to enhance the image of occupational education.


## Curriculum Research and Development Division

The goal of this division is to make available to the region innovative curriculum materials for all occupational education, including career education (K-14) and individualized self-instructional occupational training programs (grades 10-14), especially for emerging service occupations; by retrieving materials already in existence, engaging in cooperative curriculum development projects, and providing specialized training and technical assistance in instructional systems technology.

## Mary Gresham Regional Project Support Program

This program fosters optimum use of regional resources through the limited funding of cooperative, inter-state projects in career education. These projects are designed and administered by New England educators and supported by technical and management assistance from all NERCOE divisions.





**NERCOE'S purpose, program, and organization are all designed to help you. Specifically, NERCOE is here to help you answer such questions as:**

- What are my needs in occupational education?
- What is presently being done in occupational education?
- Where can I get help on curriculum development projects?
- How can I convince my school district or general public of the need for occupational education?
- How can I better manage my occupational education program?
- How can I fund that innovative project that I would like to undertake?
- Where can I go to share problems and solutions with others involved in occupational education?
- How can I learn about individualized self-instructional training programs?
- What jobs will be available tomorrow that we should begin training for today?
- What information exists in my area of vocational/technical education and how can I get it quickly?

There is a lot to be done in the field of occupational education. The job market is changing more rapidly and dramatically today than ever before.

**NERCOE CAN HELP PEOPLE TO HELP THEMSELVES.**

## **SOME NERCOE PROJECTS**

### ***Northern New England Occupational Exploration Project***

a program in nine pilot school districts is providing rural youth with a variety of occupational experiences to facilitate planned career decisions.

### ***Tri-State Vocational Curriculum Project***

sixty-seven teachers in four pilot schools are developing and testing student learning packages designed to individualize instruction in occupational education programs.

### ***Management Training Conference***

local directors of vocational education were provided assistance in the planning and evaluation of occupational education programs.

### ***Statewide Planning for Occupational Education***

NERCOE assisted the state of Maine in the development of a cohesive plan to determine the present and future needs of the state in occupational education.

### ***Conference on the Emergency Employment Act***

NERCOE reacted quickly to this act by sponsoring a conference on the meaning of the act and its implications for occupational education.

### ***Workshops for Counselors on Career Education***

teams of guidance counselors from the six states have been provided with more effective methods and materials for career guidance, counseling and placement.

IX. University of Oklahoma

- A. GIPSY/ERIC Pre Search Information Form
- B. GIPSY/ERIC Post Search Information Form
- C. Promotional brochure

INFORMATION SYSTEMS AND EVALUATION CENTER

THE UNIVERSITY OF OKLAHOMA

Merrick Computing Center

College of Education  
820 Van Vleet Oval  
Norman, OK 73069

GIPSY/ERIC  
PRE SEARCH INFORMATION

Name \_\_\_\_\_ Address \_\_\_\_\_

School \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Department \_\_\_\_\_ Phone \_\_\_\_\_

Please write your question here. Use standard English. Be sure to include all significant constraints such as grade level or subject area.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Name and address of person to be billed:

Name \_\_\_\_\_ Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

2. Purpose of search:

\_\_\_\_\_

FOR OFFICE USE ONLY

Date received \_\_\_\_\_

Number of Abstracts \_\_\_\_\_

Date searched \_\_\_\_\_

Time \_\_\_\_\_

Date mailed \_\_\_\_\_

ISEC 7020271o

INFORMATION SYSTEM AND EVALUATION CENTER

THE UNIVERSITY OF OKLAHOMA

Merrick Computing Center

College of Education  
820 Van Vleet Oval  
Norman, OK 73069

GIPSY/ERIC  
POST SEARCH INFORMATION

Name \_\_\_\_\_ Date \_\_\_\_\_

Question \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of abstracts retrieved \_\_\_\_\_

1. On first inspection, how many of the abstracts seemed relevant? \_\_\_\_\_
2. After you studied the documents in full, how many made a real contribution? \_\_\_\_\_
3. How satisfactory were the results? \_\_\_\_\_
4. The cost of your search, before discount, was \$ \_\_\_\_\_. Would the value of the information justify this cost? Yes \_\_\_ No \_\_\_. What dollar value would be reasonable? \$ \_\_\_\_\_.

-----  
FOR OFFICE USE ONLY

Date of request \_\_\_\_\_

Date form returned \_\_\_\_\_

ISEC 8020271



# INFORMATION SYSTEMS AND EVALUATION CENTER

The Information Systems and Evaluation Center (ISEC) of the University of Oklahoma was organized in February, 1970, to provide a range of information services to those persons and organizations interested and concerned with problems of education and training. The services, organization, and staff of ISEC are as follows:

## 1 LITERATURE SEARCH

One of ISEC's activities is a computerized literature search. Materials are currently available from ERIC (Educational Resources Information Center), an activity of the U.S. Office of Education, which receives abstracts from 20 specialized clearinghouses and publishes them monthly in *Research in Education* (RIE). The file makes available abstracts on conferences, research projects, demonstration programs and other significant educational activities. The complete documents are available on microfiche or hard copy.

ISEC is now searching the accumulated RIE abstracts through the General Information Processing System (GIPSY), a computerized system for storage, manipulation and retrieval of non-numeric information. About 45,000 RIE abstracts have been entered into GIPSY and can be searched through a conversational, questioning process. The service is available to schools, colleges, and universities developing special projects or applications for federal funds, to graduate students approaching a thesis or dissertation and to other professionals with specific interests in education research and development.

The USOE also publishes a list of journal citations from the mainstream of the professional literature in *The Current Index to Journals in Education* (CIJE). These records are available for search through GIPSY. In addition, an agreement has been reached with the Education Administration Abstracts and the Psychological Abstracts to enter their materials into this system. Before long, there will be four complete sets of abstracts available for literature searches. ISEC intends to continue expanding its data base for literature search services.

A search of abstracts may be obtained by writing to ISEC. The most efficient process is for the user to write his question in standard English as precisely as he can.

## 2 SYSTEMS ANALYSIS AND OPERATIONS RESEARCH APPLICATION TO EDUCATIONAL ORGANIZATIONS AND PROBLEMS

Examples of applications are:

1. School system desegregation—The Cluster Plan, which takes a systems approach to the problem of school integration, was developed by an interdisciplinary team from the Center. The plan views each school building as a part of the total system of the school district. Students attend their home-base school, but may travel to other schools for instruction in specialized subjects. Benefits include a wider range of course offerings, maximum use of facilities and specialized equipment, and a mixing of minority group-majority group pupils based on an improved educational process.

2. Development of proposals—More and more school administrators are seeking financial assistance from the federal government for new and innovative programs in their districts. In order to receive funds, the administrators are required to submit proposals to funding agencies. Many proposals are written through a trial-and-error method. More effective procedures can be developed by using ISEC's consulting staff. Personnel who are experienced in developing proposals for federal funding of projects can provide assistance to school administrators in developing proposals. A file of current guidelines for preparing proposals to federal and state agencies is available through ISEC.

## 3 EVALUATION SERVICES

The Center can provide a full array of evaluation and testing services. It has developed a set of theoretical models of evaluation processes that can be applied to evaluation problems faced by schools, government agencies, and business and industry. The application of a model leads to the development of an evaluation plan tailored to the requirements of the specific organization and program. Particular attention is given to providing data and information essential to the management decisions of a program. The service has been used

Continued on back.....

by administrators of medical service and training programs, business and industrial training programs, government training programs, public and private schools and institutions of higher education. Other activities of the Center, such as computer services, test library, and systems analyses, provide support for evaluation programs.

## 4 TEST LIBRARY

In the modern school standardized tests are used in evaluating the student population, as well as the curriculum and the operation of the school. A complete test library has been developed and is available to administrators who want to examine sample tests. ISEC specialists on measurement and evaluation are available as advisors.

## 5 SCHEDULING SERVICES

1. Merrick Center Program—Through the Merrick Computing Center ISEC can provide a computerized scheduling service. The program provides enrollment and class scheduling for the school or the district. It provides individual class schedules for each class, a roster by section for each teacher and master schedules for counselors and administrators. The program is interactive so that the administrator can make decisions as the schedule develops.

2. Modified Modular Scheduling (MMS)—This program can be used for traditional or modular scheduling. The object of the program is to minimize the conflicts caused when several required courses are scheduled for the same time period.

The program creates a master schedule for the school, a listing of the course sections, room and teacher assignments. It operates in a time-sharing mode so that the school principal can introduce additional constraints while building a schedule. It can be used for interschool scheduling as well as intraschool scheduling.

## 6 DATA PROCESSING SERVICES

1. The statistics laboratory—The College of Education maintains a statistics laboratory equipped with basic and sophisticated desk calculators. ISEC maintains a file on skilled operators who can be employed to process data in this mode.

2. Computer processing—Two routes to computer processing of data are available through ISEC. First, libraries of prewritten programs are maintained. Second, if the particular problem requires a unique analysis, persons skilled in writing computer programs are available through ISEC. A computer program can be developed to provide the desired analysis. The user can secure total processing service—from keypunch (or other input modes), through programming, to output. Through ISEC, assistance in interpreting the results are also available.

3. Test scoring service—The scoring of tests by computer is another service available through ISEC. For most cases a standard form is available. In some unique cases a special form will be designed to meet a particular need. The tests may be scored for right an-

swers only or for answers corrected for guessing. Several styles of correction for guessing are available. Specialists in tests and measurements are available to advise on the most useful procedures.

Test scoring service can be extended to include statistical analysis which permits the assignment of grades. Two programs are available: item analysis and raw score analysis.

The item analysis presents the percentage of students answering each question, the percentage of students not answering the question, the item difficulty, the reliability of the test expressed as a point biserial correlation, a standard error measure, an item variance, the mean and the standard deviation.

The raw score analysis provides the mean, standard deviation, a listing by student identification number, the percentage of questions answered correctly by each student, the percentile rank in the class, a z-score, a T-score and a frequency distribution.

## 7 COMPUTER SYSTEM APPLICATIONS

1. Computer Assisted Instruction—In an effort to provide assistance in some of the latest instructional techniques, there is available through ISEC a file which contains Computer Assisted Instruction programs (CAI). Along with this file of CAI material, users may obtain assistance on a consultative basis in developing CAI packages for individual schools.

2. Simulations—Advanced training for managers often employs simulations. Through the use of GIPSY, interactive computer programs can be devised for simulations. Because of the flexibility of the system, problems unique to a specific situation can be developed quickly.

## 8 CENTER STAFF AND CONSULTANTS

- Dr. Robert Ohm  
Director of ISEC  
Dean, College of Education and Professor of Higher Education
- Dr. Conrad Katzenmeyer  
Associate Director of ISEC  
Visiting Associate Professor
- Dr. Gerald Kowitz  
Professor of Educational Psychology and  
Assistant Dean of Special Projects.
- Dr. Raymond Lutz  
Associate Professor of Industrial Engineering
- Dr. Albert Smouse  
Associate Professor of Educational Psychology
- Dr. Thomas Wiggins  
Associate Professor of Educational Administration  
and Human Relations
- Mr. Jerry Prather  
Special Instructor with administrative responsibilities  
for computing activities
- Mr. Ronald Reeves  
Information Specialist

X. Rhode Island State Department of Education

- A. Brief paper on levels of service provided
- B. Search request form
- C. Promotional brochure



RHODE ISLAND DEPARTMENT OF EDUCATION

EDUCATION INFORMATION CENTER

LEVELS OF SERVICE

**Rationale:**

Because the Education Information Center is in a pilot demonstration phase (until June 30, 1973) and because its information searching resources are limited, it is necessary to determine levels of information service response and quantity of responses within each level. This paper outlines the three levels of service to be offered by the Education Information Center.

It is possible that the retrieval staff of the Center will expand early in 1973. It is certain that the ability of the present retrieval staff to respond to information requests will improve significantly after the "shakedown phase." For these reasons the levels of service and their quantity will be reviewed and revised on a need basis during the demonstration phase of the project.

**Levels of Service \***

**Level I (15 - 20 per week)**

- A. Full services of extension agent (Janice Baker)
  - 1. awareness activities
  - 2. technical assistance in problem articulation, question negotiation, transformation, etc.
  - 3. linking function
  
- B. Full in-depth search
  - 1. computer search of ERIC
  - 2. manual update of ERIC
  - 3. PREP
  - 4. AERA papers
  - 5. Topical file
  - 6. Education Index
  - 7. Newsletters
  - 8. Dissertation Abstracts
  - 9. ALERT catalogue

- C. Hard copy reproduction of journal articles and other pertinent documents
- D. Microfiche reproduction of RIE
- E. Microfiche reader loan
- F. Consultant services

**Level II (40 - 50 per week)**

- A. Part-time services of extension agents (Bureau of Program Development and Diffusion)
  - 1. awareness activities
  - 2. technical assistance in problem articulation, question negotiation, transformation, etc.
  - 3. linking function
- B. Modified in-depth search
  - 1. computer search of ERIC
  - 2. PREP
- C. Hard copy reproduction of journal articles (up to twenty pages)

- D. Microfiche reproduction of RIE (up to ten fiche)

**Level III (2 - 3 per week)**

- A. Computer search of ERIC
- B. Microfiche reproduction of RIE (up to ten fiche)

\* Given the demand during any given week, the quantity of searches within each level will vary.

The variables which determine response levels are: (1) the client (2) the information need, and (3) the impact level. An additional "dependent" variable in turn-around-time which may vary according to the three independent variables listed above. Thus:

Dependent Variables

- level of service
- turn-around-time

Independent Variables

- client
- information need
- impact level

Level of Service - see accompanying statement describing levels of service.

Turn-around-time - time between client request and delivery of initial information package.

Client - see list of clients below

Information Need - the reason for requesting the information, i.e., program implementation, planning, awareness.

Impact Level - the possible ramifications of the information in effecting change (e.g., impact on state, local school district, school, or classroom).

Because it is difficult to categorize every request according to information need and impact level, the quality of service will not be assigned according to these variables. Level of service is more a function of the client than of the impact level or information need just as turn-around-time related mainly to the type of the request (full in-depth search, ready reference, PREP package, etc.). During the pilot phase, the EIC will attempt to respond to all valid requests for information using turn-around-time as a "safety-valve."

#### Response Levels

| <u>Client</u>                                                                                  | <u>Level of Service</u> |
|------------------------------------------------------------------------------------------------|-------------------------|
| Target Audiences (those served by Janice Baker)                                                | I                       |
| SDE Staff                                                                                      | II                      |
| Service Areas (those served by consultants in the Bureau of Program Development and Diffusion) | II                      |
| IHE Faculty                                                                                    | III                     |

EIC NO. \_\_\_\_\_  
(1-6)

DATE \_\_\_\_\_  
(7-9)

Rhode Island Department of Education  
Division of Academic Services  
EDUCATION INFORMATION CENTER

144 Mann Building  
600 Mt. Pleasant Avenue  
Providence, RI 02908

PLEASE PRINT OR TYPE.

NAME \_\_\_\_\_  
(10-29)

POSITION/TITLE \_\_\_\_\_  
(30)

SCHOOL/ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_ ZIP \_\_\_\_\_  
(31-32)

PHONE \_\_\_\_\_ EXT. \_\_\_\_\_

PURPOSE: \_\_\_\_\_

GENERAL SUBJECT OF AREA OF REQUEST: \_\_\_\_\_  
(37-72)

PRECISE STATEMENT OF PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SPECIFIC LIMITATIONS: \_\_\_\_\_

TIME SPAN: 19\_\_ to Present DATE NEEDED \_\_\_\_\_ (Please allow 2-3 week

PREVIOUS SOURCES INVESTIGATED: \_\_\_\_\_

TYPE OF INFORMATION PREFERRED:

Research & Evaluation  
(73)

Programs  
(75)

Methods  
(77)

Curriculum  
(74)

Human Resources  
(76)

Other (Specify)  
(78)

DESCRIPTOR SET

DESCRIPTOR SET

DESCRIPTOR SET

and

and

OR \_\_\_\_\_

OR \_\_\_\_\_

OR \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BEST COPY AVAILABLE**

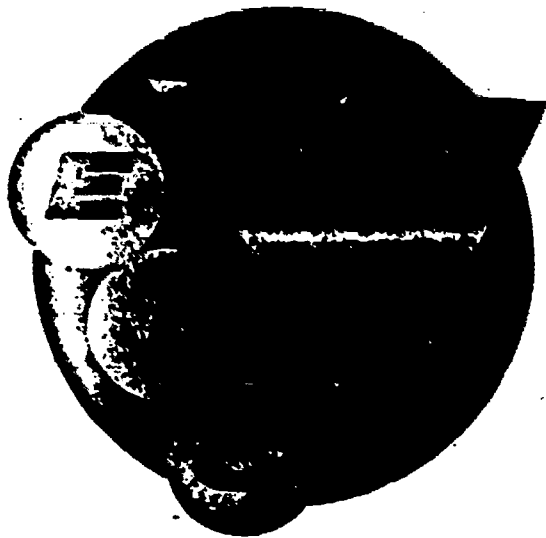
**RHODE ISLAND DEPARTMENT OF EDUCATION**

**Division of Academic Services**

**EDUCATION**

**INFORMATION**

**CENTER**

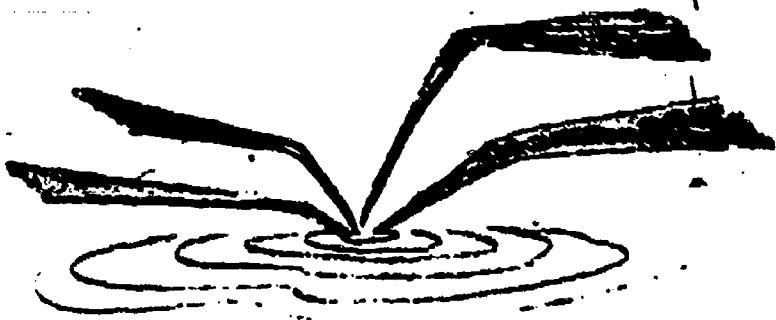


**Information for Decision Making**

**600 MOUNT PLEASANT AVENUE • PROVIDENCE, RHODE ISLAND 0290.**

## Information for Decision Making

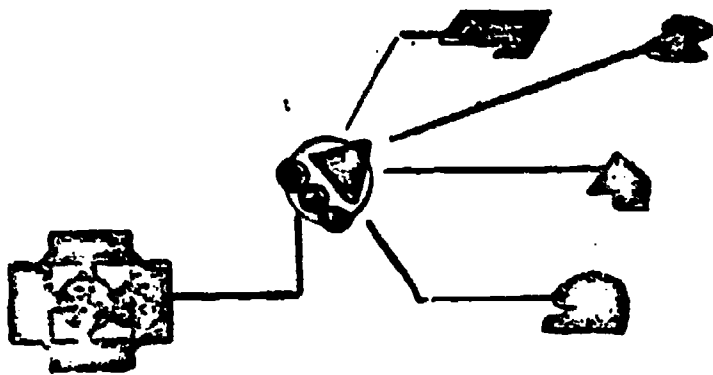
Educators, from classroom teachers to superintendents, are engaged in decision making. The decisions concern day-to-day instructional practices as well as long range, system-wide planning. In every case, the decisions made result from educational information - information on research, on instructional materials, on new programs and practices - in short, on an almost limitless range of educational information and program alternatives.



## What is the EIC?

The Education Information Center (EIC) is a service component of the Division of Academic Services in the Rhode Island Department of Education. It is part of the Rhode Island Teacher Center Project and is jointly funded by the Office of Education and the National Institute of Education.

The EIC operates a comprehensive state education information system which links national, regional and local sources of new and validated approaches to local education agencies.



## Using the Resource

The services of the EIC are available free of charge to all educators in the state. Information requests should be submitted to a service area consultant in the Bureau of Program Development in the Department of Education. A full time information consultant will be operating in the communities of Portsmouth, Providence, and Westerly as part of a pilot demonstration program.

## What Information is Available?

The range of information available is extensive. Some typical requests are:

1. Procedures for setting up learning centers in an elementary classroom.
2. Methods of evaluating the objectives of special education programs.
3. Establishing an accountability system in a school district.
4. Guidance and counseling in career education programs.

## Information Need

Clearly, the quality of our decisions is directly linked to the quality and quantity of information utilized. Yet the amount of information available is growing beyond our ability to maintain an up-to-date information base. At a time when accountability demands a wise use of limited resources, a knowledge of the range of program alternatives is critical.

As the number of educational program alternatives grows, there is a need for assistance in keeping abreast of the most current information on new teaching techniques and new curricula as well as the research which supports these new developments.

## Information Resource

One means of keeping abreast of the educational information explosion is the Education Information Center (EIC). Its resources and information services are available to educators in Rhode Island as a means of facilitating planned educational improvements.

## Services of the EIC

Some of the major services of the EIC are:

1. Literature searches
2. Reproduction of education documents
3. Technical assistance in research utilization
4. Training in information retrieval

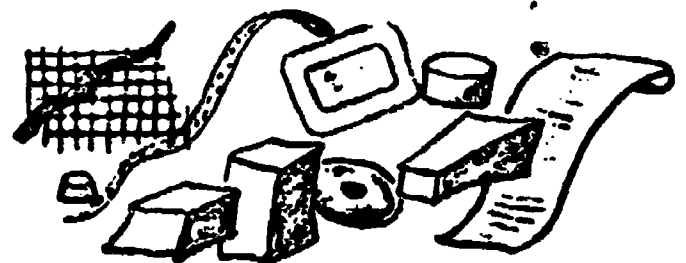
## Resources of the EIC

Some of the major information resources of the EIC are:

1. **ERIC** - Computerized retrieval of information from the ERIC system, a national information system containing over 120,000 documents.
2. **PREP** (Putting Research into Educational Practice) - a research and report service in non-technical language which focuses on current educational problems and areas of concern.
3. **Human Resources** - a service provided by the State Department of Education to assist local educators with information resources and program development.

## How to Request Information

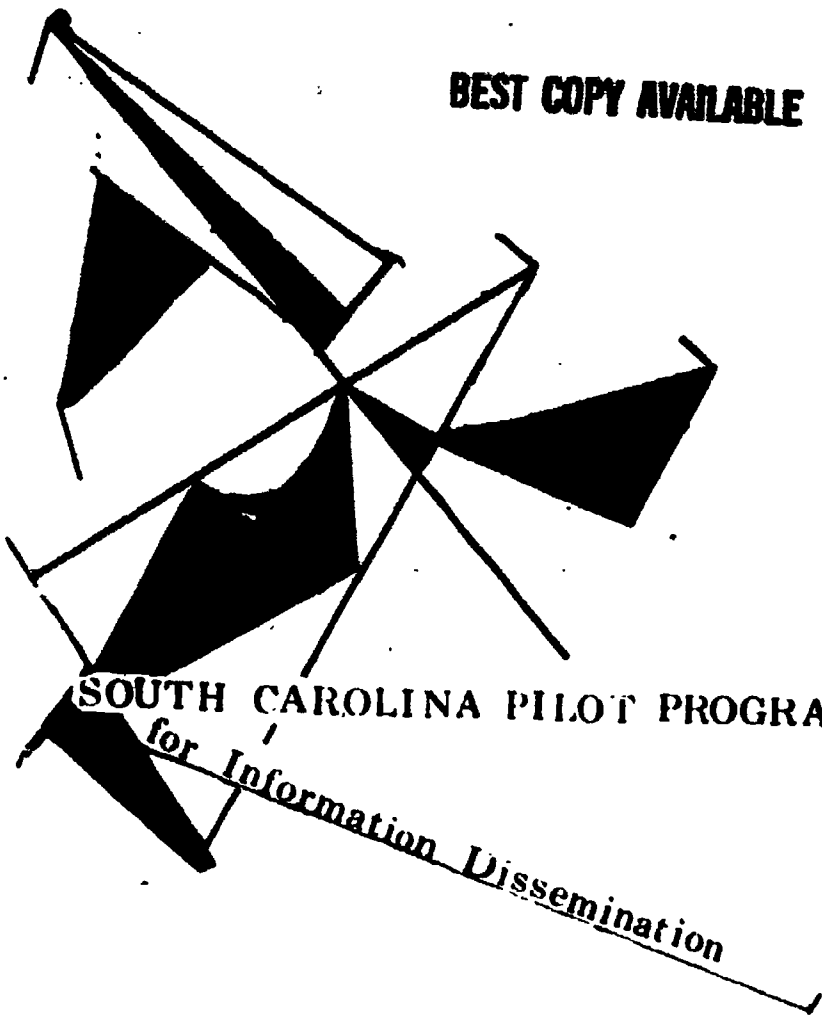
1. Fill out the attached form and mail it to EIC or call 831-6600 ext. 666.
2. A State Department of Education consultant will discuss with you your information need and process a request for you.
3. A consultant will deliver your information package to you. (Average delivery time is two weeks.) He will review the information with you and order copies of the documents that you want to review.



XI. South Carolina Department of Education

- A. South Carolina Pilot Program for Information Dissemination -  
Fall, 1972
- B. Monthly breakdown of origin of search requests July, 1970 -  
January, 1973
- C. Tally of requests by topic - January, 1973
- D. Promotional brochures

**BEST COPY AVAILABLE**



**SOUTH CAROLINA PILOT PROGRAM**  
*for Information Dissemination*

*Fall, 1972*

**Research Information Unit  
Office of Research  
State Department of Education  
Columbia, South Carolina**



## **Pilot Program Success**

South Carolina has been one of three states in the nation to start a growing national trend in education. The success of South Carolina in a pilot program designed to foster the utilization of educational research findings has been lauded by the Office of Education, the South Carolina Department of Education, local school district personnel, and individual classroom teachers: "I have been involved with several projects with various school districts across the State, and the information which you have provided in conjunction with them was indeed helpful. . ."; "It is indeed a most valuable service in a time of such rapidly expanding knowledge. . ."; "Through the help of your center, the use of the computer, and your staff's research, we will be able to utilize the very latest research toward developing a curriculum for our Non-graded Program. . . ."

The program began in July of 1970, when South Carolina, Utah, and Oregon were funded by the Office of Education to pilot statewide programs in information dissemination. South Carolina's program has been operated by the Research Information Unit of the South Carolina Department of Education. Dr. W. E. Ellis, Director of the Office of Research in the South Carolina Department of Education, was responsible for the winning proposal submitted by South Carolina. Approximately six other states submitted proposals requesting funding for similar programs.

## **Assistance in Problem Solving**

The successful theory behind the program has been the idea that teachers, principals, and district level administrators can be assisted in their daily problem solving by reports of innovative educational practices, research findings, and curriculum development studies. Such questions as "What effect do report card grades have on the self-concept of children?" or "How can music be used therapeutically with elementary school students?" and "What are the advantages and disadvantages of team teaching?" have been forwarded to the Research Information Unit and processed by the staff there.

A special study for each request is done by the staff in order to compile those materials geared specifically to the individual needs of each requester. The data base from which information for requests is taken includes national resources (Research in Education and Current Index to Journals of Education), resources available to the state agency, and the state library system. Most of the information is computerized or, at least, easily accessible. The State Library of South Carolina provides access to every library at any State-supported institution, to every county library in South Carolina and, through inter-library loan, to every state library system throughout the country. The packet which is returned in response to each request is a "thought stimulating" package rather than a clear cut answer to a problem. Various approaches to the problem are presented, including theoretical material; concrete programs which have actually proved successful or unsuccessful in classrooms, schools, or districts; and opposing viewpoints taken by educators regarding the particular problem.

### **Human Linkage to Data**

A linkage mechanism between the requester and the Research Information Unit's research data has proven to be an essential part of the actual utilization of the data in problem solving. Such a linkage has been provided by persons designated as "Communication Specialists" whose responsibility it is to assist the requester at several points in his information seeking and problem-solving process.

First, the Communication Specialist helps the requester to state his problem very specifically and to put it in the form of a request for information. The Specialist then forwards this request to the Research Information Unit who processes the request and returns the assembled material in an information packet.

After receiving the information package from the Research Information Unit, the Communication Specialist delivers the packet in person to the requester. Generally, the contents of the packet are briefly explained at this time. The requester is informed that a large portion of the packet is composed of summaries of entire documents or

journal articles. He learns from the Communication Specialist that to see an entire document or journal article, he must place an order through the Specialist. The Communication Specialist assists the requester to make the most effective use possible of the material provided by the Research Information Unit.

### **State and District Communication Specialists**

There are at present three full-time Communication Specialists serving three school districts in South Carolina: Rock Hill, Charleston and Darlington. At least four other districts have persons serving as part-time Communication Specialists. Spartanburg plans to employ a full-time Communication Specialist for this school year.

There are two State-funded Area Communication Specialists to serve the North and South regions of the State. The Area Communication Specialists will encourage all districts to hire their own full-time Communication Specialists.

Sixty-five districts have named persons as district representatives to channel requests back and forth between requesters and the Research Information Unit. These individuals provide assistance to the requesters when their work assignments permit this kind of involvement.

### **Whom to Contact**

How do you as a teacher, principal, or district administrator go about submitting a request to the Research Information Unit? Contact the full-time or part-time Communication Specialist in your district or your district representative. In the case that you do not know who this individual is in your district, inquire at either your superintendent's office or contact the Research Information Unit directly in Columbia at 758-3548.

## **Role of the Area Communication Specialist**

To facilitate the utilization of information, two Area Communication Specialists are employed to work in the North and South areas of the State. The role of the Area Communication Specialist is to facilitate the two-way flow of information between the Department and the local district, and to assist in the utilization of educational research information at the local level.



General duties of the area Communication Specialist within the local districts:

- To create an awareness of alternative solutions to problem solving and innovations
- To acquaint local district personnel with the available services provided by the Project
- To assist local personnel in the utilization of research information
- To assist local educators in the planning and/or implementation of programs resulting from the utilization of research information.

Specific duties of the Area Communication Specialist within the local districts:

- To work closely with district personnel in program planning, utilization of research information, retrieval and dissemination

To work closely with the district superintendent and/or individuals appointed by the district superintendent in identifying district concerns

To assist in providing training for the person appointed by the superintendent to work at least half-time as a Communication Specialist in the local district

To provide assistance in obtaining consultant service from the State agency.

The Area Communication Specialist stands between the Research Information Unit where research and program data is compiled from various sources and the local school district where the information is applied to a problem situation. The manner in which the research information is applied and utilized in the school district depends to a great extent on the problem involved and district personnel. The Area Communication Specialist works within his framework and assumes the role of a facilitator after the district personnel have expressed their concern.

The processes employed by the Area Communication Specialist in local district activities include:

1. Meeting with the district superintendent to discuss the objectives of the program and the services which he can provide through the resources of the Research Information Unit
2. Soliciting the assistance of the superintendent or individuals designated by the superintendent in assisting them in identifying needs in the district
3. Assisting in negotiating the question of concern as identified by the local district

4. Forwarding the request to the RIU for the creation of an information packet in answer to the specific need
5. Returning the packet of information to the superintendent or designated individual and pointing documents of direct relevance to the specified need
6. Providing assistance in establishing alternatives for meeting the needs as identified through the packet of supplied information
7. Meeting with the local communication specialist or person(s) designated by the superintendent to determine the most effective ways to operate the RIU service in the district.

Some educators envision dissemination personnel as either *change agents*, *solution inventors* or *solution givers*. In contrast, the Area Communication Specialist provides no one solution to operating problems or concerns. The Specialist works with the district staff, and also those whom the district superintendent designates to assist the district in meeting its needs. Together they attempt to solve the problem which they have identified and to develop solutions to concerns which they see in their district.

It is important to note that this is not an *answer service* but an approach to problem solving where the client is definitely involved in the process.

The research material returned to the client by the Area Communication Specialist is screened for relevancy and highlighted. The Area Communication Specialist assists the client by reading and discussing the information with him and also by examining methods to make the data applicable to his particular situation.

After the client has a chance to look at the material, he will identify journal articles and documents that have been summarized in

the resource package as documents which he would like to read. Journal articles and microfiche are delivered to the client by the Specialist for subsequent action. The Area Communication Specialist supplies input when modification or changes are under discussion, but rarely does this input contain a personal opinion or recommendation.

The duty of the Area Communication Specialist is to create an awareness of alternative solutions. The selection of an alternative is the responsibility of the client alone (or the client and his superiors if an organization change is selected). The evaluation of the program becomes the responsibility of the client. The role of the Area Communication Specialist in assisting the client in the implementation process is a helping role through which research information is provided in answer to specified needs.



## **Role of the Communication Specialist**

An individual who spends 50 percent or more of his time working with his district to facilitate the two-way flow of information between the Research Information Unit and the local district, and to assist in the utilization of educational research is known as a Communication Specialist. The Specialist only works with one district on a full-time basis (or greater than one-half time). The Area Communication Specialist is available to provide training and technical assistance to each Communication Specialist.

The role of the Communication Specialist in working with the district personnel tends to vary with each new contact and request for information. In general, the role tends to include assisting educators to define problems and interpret research information, encouraging educators to use research in their decision-making activities and providing resources to facilitate the planning and innovative process in its function. The Specialist is cautious not to provide answers but alternatives for the educators, not to usurp a leadership role from the educator and to maintain a certain degree of neutrality without attempting to promote his own cause.

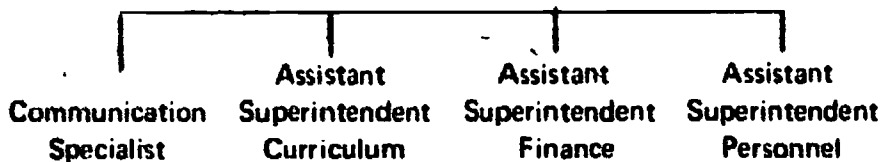
Each Communication Specialist calls upon national, state, and local resources to help educators in his district identify and find solutions to their own needs.

Specific duties of the Communication Specialist include:

- Helping the local educator to identify educational problems
- Preparing the educator's requests for information
- Helping the educator to develop approaches and plans in problem solving or innovations
- Assisting the local educators to utilize the data package
- Helping the educator in the planning and/or implementation of the research information.

The Communication Specialist would function very much like the Area Communication Specialist in duties, responsibilities, and role definition. Past experience indicates that structurally the Communication Specialist is more successful and able to serve more people if he is placed in an independent position in the organizational structure responsible only to the superintendent of the school district. His position becomes as vital to the functioning of the school district as the assistant superintendents for curriculum, finance, personnel, etc.

**Superintendent**



The Communication Specialist becomes accessible to all educational levels in the district hierarchy; teachers, principals, specialists, coordinators, assistant superintendents and superintendents. No one level has to contact a higher authority to approve communication with the Communication Specialist. Contact is immediate and the search for information begins quickly.

**Note:** The housing of personnel often determines their identity; therefore, careful thought should be given to the location of the Communication Specialist's office.

The Area Communication Specialist will be available to work closely with all Communication Specialists and thereby diagnose future needs for training sessions. The Area Communication Specialists can furnish to the Communication Specialist technical assistance in process techniques such as reinforcing problem-solving skills, group leadership skills, etc. The Area Communication Specialist will also be available upon request to observe the Communication Specialist in his specific duties and to provide feedback to the Communication Specialist on the performance of these duties. Informal sessions discussing project activities will enhance both the Area Communication Specialist's and the Communication Specialist's awareness of their roles.

**Qualifications of A Communication Specialist  
(Criteria for Selection)**

**A. Personal Qualifications:**

1. *Low personal ego needs* (doesn't feel a compelling need to be a shining success in the world's eyes)
2. A service attitude dedicated to helping rather than supervising
3. Sensitivity
4. Empathy
5. Ability to relate to all types of ideas
6. *Supportive and developmental* rather than *directive*
7. Tolerance for marginality
8. Capability to account for his own work; to evaluate his achievements as well as problems encountered.

**B. Educational experience--preferably a background of educational experience in more than one role.**

**C. Skills:**

1. Group Processes
  - a. A knowledge of group dynamics
  - b. A knowledge of the techniques required for effective group leadership
2. Interviewing skills -- There are several basic rules which interviewers should observe in conducting a successful sharing session with a client.\* Especially important is the technique of question negotiation

\*Active listening skills are essential, especially in the use of the reflection technique.

**Qualifications of A Communication Specialist**  
**(Criteria for Selection)**

**A. Personal Qualifications:**

1. *Low personal ego needs* (doesn't feel a compelling need to be a shining success in the world's eyes)
2. A service attitude dedicated to helping rather than supervising
3. Sensitivity
4. Empathy
5. Ability to relate to all types of ideas
6. *Supportive and developmental* rather than *directive*
7. Tolerance for marginality
8. Capability to account for his own work; to evaluate his achievements as well as problems encountered.

**B. Educational experience--preferably a background of educational experience in more than one role.**

**C. Skills:**

1. Group Processes
  - a. A knowledge of group dynamics
  - b. A knowledge of the techniques required for effective group leadership
2. Interviewing skills -- There are several basic rules which interviewers should observe in conducting a successful sharing session with a client.\* Especially important is the technique of question negotiation

\*Active listening skills are essential, especially in the use of the reflection technique.

3. **Identification skills** -- The ability to identify innovators is important in that innovators are usually self-starters and can contribute substantially in the initial introduction of the Communication Specialist
4. **Skills in interpersonal and group relations** -- The ability to relate to all types of individuals is important because the key word in this endeavor is *relationships*. A Communication Specialist must be able to establish a trust level with the client. He must not be a con man or a super salesman but someone who is sincerely interested in the educator's problems
5. **Resistance to change** -- The Communication Specialist must have the ability to handle resistance to change and must be able not only to determine the causes for this resistance but to formulate methods to avoid or reduce resistance to change
6. **Problem-solving skills** -- The Communication Specialist should have the ability to utilize the scientific approach to problem solving and to further instruct educators who do not have expertise in this process.

**D. Knowledge:**

1. **Basic needs** -- The Communication Specialist should have a knowledge of basic needs, both physiological and psychological, and their effect upon the behavior of individuals; for instance, a militant teacher is oftentimes a conscientious, concerned individual whose militancy can be used in a constructive manner to solve problems
2. **Knowledge of dissemination processes**
3. **Knowledge of major events and new trends in education.**







School Personnel, cont'd.

|                                        | 7/15/70-12/31/71 | January   | February   | March      | April      | May       | June       | July      | August    | September  | October    | November   | December  | January   | February | March | April | May | June | TOTAL        |
|----------------------------------------|------------------|-----------|------------|------------|------------|-----------|------------|-----------|-----------|------------|------------|------------|-----------|-----------|----------|-------|-------|-----|------|--------------|
| Librarian                              | 10               | 1         | 4          | 6          | 1          | 1         |            |           |           |            | 3          | 5          |           |           |          |       |       |     |      | 29           |
| Other                                  | 8                |           | 5          | 1          |            |           |            |           |           |            | 3          | 1          |           |           |          |       |       |     |      | 19           |
| <b>TOTAL SCHOOL</b>                    | <b>457</b>       | <b>26</b> | <b>160</b> | <b>114</b> | <b>72</b>  | <b>21</b> | <b>45</b>  | <b>28</b> | <b>10</b> | <b>33</b>  | <b>89</b>  | <b>70</b>  |           | <b>19</b> |          |       |       |     |      | <b>1,144</b> |
| <b>COMMUNICATION SPECIALISTS</b>       |                  |           |            |            |            |           |            |           |           |            |            |            |           |           |          |       |       |     |      |              |
| Area Northeast                         | 37               | 1         |            | 2          |            |           | 2          |           |           |            |            |            |           | 2         |          |       |       |     |      | 44           |
| Area Southeast                         | 7                |           |            |            |            | 1         | 1          | 1         | 1         | 1          | 2          |            |           | 7         |          |       |       |     |      | 19           |
| Durham                                 |                  |           |            | 1          | 1          | 2         | 1          | 1         |           |            | 1          |            |           | 13        |          |       |       |     |      | 18           |
| <b>TOTAL COMMUNICATION SPECIALISTS</b> | <b>44</b>        | <b>1</b>  |            | <b>3</b>   |            | <b>3</b>  | <b>3</b>   | <b>2</b>  | <b>2</b>  | <b>1</b>   | <b>3</b>   |            |           | <b>22</b> |          |       |       |     |      | <b>81</b>    |
| <b>OTHER</b>                           |                  |           |            |            |            |           |            |           |           |            |            |            |           |           |          |       |       |     |      |              |
| Area Northeast                         | 8                | 9         | 1          |            |            |           | 1          | 1         | 3         | 2          |            |            |           |           |          |       |       |     |      | 21           |
| Area Southeast                         | 5                |           |            |            |            | 4         | 4          | 4         | 3         | 1          |            |            |           |           |          |       |       |     |      | 17           |
| Durham                                 | 26               | 2         | 4          | 6          | 5          | 6         | 6          | 3         | 3         |            |            | 2          |           |           |          |       |       |     |      | 60           |
| Other                                  | 5                | 1         | 1          |            |            |           |            |           |           |            |            | 1          |           |           |          |       |       |     |      | 8            |
| <b>TOTAL OTHER</b>                     | <b>44</b>        | <b>12</b> | <b>6</b>   | <b>11</b>  | <b>10</b>  | <b>16</b> | <b>16</b>  | <b>12</b> | <b>9</b>  | <b>3</b>   | <b>11</b>  | <b>3</b>   |           | <b>22</b> |          |       |       |     |      | <b>155</b>   |
| <b>TOTAL PERSONNEL</b>                 | <b>1127</b>      | <b>70</b> | <b>199</b> | <b>164</b> | <b>122</b> | <b>63</b> | <b>118</b> | <b>67</b> | <b>60</b> | <b>126</b> | <b>189</b> | <b>136</b> | <b>28</b> | <b>77</b> |          |       |       |     |      | <b>2,546</b> |

|                              | 7/15/70-12/31/71 | January   | February   | March     | April     | May      | June     | July     | August   | September | October   | November  | December | January  | February | March | April | May | June | TOTAL      |
|------------------------------|------------------|-----------|------------|-----------|-----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|-------|-------|-----|------|------------|
| <b>AREA NORTHEAST (LF)</b>   |                  |           |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      |            |
| <b>DISTRICT PERSONNEL</b>    |                  |           |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      |            |
| District Superintendent      | 5                | 2         |            |           |           | 1        | 2        |          | 1        |           |           |           |          |          |          |       |       |     |      | 11         |
| Assistant Superintendent     | 15               | 1         |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      | 16         |
| Curriculum Personnel         | 3                |           |            |           | 1         |          | 2        | 3        |          |           |           |           |          |          |          |       |       |     |      | 9          |
| Pupil Personnel Specialist   | 4                |           |            |           |           |          |          |          |          |           |           |           | 1        | 1        |          |       |       |     |      | 4          |
| Other Staff Personnel        | 16               | 2         | 1          |           | 2         | 1        |          |          |          |           |           |           | 1        | 1        |          |       |       |     |      | 24         |
| <b>TOTAL DISTRICT</b>        | <b>43</b>        | <b>5</b>  | <b>1</b>   |           | <b>3</b>  | <b>2</b> | <b>4</b> | <b>3</b> | <b>1</b> |           |           |           | <b>1</b> | <b>1</b> |          |       |       |     |      | <b>64</b>  |
| <b>SCHOOL PERSONNEL</b>      |                  |           |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      |            |
| Principal                    | 14               |           | 1          |           | 1         |          |          |          |          |           |           | 2         | 2        |          |          |       |       |     |      | 20         |
| Assistant Principal          | 5                |           | 1          |           |           |          |          |          |          |           |           | 1         | 1        |          |          |       |       |     |      | 8          |
| Teacher                      | 105              | 6         | 126        | 23        | 13        | 4        |          |          |          |           |           | 51        | 18       | 1        |          |       |       |     |      | 347        |
| Counselor                    | 6                | 2         |            |           |           |          |          |          |          |           |           | 1         | 1        |          |          |       |       |     |      | 10         |
| Librarian                    | 3                | 1         |            |           |           |          |          |          |          |           |           | 2         | 2        |          |          |       |       |     |      | 8          |
| Other                        | 1                | 1         |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      | 2          |
| <b>TOTAL SCHOOL</b>          | <b>134</b>       | <b>10</b> | <b>128</b> | <b>23</b> | <b>14</b> | <b>4</b> |          |          |          | <b>1</b>  | <b>57</b> | <b>23</b> | <b>1</b> | <b>1</b> |          |       |       |     |      | <b>395</b> |
| <b>OTHER</b>                 |                  |           |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      |            |
| Board of Education           | 5                | 3         |            |           |           |          |          |          |          |           |           |           |          |          |          |       |       |     |      | 8          |
| Vocational Education Centers |                  |           |            |           |           | 1        |          |          |          |           |           |           |          |          |          |       |       |     |      | 1          |
| Colleges and Universities    | 11               | 2         |            |           | 2         |          |          |          |          |           |           |           |          |          |          |       |       |     |      | 15         |



|                                                          | 7/15/70-12/31/71 | January   | February  | March     | April     | May       | June      | July      | August    | September | October  | November | December | January  | February | March | April | May | June | TOTAL      |
|----------------------------------------------------------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|-------|-------|-----|------|------------|
| Principal                                                | 77               | 1         | 2         |           | 2         |           | 2         |           |           | 1         | 1        |          |          | 1        |          |       |       |     |      | 87         |
| Assistant Principal                                      | 49               | 4         |           |           | 1         |           | 1         |           |           |           |          |          |          |          |          |       |       |     |      | 55         |
| Teacher                                                  | 81               | 4         | 18        | 19        | 5         | 4         | 2         | 1         |           | 4         |          |          | 1        |          |          |       |       |     |      | 139        |
| Counselor                                                | 25               |           | 1         |           | 1         |           |           |           |           |           |          |          |          | 1        |          |       |       |     |      | 6          |
| Librarian                                                | 5                |           |           | 1         |           |           |           |           |           |           |          |          |          |          |          |       |       |     |      | 6          |
| Other                                                    | 6                |           |           |           | 4         |           |           |           |           |           |          |          |          |          |          |       |       |     |      | 10         |
| <b>TOTAL SCHOOL</b>                                      | <b>243</b>       | <b>9</b>  | <b>21</b> | <b>20</b> | <b>13</b> | <b>4</b>  | <b>5</b>  | <b>1</b>  |           | <b>5</b>  | <b>1</b> |          |          | <b>2</b> |          |       |       |     |      | <b>324</b> |
| <b>OTHER</b>                                             |                  |           |           |           |           |           |           |           |           |           |          |          |          |          |          |       |       |     |      |            |
| Board of Education                                       |                  | 6         | 1         |           |           |           |           |           |           | 1         |          |          |          |          |          |       |       |     |      | 8          |
| Continental Education                                    |                  |           |           |           |           |           | 4         | 1         | 3         |           |          |          |          |          |          |       |       |     |      | 8          |
| Colleges and Universities                                | 7                |           | 1         |           |           |           |           | 1         |           |           |          |          |          |          |          |       |       |     |      | 9          |
|                                                          |                  | 1         | 1         |           |           |           |           | 1         |           |           |          |          |          |          |          |       |       |     |      | 3          |
|                                                          | 1                | 1         |           |           |           |           |           |           |           |           |          |          |          |          |          |       |       |     |      | 2          |
|                                                          |                  |           |           |           |           |           |           |           |           |           |          |          |          |          |          |       |       |     |      |            |
|                                                          | 2                |           | 1         |           |           | 1         |           |           |           |           |          |          |          |          |          |       |       |     |      | 4          |
| <b>TOTAL OTHER</b>                                       | <b>10</b>        | <b>8</b>  | <b>4</b>  |           |           | <b>1</b>  | <b>4</b>  | <b>3</b>  | <b>3</b>  | <b>1</b>  |          |          |          |          |          |       |       |     |      | <b>34</b>  |
| <b>AREA COMMUNICATION SPECIALIST'S PERSONAL REQUESTS</b> | <b>7</b>         |           |           |           |           |           | <b>1</b>  | <b>1</b>  |           | <b>1</b>  | <b>2</b> |          |          |          |          |       |       |     |      | <b>12</b>  |
| <b>TOTAL FOR MONTH</b>                                   | <b>366</b>       | <b>20</b> | <b>32</b> | <b>33</b> | <b>27</b> | <b>13</b> | <b>32</b> | <b>21</b> | <b>19</b> | <b>12</b> | <b>4</b> |          | <b>1</b> | <b>7</b> |          |       |       |     |      | <b>589</b> |

|                               | 7/15/70-12/31/71 | January | February | March | April | May | June | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|-------------------------------|------------------|---------|----------|-------|-------|-----|------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
| TOTAL FROM TARGET AREAS       | 598              | 41      | 162      | 58    | 46    | 19  | 36   | 25   |        | 13        | 61      | 29       | 2        | 22      |          |       |       |     |      | 1,112 |
| DARLINGTON (DA)               |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| DISTRICT PERSONNEL            |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| District Superintendent       |                  |         |          |       |       |     |      |      |        | 1         | 1       |          |          |         |          |       |       |     |      | 2     |
| District Administrator        |                  |         |          |       |       | 1   |      |      |        |           |         |          |          |         |          |       |       |     |      | 1     |
| District Counsel              |                  |         |          | 3     |       |     |      |      |        | 3         | 1       |          | 1        | 4       |          |       |       |     |      | 12    |
| District Personnel Specialist |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| District Staff Personnel      |                  |         |          | 5     |       | 1   |      |      |        | 2         | 1       | 1        |          |         |          |       |       |     |      | 10    |
| TOTAL DISTRICT                |                  |         |          | 8     |       | 2   |      |      |        | 6         | 3       | 1        | 1        | 4       |          |       |       |     |      | 25    |
| SCHOOL PERSONNEL              |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Principal                     |                  |         | 1        | 1     | 9     |     |      | 2    |        | 2         |         | 3        |          |         |          |       |       |     |      | 18    |
| Assistant Principal           |                  |         | 3        | 33    | 20    |     | 9    | 5    | 2      | 11        | 5       | 7        | 2        | 8       |          |       |       |     |      | 98    |
| Teacher                       |                  |         |          |       |       | 8   |      |      |        |           |         |          |          | 1       |          |       |       |     |      | 9     |
| Librarian                     |                  |         |          |       |       | 1   |      |      |        |           |         |          |          |         |          |       |       |     |      | 1     |
| Other                         |                  |         |          |       |       |     | 1    |      |        |           | 1       |          |          |         |          |       |       |     |      | 2     |
| TOTAL SCHOOL                  |                  |         | 4        | 34    | 29    | 9   | 10   | 7    | 2      | 13        | 4       | 10       | 2        | 9       |          |       |       |     |      | 133   |

|                                              | 7/15/70-13/31/71 | January | February | March | April | May | June | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|----------------------------------------------|------------------|---------|----------|-------|-------|-----|------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
| OTHER                                        |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Board of Education                           |                  |         |          |       |       |     |      |      |        | 1         |         |          |          |         |          |       |       |     |      | 1     |
| State Educational Centers                    |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      | 1     |
| Colleges and Universities                    |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Teachers                                     |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Community                                    |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Government                                   |                  |         |          |       |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      |       |
| Miscellaneous                                |                  |         |          | 1     |       |     |      |      |        |           |         |          |          |         |          |       |       |     |      | 1     |
| TOTAL OTHER                                  |                  |         |          | 1     |       |     |      |      | 1      | 1         |         |          |          |         |          |       |       |     |      | 3     |
| COMMUNICATION SPECIALIST'S PERSONAL REQUESTS |                  | 1       |          |       | 1     |     | 2    | 1    |        |           | 1       | 2        |          |         |          |       |       |     |      | 8     |
| TOTAL FOR MONTH                              |                  | 1       | 4        | 43    | 30    | 11  | 12   | 8    | 3      | 20        | 7       | 13       | 3        | 13      |          |       |       |     |      | 168   |

SUMMATION SHEET

| TOTAL REQUESTS                |           |
|-------------------------------|-----------|
| State Department of Education | 9         |
| School Districts              | 46        |
| Area Northeast (EF)           | 2         |
| Area Southeast (AE)           | 7         |
| Darlington (DA)               | 13        |
| Miscellaneous                 | 0         |
| <b>TOTAL</b>                  | <b>77</b> |

|                              | 7/15/70-12/31/71 | January | February | March | April | May | June | July | August | September | October | November | December | January | February | March | April | May | June | TOTAL |
|------------------------------|------------------|---------|----------|-------|-------|-----|------|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
| Requests - Original Searches | 1127             | 70      | 199      | 164   | 122   | 63  | 118  | 67   | 60     | 126       | 189     | 136      | 28       | 77      |          |       |       |     |      | 2,546 |
| Requests - Duplicates        |                  |         |          | 84    | 83    | 67  | 73   |      |        |           | 2       | 12       |          |         |          |       |       |     |      | 321   |
| Requests - PREP              |                  | 208     | 56       | 79    | 214   | 70  | 1    | 13   |        | 4         | 1       | 2        |          |         |          |       |       |     |      | 648   |
| Total Number of Requests     | 1127             | 70      | 199      | 164   | 122   | 63  | 118  | 67   | 60     | 126       | 189     | 136      | 28       | 77      |          |       |       |     |      | 2,546 |
| Completed                    | 1108             | 47      | 67       | 179   | 131   | 44  | 150  | 72   | 69     | 65        | 172     | 163      | 61       | 52      |          |       |       |     |      | 2,480 |
| In Process                   | 18               | 32      | 72       | 138   | 119   | 59  | 24   | 30   | 18     | 36        | 59      | 42       | 15       | 22      |          |       |       |     |      | 22    |
| Pending                      | 1                | 10      | 102      | 21    | 31    | 10  | 13   | 2    | 5      | 25        | 40      | 30       | 14       | 24      |          |       |       |     |      | 24    |

MONTHLY TALLY OF REQUESTS BY TOPIC

February, 1973

January

BEST COPY AVAILABLE

|                                | <u>This Month</u> | <u>To Date</u> | <u>Total</u> |
|--------------------------------|-------------------|----------------|--------------|
| <b>I. INSTRUCTIONAL LEVELS</b> |                   |                |              |
| Preschool - Kindergarten       |                   | 48             | 48           |
| Elementary School              |                   | 19             | 19           |
| Middle and Junior High School  | 1                 | 19             | 20           |
| Secondary Schools              | 1                 | 8              | 9            |
| Higher Education               |                   | 26             | 26           |
| Adult Education                |                   | 20             | 20           |
| <b>TOTAL</b>                   | <b>2</b>          | <b>141</b>     | <b>143</b>   |
| <b>II. CURRICULUM</b>          |                   |                |              |
| Curriculum - General           |                   | 34             | 34           |
| Art                            | 1                 | 25             | 26           |
| Basic Skills                   |                   | 8              | 8            |
| Career Education               | 2                 | 4              | 6            |
| Conservation                   |                   | 14             | 14           |
| Driver and Safety Education    |                   | 1              | 1            |
| Electives                      |                   | 1              | 1            |
| Foreign Languages              |                   | 18             | 18           |
| Health Education               | 1                 | 3              | 4            |
| History                        |                   | 25             | 25           |
| Home Economics                 |                   | 8              | 8            |
| Humanities                     |                   | 7              | 7            |
| Language Arts                  | 6                 | 103            | 109          |
| Mathematics                    | 2                 | 119            | 121          |
| Mini Courses                   | 2                 | 3              | 5            |
| Music                          | 1                 | 44             | 45           |
| Office Occupations             | 1                 | 18             | 19           |
| Physical Education             | 1                 | 20             | 21           |
| Reading                        | 4                 | 160            | 164          |
| Science                        |                   | 61             | 61           |
| Social Studies                 | 2                 | 51             | 53           |
| Vocational Education           | 3                 | 65             | 68           |
| <b>TOTAL</b>                   | <b>26</b>         | <b>795</b>     | <b>821</b>   |



## III. TEACHING TECHNIQUES

|                             |              |           |            |
|-----------------------------|--------------|-----------|------------|
| Audio Visual                |              | 14        | 14         |
| Behavioral Objectives       | 3            | 1         | 4          |
| Behavioral Modifications    | 1            | 6         | 7          |
| Classroom Organization      | 1            | 18        | 19         |
| Discipline                  |              | 38        | 38         |
| Graded/Nongraded            |              | 17        | 17         |
| Grouping                    |              | 29        | 29         |
| Guidance                    | 1            | 63        | 64         |
| Home Instruction/Visitation |              | 4         | 4          |
| Homework                    |              | 5         | 5          |
| Individualized Instruction  | 2            | 53        | 55         |
| Instructional Materials     |              | 19        | 19         |
| Instructional Media Centers | 1            | 41        | 42         |
| Library                     |              | 9         | 9          |
| Open Plan Schools           | 1            | 3         | 4          |
| Paraprofessionals           | 1            | 33        | 34         |
| Quality Education           | 5            | 22        | 27         |
| Teaching Methods - General  | 3            | 56        | 59         |
| Team Teaching               | 1            | 22        | 23         |
| Textbooks                   |              | 9         | 9          |
|                             | <b>TOTAL</b> | <b>20</b> | <b>460</b> |

## IV. STUDENT RELATED QUESTIONS

|                       |   |    |    |
|-----------------------|---|----|----|
| Disadvantaged         |   | 41 | 41 |
| Dropouts              |   | 34 | 34 |
| Drug Abuse            | 1 | 15 | 16 |
| Exceptional Children  |   | 77 | 77 |
| Learning Disabilities | 1 | 38 | 39 |
| Mental Ability        |   | 11 | 11 |
| Self Concept          | 3 | 3  | 6  |
| Slow Learners         |   | 23 | 23 |
| Student Activism      |   | 12 | 12 |
| Student Background    |   | 7  | 7  |
| Student Evaluation    | 9 | 30 | 39 |

BEST COPY AVAILABLE

|                           | Month | Date | Total |
|---------------------------|-------|------|-------|
| Student Promotion/Failure |       | 19   | 19    |
| Student Questionnaires    |       | 4    | 4     |
| Unwed Mothers             |       | 2    | 2     |
|                           | TOTAL | 14   | 320   |
| <b>V. ADMINISTRATION</b>  |       |      |       |
| Accountability            |       | 1    | 1     |
| Accreditation             |       | 10   | 10    |
| Administration            | 1     | 16   | 17    |
| Administrative Policy     |       | 12   | 12    |
| Building Policy           | 2     | 1    | 3     |
| Grievance                 |       | 3    | 3     |
| Professional Personnel    | 1     | 69   | 70    |
| Record Keeping            |       | 10   | 10    |
| School Board              |       | 12   | 12    |
| School Buildings/Property | 1     | 18   | 19    |
| School Buses              | 1     | 7    | 8     |
| School District           |       | 3    | 3     |
| School Finance            |       | 37   | 37    |
| School Health             |       | 9    | 9     |
| School Mangement          |       | 6    | 6     |
| School Organization       |       | 12   | 12    |
| School Planning           |       | 7    | 7     |
| School Policy             |       | 16   | 16    |
| School Scheduling, Day    | 1     | 21   | 22    |
| School Scheduling, Year   |       | 23   | 23    |
| Teacher Education         | 1     | 42   | 43    |
| Teacher Evaluation        | 1     | 26   | 27    |
|                           | TOTAL | 9    | 362   |
| <b>VI. OTHERS</b>         |       |      |       |
| Microfiche/Hardcopy       | 1     | 23   | 24    |
| Racial Questions          | 1     | 31   | 32    |
| Testing                   |       | 5    | 5     |
|                           | TOTAL | 2    | 59    |

VII. MISCELLANEOUS

Alcohol abuse microfilms available from State Library

Head Start Child and Family

Citizen's Advisory Committees

Effect our changing society has had on.....

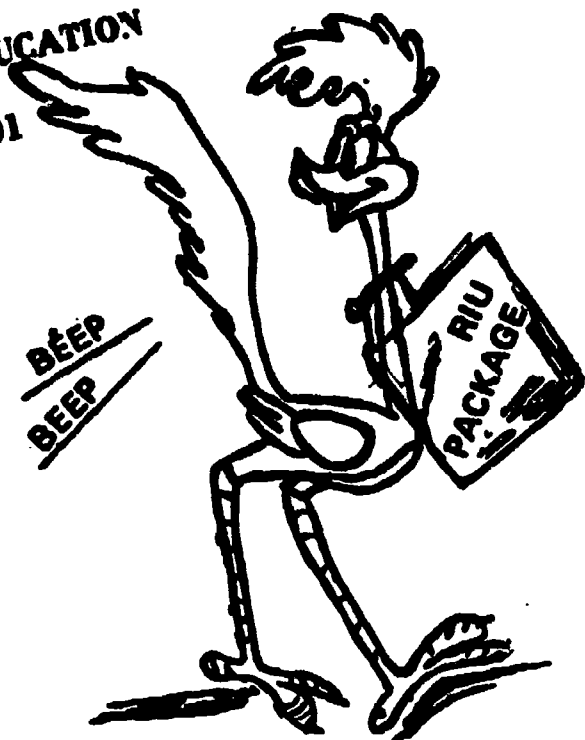
**BEST COPY AVAILABLE**

|         |                           |    |      |      |
|---------|---------------------------|----|------|------|
|         | TOTAL.                    | 4  | 317  | 321  |
| SUMMARY |                           |    |      |      |
| I.      | INSTRUCTIONAL LEVELS      | 2  | 141  | 143  |
| II.     | CURRICULUM                | 26 | 793  | 819  |
| III.    | TEACHING TECHNIQUES       | 20 | 464  | 484  |
| IV.     | STUDENT RELATED QUESTIONS | 14 | 320  | 334  |
| V.      | ADMINISTRATION            | 9  | 362  | 371  |
| VI.     | OTHERS                    | 2  | 59   | 61   |
| VII.    | MISCELLANEOUS             | 4  | 331  | 335  |
|         | TOTAL                     | 77 | 2469 | 2546 |

6

**BEST COPY AVAILABLE**

**RESEARCH INFORMATION UNIT  
OFFICE OF RESEARCH  
STATE DEPARTMENT OF EDUCATION  
1208 Rutledge Building  
Columbia, South Carolina 29201**



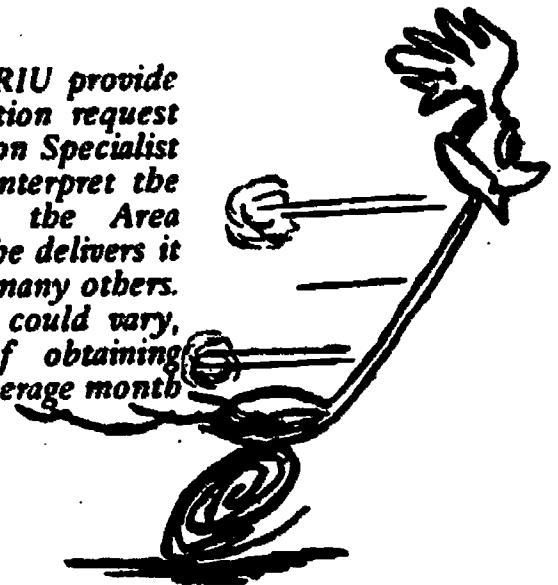
**HOW** It is the aim of RIU to serve the individual needs of your school district. Whether your area of interest or concern is implementing a special program for testing and diagnosing learning problems of handicapped or disadvantaged students, setting up a contract grading system in your district, innovative student teaching programs, or evaluating a guidance program in your district - RIU strives to tailor the returned information packet to your specific information need and situation.

**BEST COPY AVAILABLE**



## WHAT

With what type of assistance does RIU provide you, the requester? In addition to information request services, RIU provides an Area Communication Specialist to aid you in placing your request and to interpret the materials in the request packet. Once the Area Communication Specialist takes the request, he delivers it to RIU and it is put into process along with many others. Normal turn-around time is 3 weeks; this could vary, however, depending on the difficulty of obtaining information and the on-going workload. An average month brings as many as 150 requests into the office.



## PACKAGE

The request package is the tangible result of the retrieval staff member drawing information from various sources for your particular request topic. These materials constitute a "packet of potentials" . . . summaries of journal articles, synopses of already implemented programs, descriptions of successful classroom activities. This term, "packet of potentials" defines it well. It is "potential" because the implementation of the packet is entirely up to the imagination and insight of you, the requester.

## TO YOU

The completed request package is returned to you. The Area Communication Specialist reviews your request prior to delivery and is able to point out particularly relevant portions. He will then go through the complete package with you and assist you with any additional materials you may desire, including special ones that need to be ordered. Should you realize that the package does not meet your needs, please ask for additional materials or resubmit the whole request. When you have studied the summaries, reference sheets and program descriptions found in your package, you will probably want to order either microfiche or hardcopy of complete articles, program descriptions, etc. for an in-depth study of your particular area. Order forms for this step are included in your package.

## RESULTS

The results are up to you, the requester. After reading a particular article in the package, you may want to learn more about this subject and consequently request additional material on this specific part of the package. . . . or . . . . After reading about a particular program which suits the needs of your science or English classes, you may decide to inquire about all the details necessary for setting up such a program, and then you may be able to actually implement the program in your classes. . . . or . . . . After examining a list of suggested materials, you may choose to order some of these if the price is within your school or district budget. The list of possible results is as endless as the ideas you may conceive from a study of your package. A combination of potentially usable information (package) plus individual interpretation (you) equals any number of dynamic results!

PACKAGE

+

YOU

=



**BEST COPY AVAILABLE**

## **BEGINNINGS**

**South Carolina has been one of three states in the nation to test the development of a new educational concept. In July 1970, Utah, Oregon and South Carolina were Federally funded for pilot projects designed to foster the utilization of educational research. South Carolina's Pilot Project began in the Research Information Unit, Office of Research, State Department of Education. These pilot projects are intended to encourage the improvement of educational practices by collecting and maintaining information on current programs and practices at both the State and national levels. This information is then made available upon request to teachers, consultants and administrators.**

**Your Area Communication Specialist  
will be in your school \_\_\_\_\_  
to help you record your request on  
RIU request forms.**

BEST COPY AVAILABLE



**A few Request topics**

*more effective supplementary material &  
science games for slow learners*

**QUESTION:**

Exactly what is the service offered to the educators of the State by the *Research Information Unit* of the South Carolina State Department of Education?

individualized english instruction at the high school level (particularly for below average learners)

**ANSWER:**

The improvement of educational practices through the provision of current and pertinent technical information and assistance which could aid in the initiation of new programs, the development of new procedures, and the improvement of existing procedures at all levels of educational development is the service provided by RIU.

**EVALUATION OF KINDERGARTEN PROGRAMS..  
FULL DAY VS. HALF DAY**

measuring the self-concept of students, grades 1-8

**"DISTURBING" CHILD AND ALIENATED YOUTH  
AT THE MIDDLE SCHOOL AGE & CURRICULUM  
POSSIBILITIES**

**WHAT DOES THAT MEAN?**

In sentences of fewer words, it means that any member of the SEA (State Education Agency), LEA (Local Education Agency) and especially any teacher, principal, counselor or consultant is invited to request research information from our resources.

**TEACHING TECHNIQUES  
IN OPEN CLASSROOMS**

**VALIDITY OF ABILITY GROUPING VS.  
HETEROGENEOUS**

**RESEARCH INFORMATION ON DIFFERENTIATED  
STAFFING**



## WHAT TYPES OF REQUESTS ARE PROCESSED BY RIU?

Most of the information retrieved falls into 2 basic categories:

1. HOW TO \_\_\_\_\_?
2. WHAT IS THE MOST RECENT RESEARCH ON \_\_\_\_\_?

The first question is self-evident. We answer numerous requests dealing with "how to" establish a new program, "how to" measure ability, etc. The bulk of our requests deals with recent completed research on educational topics; teaching the disadvantaged, extended school year programs, and the like. Usually with requests of these kinds, the requestors are intending to develop new programs or to improve classroom techniques with information provided from their request.

**LIMITATIONS:** Unlike a public library serving a variety of audiences, our resources are quite limited. We serve the *educational public*. Because of our commitment to the educational public, the only resources available to us are those which deal with educational topics; consequently, we discourage requests for information with no specific relationship to education. As an example; if a social studies teacher were developing a new unit of study for her or his classes, resources available through RIU would include how to teach Social Studies and information on ways to develop a classroom unit. However, we would not be able to fulfill specific requests on unit content; for instance, **BATTLES OF WORLD WAR I**, the **STOCK MARKET**, etc.

**Research Information  
Unit  
Office of Research  
State Department of Education  
Columbia, South Carolina**

XII. Utah State Board of Education

- A. Sample monthly report showing ERIC search statistics -  
January, 1973

TECHNICAL ASSISTANCE MONTHLY REPORT NUMBER 28  
JANUARY 1973

**BEST COPY AVAILABLE**

**STATISTICAL INFORMATION:**

TOTAL Number Requests Received - 62  
 TOTAL ERIC Requests Received - 56  
 TOTAL ERIC Requests Processed - 28  
 TOTAL LOCAL Requests Received - 6  
 TOTAL LOCAL Requests Completed - 6

**TOTALS:**

ERIC Requests to Date - 2,774  
 To Date 1973 - 62

REQUESTS ANALYZED PER CENTER-BY NUMBER, REQUESTER, AND SUBJECTS:

|       | <u>N. U.</u> | <u>C. S. A.</u> | <u>S. W.</u> | <u>S. E. A.</u> | <u>S. E.</u> | <u>TOTALS</u> |
|-------|--------------|-----------------|--------------|-----------------|--------------|---------------|
| ERIC  | 11           | 0               | 0            | 44              | 1            | 56            |
| LOCAL | <u>1</u>     | <u>0</u>        | <u>0</u>     | <u>5</u>        | <u>0</u>     | <u>6</u>      |
|       | 12           | 0               | 0            | 49              | 1            | 62            |

|                 |    |   |   |    |   |    |
|-----------------|----|---|---|----|---|----|
| Superintendents | 0  | 0 | 0 | 1  | 0 | 1  |
| Principals      | 3  | 0 | 0 | 0  | 1 | 4  |
| Teachers        | 7  | 0 | 0 | 2  | 0 | 9  |
| Specialists     | 2  | 0 | 0 | 44 | 0 | 46 |
| Coord/Dir.      | 0  | 0 | 0 | 2  | 0 | 2  |
| Miscellaneous   | 0  | 0 | 0 | 0  | 0 | 0  |
| <b>TOTALS</b>   | 12 | 0 | 0 | 49 | 1 | 62 |

SUBJECT MATTER BY CENTER

| <u>S. E. A.</u>   |                   |                      | <u>S. E.</u>       |
|-------------------|-------------------|----------------------|--------------------|
| Autism - 1        | Media - 1         | Teach. Eval. - 2     | Social Studies - 1 |
| Bicul. - 1        | Mental Ret. - 3   | Unwed Mothers - 1    |                    |
| Blind - 1         | Mex Amer. - 1     | Voc. Edu. - 2        |                    |
| Career Edu. - 2   | MiniCourses - 1   | Workshops - 1        |                    |
| Census - 1        | Minor. Group - 2  |                      |                    |
| Creative Arts - 1 | Negotiations - 3  |                      |                    |
| Deaf - 2          | Normalization - 1 | <u>N. U.</u>         |                    |
| Diagnos. - 1      | OpenTrad. - 1     | Drug Abuse - 1       | Math - 1           |
| Edu Adm. - 5      | Phy Fac. - 1      | Env. Influ. - 1      | Music Effects - 1  |
| English - 1       | Reading - 2       | Fland. Ana. Sys. - 1 | Photography - 1    |
| Funding - 1       | Rehab. - 1        | Grading - 1          | Scheduling - 1     |
| Health - 1        | Sec Edu. - 2      | Indiv. Instr. - 1    | Training Sch. - 1  |
| Humanities - 1    | Schedul. - 1      | Kindergarten - 1     | VTR - 1            |
| Math - 2          | Soc. Stud. - 1    |                      |                    |

Subject Matter Categories (Totals): Combined totals in Repetitive Areas this month.

Top Three Request Areas for the Project: Edu. Admin. , Mental Retard. , Negotia.

MICROFICHE CIRCULATION

| Number of Individual<br>Fiche Distributed | <u>N. U.</u> | <u>C. S. A.</u> | <u>S. W.</u> | <u>S. E. A.</u> | <u>S. E.</u> | <u>Total</u> | <u>Running<br/>Total Since<br/>June, 1971</u> |
|-------------------------------------------|--------------|-----------------|--------------|-----------------|--------------|--------------|-----------------------------------------------|
| December                                  | 13           | 1               | 1            | 55              | 0            | 70           | 2799                                          |
| Janurary                                  | 22           | 0               | 0            | 42              | 0            | 64           | 2863                                          |

# Number of ERIC Requests Received during Project's Second Working Year

## 1972-73 Requests

