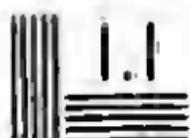


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INFORMATION SEARCH SERVICES FOR EDUCATORS.  
ADAMS, SHARON; AND OTHERS. SOUTHWEST EDUCATIONAL DEVELOPMENT LAB.  
AUSTIN, TEX.  
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#### ABSTRACT

Based on information provided primarily by two  
 existing state-based information services, this handbook presents a  
 clear, practical look at possible activities, procedures, and  
 requirements of search services for educators. Descriptions of the  
 two services that serve as models--Oklahoma's Scooper Exchange for  
 Educational Knowledge (SESE) and Texas' Coordinating Information for  
 Texas Educators (CITE)--are followed by detailed discussions of the  
 products offered by search services: how resources are built for the  
 services, including acquisition of materials, cataloging, and  
 retrieval; how to market services; and what to consider when  
 developing a budget. This handbook was compiled at the request of  
 participants in a 2-day workshop in February 1980 entitled "Building  
 State-Based Information Resource Centers." Sponsored by the SEDL  
 (Southeast Educational Development Lab) Regional Exchange (SEEL/RE),  
 the workshop featured presentations by staff members of Project SESE  
 and Project CITE, who provided complementary and contrasting views of  
 their activities. Sample forms and records are included, as well as  
 the staff list categories for CITE and a brief description of the  
 workshop. (Author/SB)

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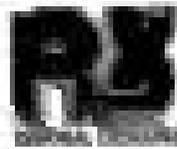
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# INFORMATION SEARCH SERVICES FOR EDUCATORS

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NOV 1 8 1980

## INFORMATION SEARCH SERVICES FOR EDUCATORS

Prepared by Sharon Adams, Martha Harzog, and Teri Altema for the Regional Exchange of Southwest Educational Development Laboratory, based on content supplied by Texas' Project CSE and Oklahoma's Project SEEK.

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Southwest Educational Development Laboratory  
Austin, Texas  
1980

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## INFORMATION SEARCH SERVICES FOR EDUCATORS

*The proliferation of information which has occurred during the past several decades has been particularly apparent in the field of education.*

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## FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project provides information and technical assistance services to educators in six states: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. It is one of seven Regional Exchanges in the nation-wide Research and Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D).

INFORMATION SEARCH SERVICES FOR EDUCATORS grew out of a regional conference sponsored by the SEDL/RX, February 26-29, 1980. The conference topic, "Building State-Based Information Resource Centers," was a timely one because several of the state education agencies (SEA's) served by the SEDL/RX were developing search services as part of dissemination efforts in their states. The SEDL/RX believed that the information provided at the conference would receive its maximum effectiveness in the form of a handbook, distributed to educators in the region and made available throughout the country.

Southwest Educational Development Laboratory is pleased to be able to serve educators in its region through projects such as the SEDL Regional Exchange.

James H. Perry  
Executive Director  
Southwest Educational  
Development Laboratory

## INTRODUCTION

Most education of deaf-blind requires high quality, up-to-date information.

essential information, is the educational search service. Such search services grew out of the assumption that most educational decisions require high quality, up-to-date information and that most educators have neither the time nor the resources to consider all available options.

Information search services are more than the traditional library. While the depth, breadth, and type of service offered differs with each project, search services usually base their activities on rapid delivery of computerized information sources. In addition, they may have specialized libraries which provide immediate access to traditional resources such as reference books, periodicals, or government reports. They may also rely on the resources of various outside support groups—public libraries, universities, or other information services. Search services combine the static resources of a library with the active skills of a staff of searchers to provide clients with a product: a collection of titles, authors, excerpts, syntheses,

## INTRODUCTION

1

The proliferation of information which has occurred during the past several decades has been particularly apparent in the field of education. A number of projects have emerged to gain control of the knowledge explosion. Clearinghouses, learning resource centers, computer systems, and information hot lines all attempt to provide a tool crucial to modern life—the organization of information.

## INFORMATION SEARCH SERVICES

and references which are individualized to the client's request. Clarifying a client's question, searching the project resources, and tailoring an appropriate, manageable response requires a staff with special skills and experience. The key to search services is service.

To spread the word about creating effective educational information search services, the Regional Exchange Project of the Southwest Educational Development Laboratory (SEDL/RX) in Austin, Texas, sponsored a two-day workshop in February 1980 titled "Building State-Based Information Resource Centers." Most of the workshop content was presented by the staffs of two state education information search services: Oklahoma's Project SEEK and Texas' Project CITE. The two projects provided complementary and contrasting views of their activities. Details such as acquiring resources and developing form letters were juxtaposed with larger issues such as interinstitutional cooperation and methods of marketing the project's services. In addition, information about outside support groups so essential for effective service was included. By the end of the conference, participants urged that the information be turned into a handbook. This document, produced by the SEDL/RX with the assistance of Projects SEEK and CITE, is the result.

The handbook needs no disclaimer or copyright notice in the subject. What is presented is a clear, practical look at possible activities, procedures, and requirements of search services, based on information primarily provided by two existing services. It is hoped that the handbook will be useful both to projects just beginning and to established projects interested in learning about other possible approaches.

## INTRODUCTION

INFORMATION SEARCH SERVICES FOR EDUCATORS begins with a description of Projects SEEC and CITE. It then goes on to discuss in detail the products offered by search services, how resources are built for the services, including acquisition of materials, relationships, and retrieval; how to market the ser-

## PROJECT SEEK AND PROJECT CITE: TWO MODELS

The two projects differ in size, clients, methods for serving clients, length of time in operation, and relationship with sponsoring institutions.

Both Texas' Project CITE and Oklahoma's Project SEEK were established with funds from the National Institute of Education's state dissemination capacity building grants, and both are housed within their respective state education agencies (SEAs). The two projects differ in size, clients, methods for serving clients, length of time in operation, and relationship with their SEA sponsors. Descriptions of the two projects will illustrate the range of possibilities for information search services.

Project CITE (Coordinating Information for Texas Educators) was established in 1975 as part of the Dissemination Division of the Texas Education Agency (TEA). It was built on a smaller search service, Texas Information Service (TIS), which was available for three years before CITE began. CITE serves TEA staff, educators throughout the state via a linking system of twenty regional service centers, and clients such as universities and other state education agencies. CITE delivers information in the form of both individualized packets on requested searches and mass-produced resource guides for especially popular topics. By its fifth year of service CITE was responding to approximately 7,000 information requests per quarter during the yearly peak period.

A major part of Project CITE's service is based on computerized retrieval of information from ERIC and other data banks. In addition to the computer-based information, the center houses an impressive collection of print resources. These materials are a major strength of the service, and are heavily relied on during any search that is not "computer only."

TEA also supports its own library which provides reference service for the TEA staff. Although CITE serves TEA staff from time to time, this intra-agency service allows CITE to concentrate on requests from the state's twenty regional service centers and questions sent by its other clients. CITE uses the TEA library and other resource collections in the city when its resources are not sufficient.

Texas' statewide regional service center network provides an ideal link of CITE services to educators around the state. Each center employs a CITE contact person who is responsible for promoting CITE services, recording client requests and forwarding them to the CITE office in Austin. It is the contact person who receives the completed search and delivers it to the client. Each regional service center subscribes to CITE, using a graduated scale that allows from ten to 100 searches per three-month period. Each contact person is CITE's critical link in that part of the state, and a continuing program of contact meetings, training sessions, and day-to-day communication is maintained to assure a strong network across Texas.

Project SEEK (Sooner Exchange for Educational Knowledge) was founded in 1977 and was modeled after Project CITE. SEEK is housed in the Division of Communications and Dissemination of the Oklahoma State Department of Education. It serves all educators in the state, both directly and through the use of intermediate linkers. It provides both manual and computer searches. Requests are accepted by mail, telephone, and personal visit. In its third year of operation, SEEK responded to approximately 450 information requests per quarter for a variety of clients.

The SEEK staff bases most of its responses on retrieval of computerized information, most often tapping into ERIC, but also relying on many other data bases, such as Psychological Abstracts. SEEK has the entire ERIC microfiche collection. In addition, the SEEK office houses all publications of the Oklahoma State Department of Education, serving as a clearinghouse and assuring that all SEA-created materials are available through Oklahoma's network of state, public, private and school libraries.

Although the Oklahoma Department of Education houses an extensive media center, there is no agency research library, per se, and the SEEK project serves as a resource for all agency staff. Materials such as periodicals, monographs and other documents cited in ERIC but not on microfiche must usually be obtained from outside sources. Although the ERIC collection is a primary resource, SEEK also has a growing collection of print materials which supplements the computerized information searches. In addition, some prepackaged search responses have been developed, for example, on Individualized Education Plans and on Energy.

While the SEEK project served only state agency staff at first, it soon expanded to local districts and now responds to questions from any Oklahoma educator. It also serves other state and local agencies which work with the education community, such as the area vocational-technical centers, county co-ops providing educational services, county-wide education projects, and regional education service centers. By the beginning of 1980 new and concerted efforts were begun to develop further awareness activities for the project, including the use of school librarians as linkers.

Directors of both CITE and SEEK serve or have served on the SEDL/RX Advisory Board; both projects use the SEDL/RX as a resource, and with the assistance of the SEDL/RX, share information about procedures and operations.

PRODUCTS . 3

*The primary product of search services such as SEEK and CITE is information.*

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## PRODUCTS

3

The primary product of search services such as SEEK and CITE is information, packaged in a usable format and delivered in a timely manner. The information can be provided in one or a combination of forms, including:

1. Individual information searches which respond to a specific request
2. Resource guides on topics which meet the identified needs of groups of clients
3. Referrals and general telephone reference service

### INDIVIDUAL INFORMATION SEARCHES

Information search services can receive requests in a variety of ways: forms mailed in by clients or by an intermediate agency, telephone requests, or requests made in person. Answers to these requests should provide clients a manageable collection of material that answers a specific question.

An individual information search can take the following forms:

1. Computer only search: computer-generated lists of references with bibliographic information ranging from a simple title listing to a comprehensive citation including a document abstract.

2. Manual search: a collection of information culled from books, journal articles, and ephemeral publications which are found in the service's resource collection.
3. Full search: a combination of computer-based and resource collection information.

Before sending out a computer print-out, the searcher will probably screen the results for relevant entries, highlighting what is pertinent. Unless more are requested, the searcher usually limits a computer search to 50 citations, which provides the most current documents in the system and is a manageable amount of information for the average user.

When the search is sent out, it is usually packaged with a cover sheet and other forms, including a microfiche ordering form, journal article ordering form, and special explanatory forms. The CITE and SEEK projects keep only the record of the search strategy and a list of materials sent out, rather than duplicating the complete search for in-house storage.

A search service will often provide resources that back up the initial response, for example, copies of journal articles or microfiche which are requested after the user has examined the search bibliography. Some search services have part of the budget set aside to build an internal collection. Others rely on inter-institutional cooperation to secure copies or loans of materials for clients. Some services offer only the initial search, and it is up to the clients to obtain additional information.

Although each search requires individual treatment, an information search service needs to decide how much of each kind of information to include in a "typical" search. For its full searches (computer and manual) Project CITE regularly provides (1) 50 ERIC citations, from which the client may then order 10 microfiche and 5 journal articles at no extra charge and (2) relevant materials from its print collection, including journal articles, chapters of books, curriculum guides, TEA publications. For its computer only searches, Project CITE provides 10 documents in microfiche, 5 journal articles and 50 ERIC citations.

An abbreviated sample search is shown on pages 18-19. Illustrated are a search request form, a computer printout, and a microfiche. In addition, title pages with tables of content and an explanatory note are also illustrated, as well as forms for ordering microfiche and journal articles.

An information search service should also establish criteria concerning appropriate requests and limits of services that will be offered. Project CITE policy covers time needed for filling requests; limits set on information provided for course work, theses and dissertations; information provided faculty and staff of colleges; requests which violate copyright provisions; and so forth. A copy of the CITE RESOURCE CENTER POLICY is reproduced on page 21.



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*How individuals accept innovations... How groups accept innovations... How to communicate... Keep your program flexible*

Stage VI: Stabilizing the Innovation and Generating Self-Renewal 133

*Insuring continuance... Conclusions*

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PART THREE: Supplementary Resources

APPENDIX A: The Strategic Guide to Selection

Considerations in Choosing Three Major Strategic Options

1. Problem-Solving
2. Social Interaction
3. Research, Development
4. Other Strategies
5. Linkage: A Glossary of Major Innovations

Notes to Appendix A

APPENDIX B: Major Information Sources

- I. Periodicals
- II. Information Services
- III. Libraries
- IV. Directories and Indexes
- V. Reference Books
- VI. Consulting Organizations
- VII. Academic Institutions
- VIII. Human Resources
- IX. Government Agencies
- X. Professional Organizations
- XI. Other School Systems

APPENDIX C: Major Works

INDEX

ERIC is providing the attached title page and table of contents because the entire selection is not pertinent. You may choose to acquire the selection yourself (library loan or purchase), or we can send a copy of just section or chapter (not to exceed 30 pages) of your choice. This procedure is used so that we may remain within the copyright law. Please replicate your selection on the attached copies of title/contents pages and include your mailing address.

AGENT'S GUIDE TO CHOICE IN EDUCATION

Ronald G. Havelock

**Handbook  
of  
Educational Administration**  
*A Guide for the Practitioner*

Emery Stoops

Max Rafferty

Russell E. Johnson

This material may be protected by the copyright law of the U.S. (Title 17 U.S. Code)

CITE Resource Center  
Southwest Tower  
211 East 7th Street  
Austin, Texas 78701  
512/476-6861

Allyn and Bacon, Inc. Boston - London - Sydney

A SAMPLE CITE SEARCH, continued

Title pages with  
Table of Content and  
Explanatory Note



## CITE RESOURCE CENTER POLICY

In keeping with Resource Center philosophy and goals, all information requests will be accepted and attempted by the CITE Resource Center under the following criteria. Requests may be either for information (searches) or for individual documents (journal articles, curriculum guides, RIC documents, CRIPACs, etc.).

### Information Requests

1. Requests for information will be returned as rapidly as possible; exceptions will be communicated to ESC contacts.
2. Every attempt will be made to return searches by their stated "needed" date; exceptions will be communicated to the ESC contact.
3. Requests for graduate or undergraduate course work, theses, dissertations, shall be fulfilled with a computer search only.
4. Faculty and staff of colleges/universities will receive computer searches only.
5. Requests falling outside the expressed locus of the Resource Center, the public school educational process, shall be attempted with no guarantee of success and on a time-available basis.
6. The Resource Center reserves the right to return requests deemed wholly inappropriate in purpose and/or subject.

### Document Requests

1. Requests which violate copyright provisions will be returned with an explanation.
2. Journal article requests will be filled at the Resource Center, TEA Library, and/or the SEDL Library. Requests for articles which are not available at any of these three resources will be returned with a notice of non-availability.
3. A. Journal article requests will be filled within three weeks of receipt at the Resource Center.  
B. Microfilm and any other document request will be filled within 10 days of receipt at the Resource Center.
4. Requests for up to ten documents or five journals shall be processed without charge.
5. Requests for documents or journals above ten will be billed at \$.20 per sheet.
6. Orders received with a purchase order (bulk orders) will be processed as received and the purchase order invoiced as stated.

## CITE RESOURCE CENTER POLICY

## RESOURCE GUIDES

In addition to responding to individual search requests, a search service may decide to develop resource guides on selected topics. These guides are actually generalized searches, usually including bibliographies, articles, state guidelines, etc. Guides should be current, balanced, easy to use, and accurate. They should provide an assortment of resources, some of which are reproduced in the guide itself and others which may be obtained by the client.

Guides are probably most useful as basic, pre-packaged reference tools which are disseminated throughout the client audience. They also provide visibility for the project, illustrating the potential of an information search.

Topic Selection

To be effective topics for the guides must be responsive to the current information needs of educators in the region served. In identifying topics, the sources of information listed below can be used.

## SOURCES OF INFORMATION

- Records of requests from users will point to topics of current interest.
- Informal surveys of linkers or contact persons for their perceptions of current "hot topics."

More formal surveys of needs from the region served. A handy tool for conducting such a survey is "What Information Do Educators Need?"-- available from RISE (Research and Information Services for Education), located at 198 Allendale Road, King of Prussia, PA 19386.

Federally-funded program areas, for example current Title III-C priorities as determined.

State and local public school priorities as determined by the state education agency through state and local needs assessments.

Review Team

Once the topic has been determined, the editor (or whoever is responsible) must outline a strategy for the guide's development. A first step in securing support for the project and making sure its content is current is the establishment of a review committee of readers who are specialists in the topic. If the search service works with or is a part of a state education agency, it is essential to include the state's subject specialists on the review team. In addition, a representative of the client group (teacher, curriculum specialist, principal, etc.) and a representative from the search service's delivery system (a contact person from an intermediate district, perhaps) would also be useful. The topic might also lead itself to perusal by a university or college reviewer, or perhaps a staff member from an educational laboratory or research center.

**REVIEW TEAM FOR RESOURCE GUIDE**

- Can be composed of:
- . SEA subject specialists
  - . Client group representatives
  - . Contact persons or linkers
  - . Academic reviewers

The review team can be used in a variety of ways: to help identify current trends and possible topic limitations during the planning stages; to identify classic works in the area; or to act as readers at the conclusion of the guide's development. It is up to the search service—with its limitations of time, money, and staff—to determine how extensively the review team will be used. A sample cover letter for reviewers is shown on page 26.

Content Sources

After the topic and scope of the resource guide has been established, the search service can begin collecting resources for its content. If the relationship with the reviewers is good, the editor might begin the reading and screening process using materials they recommend. A computer search of appropriate data bases, usually ERIC and perhaps others, such as Exceptional Child Abstracts or Psychological Abstracts, will have to be run as well. The search print-out will provide a core listing that

#### OTHER RESOURCES TO SEARCH

- . Suggestions from SEA subject specialists.
- . SEA publications, guides and/or requirements, if pertinent.
- . EDUCATIONAL PROGRAMS THAT WORK, which provides descriptions of programs in the National Diffusion Network.
- . The central listing of exemplary state programs, if available.
- . Annotated bibliography of "outstanding" resources (usually available from commercial publishers, professional associations or private groups). Included here are references to the professional journals that relate to the topic and other journals that have special theme issues.
- . The area's Regional Exchange (part of the R&D Exchange network) may be able to provide listings of organizations or other pertinent resources on the topic.
- . Non-computerized resources in the search service's collection.

## COVER LETTER TO REVIEWERS

**CITE**

Coordinating information for Texas educators

Cover letter to reviewers

August 7, 1979

TO:

FROM: Waunda Stedman and Jan Anderson,  
CITE Resource Center

Attached is a final draft copy of our second Guide to Resources and Information -- Inservice Education. Would you please review the copy for accuracy of information, adequacy of coverage, and clarity of content? (We will, of course, welcome your noting of "typos.") We would appreciate your comments about any or all of the Guide by Tuesday, August 14.

The index, indicated on the "Contents" page, is being compiled during this review week, and is not, therefore, included in your copy. We have never before included indexes in any of our minipackets or guides. But because the topic of inservice is so broad and the Guide rather lengthy, it seemed that an index would make the Guide easier to use.

Our thanks goes to Raul Contreras, Jeff Bormaster, and Jody Holm for their cooperation and contributions to the inservice Guide.

Copies to: Virginia Cutter  
Jim Kidd  
Raul Contreras

Jeff Bormaster  
Jody Holm

CITE Resource Center, Southwest Tower, 211 E. 7th Street, Austin, Texas 78701. (512) 476-6861. Improving education for Texas students through promising programs, practices, products—Project CITE is funded by the National Institute of Education and administered through the Division of Dissemination, Texas Education Agency.

Gathering, selecting, rejecting and organizing the various resources in the guide follows a similar pattern to that used by a searcher building a response to an information request. It might be helpful at this point to use members of the review team for suggestions on the emphasis or slant of the materials that should be included.

In order to make the computer print-out bibliography as useful as possible, the editor will probably want to eliminate those citations which are not directly on target for the guide. Order the final bibliography with full citations through the computer terminal, if the print-out quality is good. The resulting print-out can then be duplicated in the guide, saving a tedious typing job for a large part of the document.

Journal or magazine articles will probably be included in the guide, and copyright clearance must be obtained to reproduce multiple copies. Obtaining copyright permission can take anywhere from one to six weeks, so decisions about these materials should be made early in the selection process. There is generally little problem obtaining copyright release for such resource guides, but there are publishers who will not allow duplication under any circumstances. Such restrictions should be established as early as possible in the planning process. A copy of the final document should be sent to each publisher who has articles in the guide. See the sample copyright permission form and contributor's cover letter on page 28.

LS  
30

...permission, please, let us know...  
...acknowledgment will be given and a copy of our publication  
will be sent to you.

From the which permission is requested:

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publication: \_\_\_\_\_

[Vol. \_\_\_\_\_ No. \_\_\_\_\_ Date \_\_\_\_\_ Page \_\_\_\_\_]

Thank you in advance for your cooperation.

Sincerely,

Yvonne Swanson  
Manager, CTE Resource Center

CONTRIBUTOR'S  
COVER LETTER

Dear Contributor:

The product enclosed contains sensitive information for which you granted permission to reprint.

We hope this product will be useful to the Texas public school community, and we thank you for your previous contribution to it.

Sincerely,

CTE Resource Center

Material used:

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Volume: \_\_\_\_\_ Number: \_\_\_\_\_ Date: \_\_\_\_\_

Journal/Publication: \_\_\_\_\_

Page: \_\_\_\_\_

Permission Blank

We request permission to reprint (copies of the IEP) described below.

The request is made in compliance of our project goal of providing high quality information to public school parents.



designer may be used in order to produce a more polished document.

The search service's sponsoring institution, particularly if it is a state education agency, may have publication requirements or restrictions that must be reviewed early in the design of the guide. A Texas Education Agency stylebook, available from that agency, gives detailed instructions for preparing copy. Such institutional requirements may actually ease production headaches since they eliminate the need for some editorial decisions.

On the following pages are a check sheet and a suggested sequence for materials prepared by the Texas Education Agency, to provide information for editors of its publications.

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PRODUCTS

29

### Final Production and Distribution

After the content has been collected and decisions made for what is to be included, development of a cover design and other graphics should begin. If the project has adequate budget a

## ORDER OF MATERIALS IN MANUALS, HANDBOOKS, AND GUIDES

(Questions follow the order of the grid)

Right		Left			
	INDEX CARDS		INDEX TABLE (Index Table)		CONTENTS (Listed by number of chapters)
TABLES (If needed)	LIST OF REFERENCES (If needed)	A. INTRODUCTION (If needed, put at front of book.)	CONTENTS	LIST OF TABLES (If needed)	LIST OF REFERENCES (If needed)
GLOSSARY (If needed, at the end)	APPENDICES (If needed, at the end or before each chapter)		A. APPENDIX (If needed, at the end)		
LIST OF FIGURES	APPENDIX (If at the end)	GLOSSARY (If at the end)	APPENDICES (If at the end)	GLOSSARY (If at the end)	APPENDIX (If at the end)

CHECK SHEET FOR MAJOR PUBLICATIONS

Agency staff members responsible for production of major publications must check the items listed below:

Has the Agency stylebook been followed in preparing copy?	Are footnotes overlined?
Has the copyright been cleared in all quoted matter?	On a State level, the correct year date, and the words "Texas Education Agency, Austin, TX," appear on front or back cover?
Have the necessary acknowledgments been made?	Has the publication been planned and edited so as to require a minimum number of pages?
Are references made to the Texas Education Agency and to the State Department of Education consistent?	Has the forward been approved by the Commissioner of Education?
Is the State Board of Education and Agency staff list current?	Have all the blue-penciled corrections in layout sheets been made?
Has a Statement of Compliance been included, either before or after the text? (See Attachment 4)	Has final proofing been completed?
Are all pages numbered? (See Attachment 4)	Has the publication number been assigned?
Has sequence of pages been checked after numbering?	Is the Request for Office Services form attached?
Are "Contact" page numbers in upper and with final layout?	Has the publication copy been approved by division director and appropriate commissioner?

Completion of the final draft includes correction of typing errors, incorporation of worthy reviewer suggestions, and final details such as pagination and indexing. The guide is then ready for the printer. If the search service is part of an SEA or a similar institution, there will probably be an internal print shop that can be used. Otherwise, competitive bids should be encouraged from local printing companies.

which serves as the central resource for an established dissemination system will have a natural channel for distribution. Other search services may want to make use of client contacts or state education agency (SEA) publications to advertise the guide. The Marketing section, beginning on page 108, lists suggestions for announcing and publicizing project services which can also be used for distribution of resource guides.

### Evaluation

To evaluate the effectiveness and usefulness of the guides it produces, CITE asks selected users to fill out an evaluation form. The form asks about the guide's style, format, and usefulness. Users are asked to rate each section in the guide and ample space is provided for additional comments. A copy of the evaluation form used for the CITE publication, BARRIER FREE SCHOOLS, follows.

**CITE GUIDE: Barrier Free Schools**

Please rate the items below, indicating to what extent the Guide is:

	extremely	very	moderately	slightly	not at all
readable in style and content	1	2	3	4	5
legible with easy to read format	1	2	3	4	5
useful to appropriate person in my district/ESC	1	2	3	4	5
informative to me	1	2	3	4	5

With reference to the four criteria above, please rate the individual sections of the Guide, indicating to what extent the Guide's sections are useful:

	extremely	very	moderately	slightly	not at all
Status Report: AMST Standard Revision Project	1	2	3	4	5
Senate Bill No. 111: Texas State Program for Preventing Architectural Barriers	1	2	3	4	5
"The Handicap Mandate"	1				
"Now your school buildings must change to comply with PL 94-142"	1				
"Facilities for Mainstreaming the Handicapped"	1				
Resources	1				
Accent on Information Search Request Form	1				
Organizations	1				
Alphabet Soup List	1				
ERIC Bibliography	1				
ERIC Document Order Form	1				

The Guide should have more emphasis on \_\_\_\_\_

The Guide should have less emphasis on \_\_\_\_\_

The Guide was mailed to all superintendents, and multiple copies were sent to the CITE contact person in each education service center. Who else should receive the Guide?

Information about the Guide was in the spring edition of the InCITE newsletter, and ESC communicators have been asked to include information about it in their center newsletters. What other ways can be "advertised" the existence of the Guide?

What other topics should we consider when planning guides?

Other comments: \_\_\_\_\_

Thanks for giving us your time and opinions. Please send this form to:

Patrick Martin  
 Division of Dissemination  
 Texas Education Agency  
 201 East 11th Street  
 Austin, TX 78701

**CITE  
 RESOURCE GUIDE  
 EVALUATION**

# SCHOOLS



## CITE GUIDE

TO RESOURCES AND INFORMATION

### PROJECT CITE RESOURCE GUIDE

The Project CITE Resource Guide, **BARRIER FREE SCHOOLS**, was printed at the Texas Education Agency print shop. The guide has been distributed throughout the state via Texas' Regional Service Center network and to clients served by the SEDL Regional Exchange in Arkansas, Louisiana, Mississippi, Oklahoma, and New Mexico. A second guide, **DISERVICE EDUCATION**, was produced and distributed in a similar manner.

## MATERIALS

*The diversity and amount of educational materials is staggering.*

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services, who offer only access to computer retrieval with an ERIC microfiche back-up, this basic collection is sufficient. However, if the budget and the scope of the search service will allow, maintaining a collection of materials such as periodicals, commercial publications, information from state departments of education, educational research laboratories and centers, federal and state government publications, and professional organizations, will allow responses of much greater scope and use.

The following descriptive list of possible sources of materials for an educational information search service is by no means exhaustive. Everyone who has compiled a "comprehensive" list of anything knows that as soon as it is sent to the printer or distributed, the list begins to become out-of-date. With this disclaimer, here are some of the print and microform sources that are available to search services.

#### SUGGESTED MATERIALS

##### 1. ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)

The ERIC system provides access to the largest data base of educational information currently available and serves as the core resource of most education search services. The data base includes education-related articles from approximately 850 professional journals and popular magazines, as

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MATERIALS

4

Project SEEK and Project CITE store copies of all major SEA publications in their resource collection. These provide a central component of the collection, particularly for state-specific questions. Multiple copies are preferable if space permits.

### 3. STATE EDUCATION AGENCY PUBLICATIONS IN OTHER STATES

These include publications catalogs, bibliographies, and newsletters from other state departments of education and their resource centers. As expected, some states have more to offer than others. These resource lists can often answer the frequent question: "What are other states doing in the area of \_\_\_\_\_?"

### 4. PERIODICALS COLLECTION

This should be kept small but representative. With the cost of periodical subscriptions doubling and even tripling every year or so, it seems important to be selective in this area of acquisitions. Better to have a smaller number of titles, say 50, with several years of complete back issues, than to subscribe to everything indexed in CITE and end up with gaps when titles must be dropped as the budget ebbs and flows. See page 42 for a list of periodicals in Texas' Project CITE collection.

Recommended is the EDUCATION DAILY, costly at \$275.00 a year and difficult to keep up with since it comes every day. ED DAILY does offer the national and state view of trends and legislation and it gives "early warning" of developments and publications in education.

### 5. CURRICULUM GUIDES

There are several collections available commercially. Some of the most requested materials in the Texas CITE collection are found in the curriculum guides listed on page 39.

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well as approximately 200,000 titles which are filmed and stored on microfiche. Monthly indices maintain collection currency: RESOURCES IN EDUCATION (RIE) lists new additions to the document collection, while CURRENT JOURNALS IN EDUCATION (CJIE) lists additions to the periodical collection. Details of the ERIC system are discussed pages 28-34.



## SELECTED EDUCATIONAL CURRICULUM GUIDES

**KTO MICROFORM'S SELECTED CURRICULUM GUIDES IN MICROFICHE** \$250-\$450/year

Issued annually from 1970, these guides are selected from those exhibited at the annual conference of the Association for Supervision and Curriculum Development.

**FEARON-PITMAN CURRICULUM DEVELOPMENT LIBRARIES** \$1,495.00

Two microfiche libraries, 500 selected curriculum guides each, for K-6 and 7-12. Developed by teachers with objectives, competence goals, instructional strategies, evaluation methods, teaching resources, and student usable materials. Cost of both libraries may receive funding support from ESEA Title IV, Higher Education Act Title 11-A, and/or Library Services and Construction Act Title 1.

**UNIPACS** Current cost unknown

Individualized self-instructional study units in microfiche composed of several pages in seventeen curriculum areas, K-12. Now marketed by San Mateo Educational Resource Center (SMERC) in California. For current cost, contact SMERC.

**XEROX CURRICULUM MATERIALS CLEARINGHOUSE** Current cost unknown

Consists of two parts: the microfiche collection of 260 instructional units and the Curriculum Briefs in book form. Two hundred sixty two-page briefs or abstracts of the guides, plus three indices, subject, title, and author. Contact Xerox for current cost.

**ERIC CURRICULUM GUIDES** Current cost unknown

In several subject areas, all grades, contains abstracts of guides that are in the ERIC microfiche collection.

**STATE CURRICULUM GUIDES** cost varies

Will vary from state to state. In Texas, the source is the collection of the Texas State Teachers Association (NEA affiliate) library of state guides offered free on loan basis to TSTA members.

**PHI DELTA KAPPA FASTBACKS** \$49.00 for complete set

Series of 137 brief paperback monographs published on topics ranging from curriculum and supervision to educational facilities and instructional materials.

**COMPETENCY BASED EDUCATION SOURCEBOOK** \$29.50

Available from Northwest Regional Educational Laboratory, describes sources pertaining to competency based education.

**SMERC RESOURCE GUIDE VOLS. I-VI** Prices vary: see below

Series of catalogs of curriculum guides submitted by county and local educational agencies in California, as well as contributions from other states. Prices vary. For example, Vol. V (1978) available with 179 titles for \$330.00 or with 81 titles for \$125.00; Vol. VI (1979) available with 115 titles for \$200.00.

there are twenty regional service centers, in addition to over  
independent school districts. Texas' Project CITE also relies  
on listings of "Promising Programs and Practices" identified  
by Texas Education Agency subject specialists and a catalog  
of exemplary programs, "Demonstration Schools in Individualized  
Instruction."

Oklahoma's Project SEEK relies both on area vo-tech centers,  
county co-ops providing educational services, and county-  
wide education projects, and Regional Educational Service  
Centers.

#### 8. MEMBERSHIPS AND SUBSCRIPTION SERVICES

Memberships often include a variety of services such as  
yearly publications, catalogs, discounts on publications,  
newsletters, bulletins, yearbooks, journals, etc. Some  
potentially valuable organizations for search services  
are listed below.

#### 6. REFERENCE COLLECTION

These are mostly hardbound monographs or sets which cross  
subject lines and become obsolete very slowly. Some of these  
will be in an SEA library or state, public, or university  
library. Cooperative relationships may be the most economical  
way to access these titles. See page 41 for some basics of  
an educational reference collection.

#### 7. LOCAL NETWORKS

AND SERVICES

ENCYCLOPEDIA OF EDUCATION (10 volumes)	\$200.00
ENCYCLOPEDIA OF EDUCATIONAL RESEARCH	\$39.00
EDUCATIONAL INNOVATOR'S GUIDE	
ENCYCLOPEDIA OF ASSOCIATIONS (includes official and acronym names, addresses, goals and publications of all educational associations)	\$75.00
EDUCATIONAL PROGRAMS THAT WORK (still often called the NOM CATALOG)	\$5.00
A GUIDE TO SOURCES OF EDUCATIONAL INFORMATION	\$25.00
GUIDE TO AMERICAN EDUCATIONAL DIRECTORIES	price not available
GUIDE TO PERIODICALS IN EDUCATION AND ITS ACADEMIC DISCIPLINES	\$19.50
HANDBOOK OF EVALUATION RESEARCH (2 volumes)	\$50.00
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (publication series)	price not available
NIE CATALOG OF EDUCATION PRODUCTS (2 volumes)	\$10.00 for Vol. I \$12.00 for Vol. II
SUBJECT GUIDE TO CHILDREN'S BOOKS IN PRINT	\$29.95
SECOND HANDBOOK OF RESEARCH ON TEACHING	\$40.00
SEVENTH MENTAL MEASUREMENT HANDBOOK (by Burros) 2 volumes, yearbook	\$85.00
STANDARD EDUCATION ALMANAC (Marquis Academic Media)	\$37.50
TESTS IN PRINT II	\$70.00
ULRICH'S INTERNATIONAL PERIODICAL DIRECTORY	\$57.50
YEARBOOK OF SPECIAL EDUCATION (Marquis Academic Media)	\$37.50

\*Prices according to 1978-79 BOOKS IN PRINT

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REFERENCE COLLECTION STANDARDS

<u>Title</u>	<u>Cost</u>
AVER DIRECTORY OF PUBLICATIONS	\$56.98
BOOKS IN PRINT (3 sets, 2 volumes each: subject guide, title guide, author guide)	\$92.50
CURRICULUM HANDBOOK: THE DISCIPLINES, CURRENT MOVEMENTS, INSTRUCTIONAL METHODOLOGY, ADMINISTRATION AND THEORY.	\$9.95 abbreviated edition paperback
EL-HI TEXTBOOKS IN PRINT (one of Books	\$29.95

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EDUCATIONAL LEADERSHIP	supervisors and curriculum specialists	\$35.00/year**
ELEMENTARY SCHOOL GUIDANCE AND COUNSELING	counselors	\$10.00/year (quarterly)
ENGLISH JOURNAL	language arts teachers	\$20.00/year (monthly)
EXCEPTIONAL CHILDREN	special groups	\$20.00/year (monthly)
GIFTED CHILD QUARTERLY	special groups	\$20.00/year (quarterly)
HISTORY TEACHER	social studies teachers	\$12.00/year (quarterly)
JOURNAL OF LEARNING DISABILITIES	special groups	\$20.00/year (monthly)
JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION	all aspects of research	\$10.00/year (quarterly)
MATHEMATICS TEACHER	math teachers	\$17.00/year (monthly)
NASSP BULLETIN	secondary principals	\$30.00/year (9/year)
NATIONAL ELEMENTARY PRINCIPAL	elementary principals	\$35.00/year (bimonthly)
PERSONNEL AND GUIDANCE JOURNAL	counselors	\$25.00/year (10/year)
PHI DELTA KAPPAN	all educators	\$10.00/year (monthly)
READING TEACHER	language arts teachers	\$25.00/year (8/year)
REVIEW OF EDUCATIONAL RESEARCH	researchers	\$17.00/year (quarterly)
SCHOOL SCIENCE AND MATHEMATICS	science and math teachers	\$12.00/year (8/year)
SCIENCE AND CHILDREN	science teachers	\$20.00/year (8/year)
SCIENCE EDUCATION	science teachers	\$30.00/year (quarterly)
SOCIAL EDUCATION	social studies teachers	\$35.00/year**
TEACHING EXCEPTIONAL CHILDREN	special groups	\$12.50/year (quarterly)
THEORY INTO PRACTICE	researchers	\$7.00/year (5/year)

\*Periodical prices as of November 1979

\*\*Includes membership fee to the Association for Supervision and Curriculum Development

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## TEXAS CITE COLLECTION PERIODICAL HOLDINGS

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<u>Title</u>	<u>Audience</u>	<u>Cost</u>
AMERICAN EDUCATION	supervisors and curriculum specialists	\$11.00/year*
AMERICAN EDUCATIONAL RESEARCH	all aspects of research	\$17.00/year (quarterly)
AMERICAN SCHOOL BOARD JOURNAL	board members	\$24.00/year (monthly)
	members of all education	\$10.00/year

To anyone just beginning a resource collection for an educational information search service, the diversity and amount of educational materials is staggering. There are some steps, however, that can be taken to narrow the scope and allow some options so decisions can be made about what to acquire.

First, a search service needs to determine what topics are currently of special interest to its clients. Assessing client needs can be informal: asking key clients or contact persons about their needs; examining recent request trends; or it can be formal: sending out a survey form to a sample of users and potential users. The RISE Project (Research and Information Services for Education) located at 198 Allendale Road, in King of Prussia, Pennsylvania, has developed a survey form to assess the kinds of information, the content areas of interest and the format desired by their clients. Something similar to RISE's survey can be used to help direct a search service in determining areas that should be emphasized in collection development.

Apart from canvassing local interest areas, the search service staff should stay abreast of educational trends and activities on a national scale. There are numerous resources that can be tapped to identify current issues:

- . commercial publishers
- . educational organizations
- . unsolicited flyers, brochures, etc.
- . review journals
- . educational trend reviews/analyses
- . ERIC Clearinghouses
- . educational laboratories and centers

Faced with the wealth of possible choices which will result from contacting the various organizations and information sources, search services must determine which materials will fit the needs of their collection. If the staff is small enough, a group process for selection is probably the most valuable. Each searcher will have an individual perception of collection needs, and input from all points of view is essential. One person should be in charge of acquisitions, gathering and distilling requests from all involved and making the final selection decisions.

The Texas CITE project routes all announcements of possible materials to all staff members. They in turn are expected to mark those items of special interest. In addition, each staff member keeps "acquisition input forms" in order to note frequently

Sources cited earlier, pages 22-23, for making topic selections for Resource Guides will also prove useful.

Both for prepackaged materials and especially for collection development, it is crucial that information professionals be aware of trends when they first begin, and not find themselves taking the role of the "dog's tail." Watch for what legislative budget boards, legislative education committees, and governors seem to think is important. This can give early warning about what information local educators will want to know six months to two years later.



titles, using a scale of 1 to 5. The highest ranked items are ordered with available money, while the lower ranked items are kept in a DESIDERATA (desired items) file for future acquisition. In some cases, the budget will allow surprise purchases at the end of the year. It is very useful to pull out the DESIDERATA file on those occasions when there is usually only short notice for decision-making and order the lower-ranked, but still attractive, materials.

After the list of desired items is compiled, the search service's title listing must be checked to avoid possible duplication. All materials ordered should be noted on an order log or an order card. A sample of a log to keep a record of materials ordered is reproduced below.

SAMPLE ORDER LOG

Order #	Title	Publisher	Date Ordered	Date Received

When the material is received, the title is removed from the ordering record or file and entered in the search service's title listing.

## SOURCES FOR EDUCATIONAL TRENDS

## 1. COMMERCIAL PUBLISHERS

Commercial publishers' catalogs are a good indication of marketable consumer interest. Publishers spend time and money on marketing surveys to determine public interest, and search services can take advantage of such information as reflected in publishers' catalogs. Below is a SELECTIVE LIST OF PUBLISHERS FREQUENTLY USED BY CITE.

## SELECTED LIST OF PUBLISHERS FREQUENTLY USED BY CITE

ACADEMIC THERAPY PUBLICATIONS  
20 Commercial Blvd.  
Novato, CA 94947

ALLEN & BACON, INC.  
Longwood Division  
Rockleigh, NJ 07647

BURGESS PUBLISHING CO.  
7108 Ohms Lane  
Minneapolis, MN 55435

EDUCATIONAL TECHNOLOGY PUBLICATIONS  
140 Sylvan Ave.  
Englewood Cliffs, NJ 07632

FEARON PITMAN PUBLISHERS, INC.  
6 Davis Drive  
Belmont, CA 94002

HOLT, RINEHART, & WINSTON, INC.  
P.O. Box 3699  
383 Madison Ave.  
New York, NY 10017

HOUGHTON MIFFLIN CO.  
2 Park St.  
Boston, MA 02107

MCCUTCHAN PUBLISHING CORP.  
P.O. Box 774  
2526 Grove St.  
Berkeley, CA 94704

MCGRAW-HILL BOOK CO.  
1221 Avenue of the Americas  
New York, NY 10022

MACMILLAN INFORMATION  
866 Third Ave.  
New York, NY 10022

MARQUIS ACADEMIC MEDIA  
200 E. Ohio St.  
Rm. 5615  
Chicago, IL 60611

MERRILL, CHARLES E., PUBLISHING CO.  
1300 Alum Creek Dr.  
Columbus, OH 43216

MSS INFORMATION CORP.  
P.O. Box 985  
Edison, NJ 08817

NATIONAL EDUCATIONAL LABORATORY  
PUBLISHERS, INC.  
P.O. Box 1003  
Austin, TX 78767

OLYMPUS PUBLISHING CO.  
1670 E. 13th St.  
Salt Lake City, UT 84105

PENNAWT PRESS  
8265 Commercial St.  
Suite 14  
Le Mesa, CA 92041

PRENTICE-HALL, INC.  
Englewood Cliffs, NJ 07632

SCIENCE RESEARCH ASSOCIATES  
155 N. Wacker Dr.  
Chicago, IL 60606

TEACHERS COLLEGE PRESS  
Columbia University  
1234 Amsterdam Ave.  
New York, NY 10027

2. EDUCATIONAL ORGANIZATIONS

Educational organizations also produce information and materials that reflect trends in education. An important tool in identifying various organizations is the *ENCYCLOPEDIA OF ASSOCIATIONS* which provides lists of educational associations, their addresses and membership information. Getting on the mailing list for some of these organizations will provide a constant flow of information about new publications, conferences, meetings, newsletters, etc. See the list of *EDUCATIONAL ORGANIZATIONS* on pp. 50-51 for some particularly valuable organizations that might be contacted.

3. UNSOLICITED FLYERS, BROCHURES, PRE-PUBLICATION ANNOUNCEMENTS

Once the information search service's name is on several lists, much unsolicited material will begin to arrive which provides information about possible acquisitions. Route the mail around the staff so that everyone involved in the acquisitions process can see it and mark interesting items.

4. REVIEW JOURNALS

Reviews in educational journals, or segments of review publications, are invaluable as selection tools for newly published commercial materials. These can give some guidance for navigating the sea of materials in the commercial catalogs. A list of the educational journals consulted by Texas Project CITE, together with the resource reviews found in each, is provided on page 52.

5. EDUCATIONAL TREND REVIEWS

Educational journals often publish "state of the art" reviews or analyses which can be useful in determining areas for emphasis.

6. ERIC CLEARINGHOUSES

There are sixteen ERIC Clearinghouses throughout the country, each devoted to a different subject area. Some publish newsletters, acquisition listings, synthesis reports, and other materials. There is great variety in the output of the clearinghouses, and it is useful to contact each one to see what is offered. The scope of each is outlined on pages 63-64.

The R&D Center, pursue research activities in designated content areas (e.g. teacher education, vocational education) and maintain a more national focus. Many of these organizations publish regular newsletters or have lists of publications and products. Below is a list of R&D labs and centers with their addresses.

<p><b>001</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>002</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>003</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>004</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>005</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>006</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>007</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>008</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>009</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>010</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>011</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>012</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>013</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>014</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>015</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>016</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>017</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>018</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>
<p><b>019</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>	<p><b>020</b>  <b>Center for Educational Research</b>            1000 N. 1st St.            Durham, NC 27705-1000            (919) 286-1000</p>

7. EDUCATIONAL R&D LABORATORIES AND CENTERS

There are seventeen R&D laboratories and centers located throughout the United States. Educational laboratories are engaged in research, development, technical assistance, and dissemination which responds to the needs of their respec-



## MATERIALS

RE

### B. OTHER SOURCES

Individual recommendations from SEA staff and from contacts in intermediate education agencies are very useful. Advertisements from the EDUCATION DAILY are also good sources for information.

#### BRS BIBLIOGRAPHIC RETRIEVAL SERVICE

One interesting, although expensive, selection tool is offered by the Bibliographic Retrieval Service (BRS). BRS will provide a yearly or bi-annual update of all journals cited in the computer searches sent in by a search service. A perspective of those journals that have been most frequently cited in the past year is a helpful guide for next year's subscription list. The BRS update costs \$300.00 for the annual update and \$200.00 for two bi-annual updates. (Prices current as of January 1980.)



NATIONAL BUSINESS EDUCATION  
ASSOCIATION  
1926 Association Dr.  
Baltimore, MD 21201

NATIONAL CENTER FOR BILINGUAL  
EDUCATION  
2800 Wilson Blvd.  
Suite 500  
Arlington, VA 22209

NATIONAL COUNCIL FOR THE SOCIAL  
SCIENCES  
3330 R St., N.W.  
Washington, D.C. 20008

NATIONAL COUNCIL OF TEACHERS OF  
ENGLISH  
1111 Canyon St.  
Ypsilanti, MI 48197

NATIONAL COUNCIL OF TEACHERS OF  
MATHEMATICS  
1926 Association Dr.  
Baltimore, MD 21201

NATIONAL ORGANIZATION FOR EDUCATION  
CENTER FOR BILINGUAL EDUCATION  
2000 N. Lane  
Nashville, TN 37203

NATIONAL EDUCATION ASSOCIATION  
1201 16th St., N.W.  
Washington, D.C. 20005

1201 16th St., N.W.  
Washington, D.C. 20005  
P.O. Box 5700  
Newlyn Station  
Arlington, VA 22209

FOR DELTA KAPPA  
1700 R and Wilson Avenue  
P.O. Box 700  
Washington, DC 20007

NBAE EDUCATION ASSOCIATION  
1201 16th St., N.W.  
Washington, D.C. 20005

SELECTED PUBLICATIONS OF THE  
CALIFORNIA STATE DEPARTMENT OF  
EDUCATION  
Bureau of Publications  
271 Capitol Mall  
Sacramento, CA 95834

SOCIAL SCIENCE EDUCATION CONFERENCE  
101 Woodlawn  
Boulder, CO 80501

SPENCER COMMUNICATION ASSOCIATION  
1004 Leesburg Pike  
Falls Church, VA 22041

SUPERINTENDENT OF DOCUMENTS  
Government Printing Office  
Washington, D.C. 20540

TEACHERS OF ENGLISH TO SPEAKERS OF  
OTHER LANGUAGES (TESOL)  
School of Language and Linguistics  
Georgetown University  
Washington, D.C. 20057

NATIONAL ASSOCIATION OF ELEMENTARY  
SCHOOL PRINCIPALS  
1801 N. Moore St.  
Arlington, VA 22209

NATIONAL ASSOCIATION OF  
INDEPENDENT SCHOOLS  
1001 Ave.  
2 Liberty Square  
Brynar, PA 19008

NATIONAL ASSOCIATION OF SECONDARY  
SCHOOL PRINCIPALS  
1926 Association Dr.  
Baltimore, MD 21201

NATIONAL ASSOCIATION OF STATE  
BOARDS OF EDUCATION  
244 R. Capitol St., N.W.  
Suite 500  
Washington, D.C. 20005

NATIONAL ASSOCIATION OF STATE

NATIONAL INSTITUTE ON DRUG ABUSE  
100 Research on Drug Abuse  
1000 Flamingo Ln.  
Baltimore, MD 21207

NATIONAL RETIRED TEACHERS ASSOCIATION  
1801 N. St., N.W.  
Washington, D.C. 20005

NATIONAL SCHOOL PUBLIC RELATIONS  
ASSOCIATION  
1801 N. Moore St.  
Arlington, VA 22209

NATIONAL SCIENCE TEACHERS ASSOCIATION  
1742 Connecticut Ave., N.W.  
Washington, D.C. 20009

NATIONAL/STATE LEADERSHIP  
TEACHERS ASSOCIATION ON THE GIFTED  
AND THE TALENTED  
214 R. Moore St.  
Arlington, VA 22209

**READING THERAPY**  
"From the Publisher" lists annotations with order information

**AMERICAN EDUCATION**  
"Recent Publications" briefly summarizes 1968 publications

**AMERICAN JOURNAL OF EDUCATION**  
"Book Reviews" has brief list with extensive review

**AMERICAN SCHOOL BOARD JOURNAL**  
December issues list top books for the year

**CHILDREN EDUCATION**  
"Books for Children" has brief reviews and "Books for Adults" lists books with review length review

**EDUCATIONAL EDUCATION**  
"Book Reviews" includes one or two annotations

**EDUCATIONAL LEADERSHIP**  
"Reviews" covers four or five annotations

**THE ELEMENTARY SCHOOL JOURNAL**  
"From the Publishers" has brief reviews only

**THE ENGLISH JOURNAL**  
"NCTE Publications" has three with brief reviews and "Teaching Materials" is set in every issue

**HANDBOOK EDUCATION REVIEW**  
"Book Reviews" is extensive scholarly reviews

**THE HIGH SCHOOL JOURNAL**  
"Reviews" are extensive

**THE HISTORY TEACHER**  
"Reviews" of books, maps and records and maps

**INDEPENDENT SCHOOLS**  
"Reviews" has several reviews of various length

**JOURNAL OF LEARNING DISABILITIES**  
"Book Reviews" is one long review

**JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION**  
"Reviews" contains a few long reviews and "Telegraphic Reviews" has several brief reviews

**JOURNAL OF READING**  
"Reviews" has several reviews of long reviews

**LANGUAGE ARTS**  
"Looking on the" has professional resources with reviews which often refer to a central theme; "NCTE Publications" has several brief reviews and "Book Reviews" has reviews of current juvenile literature

**LEARNING**  
"Book Reviews" has a few lengthy reviews

**LIBRARY JOURNAL**  
"Professional Reading" is for librarians;  
"Classical" is a brief guide to classics and other spheres;  
"Magazines" reviews magazines from several disciplines;  
"The Book Review" includes several pages of reviews divided by subject, as well as an index to reviews and professional reading; and there are several issues for "New Publishing Books"

**THE MATHEMATICAL TEACHER**  
"New Products, New Progress, New Publications" lists new progress and reviews products, as well as reviews NCTE publications

**PHYSICAL EDUCATION JOURNAL**  
"Books to be Read" is a short list with reviews

**NATIONAL ELEMENTARY PHYSICAL EDUCATION'S JOURNAL**  
"Physical's Bookshelf" has one long annotation review

**WEST GAZETTEER**  
"Book Books" has several short to medium length reviews

**THE PHYSICIAN AND EDUCATION JOURNAL**  
"Reviews" has several reviews of long reviews

**THE SCIENCE CAPPER**  
"Books" has several reviews which run up to three columns long

**THE READING TEACHER**  
"Critically Speaking" reviews books for children, 1968 and assessment tests, instructional materials; yearly index to reviews is in the May issue

**THE SCHOOL CURRICULUM**  
"Reviews" contains several long reviews

**SCHOOL SCIENCE AND MATHEMATICS**  
"Book Perspectives" has brief reviews; "Book Reviews" has longer reviews

**SOCIAL EDUCATION**  
"Book Reviews" contains several reviews, one column long

**TEACHER**  
"Looking Up" covers professional materials, children's books, class sets, etc.

**YOUTH EDUCATION**  
"Books" covers three to four books with reviews;  
"From and Unpublished" has three or four brief reviews

area and ask them who they would recommend. The jobber should be able to offer a clear service contract that outlines responsibilities and services. Some possible considerations in selecting a jobber are outlined below.

#### Considerations in Selecting a Jobber

- Does the jobber provide a customer service representative for the project? This will save much confusion as the service contract time runs on.
- Will the jobber handle return claims? Adjustments for returned titles?
- Will the jobber handle adjustments for discontinued titles?
- What about issues that are never received? Will the jobber help secure copies to ensure a complete collection?
- How will the jobber be paid? Will it post-date invoices when necessary?

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#### USING A PERIODICALS JOBBER

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If the information search service subscribes to a large number of periodicals, it may decide to use a periodicals jobber, a commercial service which minimizes the clerical details of maintaining periodical subscriptions. In most cases a one-year batch order is compiled by the search service. The jobber then responds with a fee for the service, based on the journal titles which were ordered. If a good jobber is chosen, the search service should be fairly free of problems concerning journal subscriptions. Most jobbers will handle problems such as gaps in delivery, discontinued journals, and fee adjustments.

in a brief listing or catalog advertisement may turn out to be very different "in hand." If the item is to be included in the collection, it should be stamped and dated and entered in the project's processing system.

The size of the search service collection, the budget, and staff experience will influence the processing system. There are standardized processing services available through OCLC, Inc., a library service organization used by over 2100 libraries throughout the nation. OCLC generates bibliographic information on materials from its central collection in Ohio, and also incorporates bibliographic entries submitted by network members throughout the country. A library or an information center can hook into the OCLC service through a computer terminal. Although such a standardized service can eliminate much of the work required in processing individual titles, the specialized needs of an information search service collection will probably negate much of the benefit of such a centralized record. A variety of other services

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#### INFORMATION SEARCH SERVICES

- Is there an automatic renewal service, or is there a yearly option to renew?
- Will the jobber allow a common expiration and starting date? Since most educational journals start their new issues around September, this will make ordering much easier.

#### PROCESSING AND CATALOGING

After ordering decisions are made and the materials arrive, an efficient process must be established to ensure that the staff

has easy access to the search service resources. Each new item

are offered by OCLC, however, such as an acquisitions subsystem, research project, and serials control. For further information, contact OCLC directly.

OCLC  
User Services Division, OCLC  
1125 Kinnear Road  
Columbus, Ohio 43212  
614/466-3661 or TOLL 800-462-1650

The Texas CITE Project has adopted an abbreviated cataloging process which uses no author access and includes no in-depth cataloging. The project lists their materials in three indexes: SHELF LIST, TITLE LIST, and PUBLISHER'S CARDS. Entries are typed on a sheet of paper, then photocopied onto card stock. A CITE cataloger can process from twelve to twenty titles in an eight-hour day. A PROCESS FOR CATALOGING SHELF MATERIALS has been developed, describing in detail Project CITE's cataloging process. It is reproduced on pages 58-59.

Project CITE divides its print collection into four categories: (1) SHELF MATERIALS (books, monographs, reference works), (2) PERIODICALS, (3) VERTICAL FILES and (4) SEARCH FILE (records of completed searches).

### Shelf Materials

Shelf materials are organized in subject categories from a list of about 70 general topic areas. Broad categories that contain large numbers of materials are further divided into numeric sub-groups. CITE SHELF LIST CATEGORIES are provided in Appendix A, page 137.

Includes materials on all areas of study which teach control and proficiency in the use of the English language, both oral and written. Includes English Education. See also READING, BILINGUAL EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

0001 - 0999 General  
(Grammar, Activities, Methods,  
Research, etc.)

1000 - 1999 Oral Communication

See also EARLY CHILDHOOD

2000 - 2999 Composition/Writing

3000 - 3999 Listening

4000 - 4999 Spelling

5000 - 5999 Study Skills

See also CONTENT READING

6000 - 6999 Poetry & Plays

7000 - 7999 Miscellaneous

(Mass Communication,  
Science Fiction, News-  
papers, etc.)

### Periodicals

Periodicals in the CITE collection are stored by title. Many journals have a one-month limitation on accepting claims for refunds, so a close watch should be kept to assure that the current issue has arrived for each title. To aid in searching the journal collection, the search service should keep copies of each journal's yearly index. In addition, a collection of the content pages of past issues can often help searchers quickly determine if an article is on target for the search topic.

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LANGUAGE ARTS is a good example of a broad category that has been divided into sub-groups.

### Vertical Files

Vertical Files in the CITE collection provide handy storage for a variety of valuable materials. They allow access to those small, unwieldy or easily-lost materials that do not fit on a standard book shelf. Once the project is included on several mailing lists, potential resources for the vertical file collection will arrive every day. The files are also fed by results of searches and relevant journal articles. It is useful to photocopy tables of contents from journals and add them to the appropriate file. Vertical files should be cross-referenced to other resources in the center. Index terms can be more specific for these materials than the shelved materials allow. Terms used by Project CITE for their vertical files are listed on pages 60-67.

### Search Files

Unique to an information search service is a SEARCH FILE which provides a history of past searches. This is a continually expanding file most usefully accessed by subject terms. ERIC descriptors that have been used to run the computer search are an easy guide to indexing the search histories for inclusion in the file. Outlining the search strategy used, as well as listing specific titles that were recommended, gives a good picture of the search and provides invaluable guidance for new requests on similar topics. In lieu of copying and storing each information search, which presents a staggering vision of storage problems and photocopying costs, the search file lets the searcher base new searches on past experiences.

1.1 Assign book code. The book code is composed of a 3 letter subject code and a 4 digit numeric code.  
 e.g. AEI - ACCOUNTABILITY  
 0006 - 1 (from catalogue) under ACCOUNTABILITY

1.1.1 Study file and decide what subject category it should be placed under. (See SHELF CODE LIST for reference.)

1.1.1.1 If the chosen subject category is subdivided, determine the appropriate subdivision.

1.1.2 In pencil write the assigned letter code in the upper right hand corner of the title page.

1.1.2.1 If a subject code with subdivisions is used, also write the first 1 or 2 digits necessary to indicate which subdivision is assigned.

1.1.3 Determine the appropriate numeric number by referring to the shelf list. The blue card at the beginning of each subject area is a record of how many items are classified under that area; simply use the next sequential number.

e.g. LM Language Arts  
 0001, 0002-0009, 00010...  
 0001  
 0002  
 0003  
 0004

1.1.4 Add the number to be used to the list of numbers on the appropriate blue card.

1.1.5 In pencil write the 4 digit code, with the letter code in the upper right hand corner of the title page.

e.g. LM  
 0004  
 Teaching English  
 Harter Publishing, Inc.  
 Sparks, New York, New York

1.1.6 Type book code on shelf write label and affix it to the lower left corner of front of acquisition.

e.g.  
 127  
 0006



1.2 Record and file cataloguing information.

1.2.1 Determine and record the following information for each monograph:

Title	Serial	If applicable
Author(s)	Content	
Place(s) of Publication		
Publisher(s)		
Date of Publication		
Assigned Book Code		

(As always with cataloguing materials, there will be variations and ambiguities. Generally AACR is followed within the limited cataloguing used here. Specific precedents are recorded in appendix A.)

1.2.2 The cataloguing information is typed in the following format:

AAA	TITLE / Author(s) -- Place of Publication
0000	Publisher, Date.
	Serial if applicable
	Content

1.2.2.1 Cataloguing information for 4 items is typed per page in the position needed for copying onto perforated card stock.

e.g. See following pages

1.2.3 Each typed page of cataloguing information is xeroxed onto card stock 3 times.

1.2.4 File catalog cards and monograph.

1.2.4.1 Card stock is to be torn into cards along perforated lines.

1.2.4.2 Those catalog cards which contain more than one publisher are copied again for each additional publisher.

1.2.4.3 The 3 copies of each card (more if additional publishers are recorded) are separated into:

Title cards  
Shelf list cards  
Publisher cards

1.2.4.3.1 On publisher cards the publisher is highlighted to aid in filing and retrieving.

1.2.4.3.2 Title cards are marked with a red strip on upper left top.

1.2.4.4 Cards are filed in appropriate drawer:  
Title and Publisher - alphabetically  
Shelf-list - by book code

1.2.4.5 Monographs are placed on shelf in appropriate category.

Administration	CBE - tests	Humanistic Education
Affective Education	Composition	Humanities
Aged	Computers	Hyperactivity
Air Conditioning (Schools)	Concept Teaching	IGE (2 vol.)
Alternative Education (2 vol.)	Consultants/ Consultation	Individualized Instruction
Art Education	Consumer Education	Innovation
Attendance	Cooperative Learning	Inquiry Learning
Back to Basics	ESL	Inservice
Behavior Mod	Evaluation	Instructional Materials
Behavioral Objectives	Evaluation - Administrator	Interdisciplinary Education
Bilingual Education (3 vol.)	Evaluation - Observation	Interpersonal Competence
Blacks	Evaluation - Programs	Journalism Education
Buckley Amendment	Evaluation - Student	Kindergarten
Career Education	Evaluation - Teacher	Language Arts - General
Career Education (Bilingual)	Family Life	Language Arts - Elementary
Career Guidance	Flexible Scheduling	Language Arts - Secondary
Censorship	Finance	Leadership
Change Agency	Fine Arts	Learning Centers (2 vol.)
Cheating	Foreign Languages	Learning Styles
Child Abuse (2 vol.)	Foster Children	Learning - What Affects It?
Child Find Project	Functional Literacy	Legislation
Citizenship Education	Gallup Polls	Lesson Plans
Collective Bargaining	Games	Libraries
Communication	Gifted (2 vol.) (II - Resources)	
Communication Skills	Gifted (Conf. in Denver, '76)	
Community Colleges	Gifted (Ready Ref. Sources)	

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VERTICAL FILE SUBJECT HEADINGS

Ability Grouping	Community Education	Grading
Accountability	Community Involvement	Guidance and Counseling
Accountability - TX	Community Resources	Handwriting
Accreditation	Community Schools	Health Education
Action/Process Learning	Compensatory Education	Higher Education
Adult Education	Competency Based	Homework

General	Principals	- Barrier Free
Math Education - Elementary	Problem Solving Programs	- Blind
Math Education - Secondary	Promotion and Retention	- Deaf
Media	Proposal Writing	- Deaf/Blind
Meetings and Workshops	Public Relations (PR)	- Emotionally Disturbed and Autism
Mental Health	Psychology	- Instructional Materials
Metric Education	Questioning Strategies	- Laws
Middle Schools	Reading - General	- LLD
Migrant Education (2 vol.)	Reading - Elementary	- Mainstreaming
Mini-Courses	Reading - Elementary (Georgian)	- Mentally Retarded
Moral Education	Reading - Elementary (IRIs)	- Parents
Motivation	Reading - Secondary	- Physically Handicapped
Motor-Perceptual Skills	Reading - Readability	- Physical Fitness/Rec.
Multicultural Education	Reality Therapy	- Programs
Music Education	Right to Read	- Resources/Bibliography
Needs Assessment	Safety Education	- Secondary Education
NIE (2 vol.)	School Board Policy	- Severely/Profoundly/Multiple (2 vol.)
Non-Public Schools	Science Education	- Sheltered Workshops
Nutrition (2 vol.)	Secondary School Reform	- Speech and Communication
Occupational Therapists	Self Contained Classrooms vs. Departmentalization	Student Records
Open Education	Self-Concept	Student Rights
Options in Education	Sex Education	Student Services
Oral History	Scope and Sequence	Student Teachers
Outdoor Education (2 vol.)	Size Effects (Class and School)	Study Skills
Paraprofessionals	Slow Learners/Underachievers	Stuttering
Parent-Community Involvement	Small Schools	Superintendents
Parenting	Social Science (3 vol.)	Supervisors
Peers		Suspension and Expulsion
Performance Contracts		Teacher - Beginning
Physical Education (PE)		Teacher Centers
Planning and PPBS		Teacher Competencies
		Teacher - Ed./Certification

Teacher - Recruit/Select

Teachers

Teacher Unions

Team Teaching

Television

Test and Testing - General

Test and Testing - Results

Test and Testing -  
Specific Tests

Texas Assessment Project

Unobtrusive Measures

Urban Education

Volunteers

Values Clarification

Vandalism

V.D. (2 vol.)

Visiting Teachers

Vocational Education - General

- Agricultural Education

- Distributive Education

- Follow-up Studies

- Health Occupation Education

- Homemaking Education

- Industrial Education

- Office Education

- Special Education

- Working Programs

Women (2 vol.)

Year Round Schools

## COMPUTER RESOURCES

5

*The use of computers to retrieve information is one of the core activities of an educational information search service.*

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The use of computers to retrieve information is one of the core activities of an educational information search service. Computer access allows searches of vast quantities of information and rapid compilation of selected resources. An individual search is the result of a planned, targeted strategy to select materials which fit the specific dimensions of one, special question. Not only does use of a computer cut down the time needed to search for appropriate materials, but it allows examinations of a much larger data bank than would ever have been possible by a manual (i.e. "human") search.

#### DATA BASES

There are numerous data bases currently available which store all types of information—business, science, language—nearly any area. New data bases continue to be introduced when some field or format is not being adequately covered. Some of these data bases are generated by private companies, such as the New York Times Information Service, which stores information from a variety of newspapers and business journals. Others are supported by government funds, such as the ERIC data base, which serves as the major information resource for education. A list of data bases which have been found to be most useful in an educational information service appears on page 68.

own data bases. In other cases, the bases are sold to a commercial vendor, who in turn sells the bases to users. Three large commercial vendors with data bases pertinent to education are Bibliographic Retrieval Services, Inc., Lockheed Retrieval System, and System Development Corporation. They are known as BRS, LRS, and SDC.

BRS  
BIBLIOGRAPHIC RETRIEVAL SERVICES, INC.  
782 Corporation Park  
Scotia, New York 12302  
1/800/833-4701

LRS  
LOCKHEED RETRIEVAL SYSTEM  
3251 Hanover Street  
Palo Alto, California 94304  
1/800/227-1960

SDC  
SYSTEM DEVELOPMENT CORPORATION  
2500 Colorado Avenue  
Santa Monica, California 90406  
1/800/421-7229

COMMERCIAL DATABASE VENDORS

Each commercial vendor has a particular area of emphasis and charges different rates for use of its collection of data bases. Many data bases are accessible through at least two of the vendors and some are available through all three. Experience has shown that it is useful to subscribe to at least two vendors, in case one becomes temporarily inoperative. Many search services use all three. DATABASES FOR EDUCATION INFORMATION, on page 68, gives a price comparison of the three vendors for a selected list of data bases that are particularly useful for educational information. You will note that BRS requires a contract for a certain number of on-line hours per year.

Each vendor provides initial training in the use of its particular system, explaining unique language, strategies and output formats. In addition, vendors continually update the systems, with new shortcuts and more efficient ways to access the information. These new topics are addressed at periodic training sessions designed for clients.

Each person who searches computer bases will have a preferred commercial vendor. Often the system on which one is trained is the favorite, since its language and system strategy is learned first. Some searchers note quicker turn-around time, or more flexible language structure as pluses for one system over another. Any new service should contact all three vendor companies and determine what benefits each offers and which is the most attractive.

DATA BASES FOR EDUCATIONAL INFORMATION

	BCP*	LCF*	MLF*
State-to-State	contract basis	none	none
College	\$5/yr	\$5/yr	\$5/yr
Library	None	\$5/yr	\$5/yr
ERIC	\$100-\$150/yr E. Page	\$100/yr E. Subscription (File 41)	\$100/yr E. Subscription
GOEN	\$21-\$35/yr E. Page	\$25/yr E. Subscription (File 42)	-
Foundation Directory	-	\$25/yr E. Subscription (File 43)	-
Foundation Grants Index	-	\$25/yr E. Subscription (File 43)	-
Comprehensive Dissertation Index	\$14-\$20/yr E. Page	\$25/yr E. Subscription (File 45)	\$25/yr E. Subscription
Language & Language Behavior Abstracts	-	\$25/yr E. Subscription (File 46)	-
ERIC User's Instructional Materials Info. System	\$14-\$20/yr E. Page	\$25/yr E. Subscription (File 46)	-
NIOS (User's Info. Center for Ed. Media)	-	\$25/yr E. Subscription (File 46)	-
Register Index	-	\$25/yr E. Subscription (File 47)	-
Psychological Abstracts	\$14-\$20/yr E. Page	\$25/yr E. Subscription (File 47)	\$25/yr E. Subscription
Social Science (SSCI)	\$21-\$35/yr E. Subscription	\$25/yr E. Subscription (File 47)	\$25/yr E. Subscription
Geographical Abstracts	-	\$25/yr E. Subscription (File 47)	\$25/yr E. Subscription
ERIC (Paper Paper Index)	-	-	\$25/yr E. Subscription
National Newspaper Index	-	\$25/yr E. Subscription (File 47)	-
Newssearch (Daily)	-	\$25/yr E. Subscription (File 47)	-

\* Prices as of Jan. 1980.

\*BCP - Bibliographic Control Service  
\*LCF - Licensed Control Service  
\*MLF - Licensed Control Service

## TELENET AND TYMNET

When conducting a search, the user will need to hook up with the vendor through some sort of communication structure. The two commercial networks available are Telenet and Tymnet. Using both will provide the search service a backup should one be out of order. Communication networks provide inexpensive telecommunication between the computer terminal and the data base vendor. Telephone numbers for these two networks are listed pages 76-77. If the search service is not located in a city which is served by Telenet or Tymnet, it may be necessary to use the more expensive WATS line or long distance telephone service.

## ADDITIONAL AIDS

There are numerous aids and materials available to help searchers effectively use a computer-based information system. The vendors provide a variety of training sessions which give an introduction and periodic updates to vendor clients. These sessions can usually be conducted at the client's location. System manuals, each costing from \$15.00 to \$25.00 are essential purchases to guide searchers after the trainer has gone. Newsletters from each of the vendors, listing new developments and changes, will start arriving as soon as the client starts using the system. Should an immediate problem arise that cannot be explained by the system manual or newsletter, each system provides on-the-spot assistance through its toll-free number.

SEARCHERS by Karen Markery and Pauline Atherton (\$6.00 from the ERIC Clearinghouse on Information Resources). There are several excellent periodicals for the database searcher who wants to keep up on professional literature concerning all data bases.

**PROFESSIONAL LITERATURE**

**ONLINE**  
(\$52.00/quarterly)

Online, Inc.  
11 Tannery Lane  
Weston, CT 06883

**ONLINE REVIEW**  
(\$50.00/quarterly)

Learned Information  
299 West 57th Street  
Suite 1210  
New York, NY 10019

**DATABASE**  
(\$52.00/quarterly)

Online, Inc.  
11 Tannery Lane  
Weston, CT 06883

Data bases publish searching tools which are specific to their individual characteristics. The ERIC data base provides a THESAURUS, a list of terms used to index ERIC documents (\$13.00). The ERIC THESAURUS is essential for anyone searching the ERIC system. A series of monthly and yearly indices entitled RIE (RESOURCES IN EDUCATION—\$42.70/year) and CIJE (CURRENT INDEX TO JOURNALS

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without assistance from the computer and to formulate strategy as well. If another data base, such as PSYCHOLOGICAL ABSTRACTS or EXCEPTIONAL CHILD ABSTRACTS is used, similar data base-specific materials will be necessary.

### THE TERMINAL

The manager of the computerized search service will have to determine what kind of computer terminal will be needed. Due to rapid technological improvements and resulting price changes, most services find it useful to lease terminals from a company, changing models as advantages become apparent. If the service plans to include a schedule of demonstrations throughout its client group, the advantages of a portable terminal that can illustrate on-the-spot searches should also be considered.

An excellent, exhaustive article entitled "The Intelligent Person's Guide to Choosing a Terminal for Online Interactive Use," was published in two parts in ONLINE (Part I: January 1977; Part II: April 1977). The article discusses such considerations as purchases versus lease options, information display devices, portable or non-portable sizes, and, of course, cost considerations. Although prices have changed since 1977, comparison criteria are still useful. Discussions with sales representatives from the various companies that offer terminals will provide more up-to-date information for the purchaser or leasor.

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## THE SEARCH

The searcher's skill in using the terminal and manipulating index terms and system language will increase as experience grows. A technique called Boolean Logic is at the heart of most computer searches. Briefly, Boolean Logic is the process of setting up inclusive and exclusive "sets" of terms in order to retrieve items that fit the user's question. As the searcher becomes familiar with the data base's indexing strategies and terms, matches of these structured sets can lead to successful, manageable results.

For example, a searcher may call up a series of terms on career education as a first set. All aspects of the topic will be listed in this inclusive set. Then a second set is constructed which uses terms to retrieve information on community-based programs. A third set of terms which are applied to adult education is then established. Combining these three large sets, the searcher uses a command which eliminates materials not part of all three. The result should provide items that deal with some aspect of community-based career education programs for adults. For an introduction to strategy formation, there is a useful article entitled "How to Prepare for a Computer Search of ERIC: A Non-Technical Approach," by Judith Yarbrough (ED 110-096).

The service may want to establish a cut-off margin for the number of citations provided in a standard search. Even though a user may request "Everything about career education," fifty of the

most current entries in the ERIC system may well prove sufficient. Such limits can be determined when the user submits the question.

Unless the searcher is very confident of the strategy used for the question, a quick look at a sample of the titles which were selected (called "hits") is useful before signing off and ordering the print-out. After a search has been submitted through the computer terminal, a period of about five days will elapse before the printed result is sent back from the database vendor. The searcher can then examine the search, highlighting those items which seem especially on target for the question. Other parts of the search response, gathered from the in-house resource base, can then be packaged with the computer printout and sent to the user. Even with a cautionary look at sample titles, occasionally the response is not what the searcher anticipated. In such cases, a new computer search will have to be submitted.

#### BACKING UP THE SEARCH

The computer print-out of an ERIC search gives the user a bibliographic listing of documents and journal articles. This is an intermediate step for the user who is trying to obtain an answer to an information request. Fortunately, the ERIC system not only indexes titles in its collection, but also microfilms most of the documents in its data base. Thus, an educational information search service should plan to purchase the ERIC microfiche as back-up for searches. This collection contains approximately 200,000 titles to-date. The search service will have to invest approximately \$22,000 for the initial purchase for

the microfiche, which goes back to 1966, and another \$2,000 a year for monthly updates of the collection. Approximately 1,300 titles are added each month. All microfiche materials carry an ERIC Document (ED) number and include a variety of formats and information: reports, guidebooks, manuals, research summaries, etc.

If the search service plans to provide copies of ED materials to its clients, a copier will be needed to replicate microfiche in mass quantities. Additionally, a copier which transfers microfiche to paper copy is a very attractive addition to the service. The ERIC system will also transfer the microfiche document to "hard" (or paper) copy through the EDRS (ERIC DOCUMENT REPRODUCTION SERVICE).

EDRS  
ERIC DOCUMENT REPRODUCTION SERVICE  
P.O. Box 190  
Arlington, Virginia 22210  
(703) 841-1212

Journal and magazine articles which carry an "EJ" number often are not included in the microfiche collection. Copyright restrictions which are not a factor for most ED materials, do not allow the unlimited reproduction of journal articles via microfiche. Some search services provide copies of EJ's; while others ask their clients to obtain copies of journal articles from local libraries. Some information resource centers encourage clients to use their local library collections or established inter-library loan networks, if available. For other, more obscure, publications, the center may subscribe to a reproduction service such as those listed on page 78.

The search service will probably subscribe to a limited number of journals, which will allow easier, quicker access to the more frequently requested titles without using such document reproduction service.

When the Texas CITE Project sends out a search with a computer print-out, it includes information on how to read an ERIC bibliography. Likewise, Oklahoma's Project SEEK provides similar information regarding its BRS/ERIC citations. These forms are reproduced in the section on Forms and Records, pages 96-97.

# TELENET AND TYMNET TELEPHONE NUMBERS FOR UNITED STATES ACCESS

<b>ALABAMA</b>			<b>COLORADO</b>			Springfield	217 753-7900	TYMNET
Birmingham	205 251-2495	TELENET	Colorado Springs	303 471-5815	TYMNET	Springfield	217 753-7905	TYMNET
Birmingham	205 942-4141	TYMNET	Denver	303 573-0177	TYMNET	Urbana	217 384-0011	TELENET
Birmingham	205 326-3420	TELENET	Denver	303 629-1821	TYMNET			
			Denver	303 573-9981	TYMNET	<b>INDIANA</b>		
<b>ALASKA</b>			Denver	303 572-1107	TYMNET	Evansville	812 423-6885	TYMNET
Juneau	907 586-4611	TYMNET	Denver	303 825-0635	TYMNET	ft. Wayne	219 424-5162	TYMNET
Juneau	907 586-3060	TYMNET	Denver	303 623-0876	TELENET	Indianapolis	317 835-9630	TELENET
			Denver	303 629-8754	TELENET	Indianapolis	317 257-3461	TYMNET
<b>ARIZONA</b>						Indianapolis	317 926-1253	TYMNET
Phoenix	602 257-1552	TELENET	<b>CONNECTICUT</b>			Norton	317 662-0091	TYMNET
Phoenix	602 271-0533	TELENET	Bridgeport	203 579-7820	TYMNET	South Bend	219 234-9071	TELENET
Phoenix	602 249-8261	TYMNET	Danbury	203 743-1340	TYMNET	South Bend	219 213-4163	TYMNET
Phoenix	602 249-3862	TYMNET	Darien	203 655-8931	TYMNET			
Tucson	602 781-3561	TYMNET	Darien	203 655-7951	TYMNET	<b>IOWA</b>		
Tucson	602 622-2752	TYMNET	Hartford	203 568-2620	TYMNET	Cedar Rapids	319 363-7482	TYMNET
Tucson	602 622-2758	TYMNET	Hartford	203 569-3643	TYMNET	Des Moines	515 280-9600	TYMNET
			Hartford	203 522-0344	TELENET	Iowa City	319 354-7371	TYMNET
<b>ARKANSAS</b>			New Haven	203 789-0579	TYMNET			
Little Rock	501 372-5780	TYMNET	New Haven	203 789-0211	TELENET	<b>KANSAS</b>		
			New Haven	203 789-1800	TELENET	Kansas City	816 474-1600	TELENET
<b>CALIFORNIA</b>			Stamford	203 357-1800	TYMNET	Kansas City	816 421-3075	TYMNET
Alhambra	213 572-0999	TYMNET	Waterbury	203 755-1153	TYMNET	Shawnee Mission	913 677-0707	TYMNET
Burlingame	415 348-4982	TYMNET				Shawnee Mission	913 677-2833	TYMNET
Colton	714 824-1710	TELENET	<b>DELAWARE</b>			Topeka	617 233-0690	TYMNET
El Segundo	213 640-1570	TYMNET	Wilmington	302 737-8550	TELENET	Wichita	316 265-1241	TYMNET
El Segundo	213 640-1281	TYMNET	Wilmington	302 658-5261	TYMNET	Wichita	316 264-7384	TYMNET
Fresno	209 445-0911	TYMNET						
Garden Grove	714 891-5711	TELENET	<b>DISTRICT OF COLUMBIA</b>			<b>KENTUCKY</b>		
Glendale	213 246-0318	TELENET	Washington	703 841-0200	TYMNET	Lexington	606 253-3463	TYMNET
Glendale	213 954-8235	TELENET	Washington	703 841-9560	TYMNET	Louisville	502 459-7010	TELENET
Hayward	415 785-6520	TYMNET	Washington	703 845-9330	TYMNET	Louisville	502 361-3881	TYMNET
Hollywood	213 624-0901	TYMNET	Washington	703 524-9214	TYMNET	Louisville	502 363-2845	TYMNET
Hollywood	213 624-1521	TYMNET	Washington	703 841-2106	TYMNET	Louisville	502 589-7520	TELENET
Huntington Beach	714 558-6063	TELENET	Washington	703 841-0255	TYMNET	Louisville	502 589-7515	TELENET
Los Angeles			Washington	202 347-1400	TELENET			
(Central & East)	213 624-5230	TELENET	Washington	202 347-6093	TELENET	<b>LOUISIANA</b>		
Los Angeles	213 629-1561	TYMNET	Washington	202 347-3061	TYMNET	Baton Rouge	504 292-2650	TYMNET
Los Angeles (West & Valley)	213 622-9287	TELENET				Baton Rouge	504 292-4050	TYMNET
Los Angeles	213 429-3451	TYMNET	<b>FLORIDA</b>			Lafayette	318 235-3501	TYMNET
Los Angeles	213 683-0451	TYMNET	Ft. Lauderdale	305 784-6800	TELENET	New Orleans	504 524-0783	TELENET
Los Angeles	213 687-8083	TYMNET	Ft. Lauderdale	305 467-7550	TYMNET	New Orleans	504 524-4094	TYMNET
Los Angeles	213 626-0365	TYMNET	Jacksonville	904 356-0790	TELENET	New Orleans	504 586-3071	TYMNET
Los Angeles	213 629-3001	TYMNET	Jacksonville	904 721-8100	TYMNET	New Orleans	504 524-4371	TYMNET
Los Angeles	213 937-3580	TELENET	Miami	305 371-4801	TELENET	Shreveport	318 688-4664	TYMNET
Los Angeles	213 624-8365	TELENET	Miami	305 371-4822	TELENET			
Marina Del Rey	213 821-2257	TYMNET	Miami	305 374-7120	TYMNET	<b>MARYLAND</b>		
Mountain View	415 961-7971	TYMNET	Miami	305 352-7271	TYMNET	Baltimore	301 962-5010	TELENET
Mountain View	415 941-8450	TYMNET	Orlando	305 849-9600	TELENET	Baltimore	301 547-8100	TYMNET
Newport Beach	714 540-9560	TYMNET	Orlando	305 422-4058	TELENET	Baltimore	301 685-2845	TYMNET
Newport Beach	714 540-0951	TYMNET	Orlando	305 851-3530	TYMNET			
Norwalk	213 865-2066	TYMNET	Orlando	305 859-7670	TYMNET	<b>MASSACHUSETTS</b>		
Oakland	415 465-7000	TYMNET	Pensacola	904 434-0134	TYMNET	Boston	617 338-1400	TELENET
Oakland	415 465-7471	TYMNET	St. Petersburg	813 823-3223	TELENET	Boston	617 338-7495	TYMNET
Osmond/Ventura	805 659-4660	TELENET	St. Petersburg	813 536-7823	TYMNET	Boston	617 482-3386	TYMNET
Osmond/Ventura	805 487-0482	TYMNET	Tampa	813 224-9920	TELENET	Boston	617 542-0754	TYMNET
Palo Alto	415 856-9080	TYMNET	Tampa	813 223-1088	TYMNET	Boston	617 482-4677	TYMNET
Palo Alto	415 856-9930	TELENET	Tampa	813 885-5445	TYMNET	Boston	617 482-5622	TYMNET
Diverside	714 825-9372	TYMNET	West Palm Beach	305 622-2871	TYMNET	Boston	617 482-1854	TYMNET
Sacramento	916 443-7921	TELENET				Boston	617 487-2170	TYMNET
Sacramento	916 441-6550	TYMNET	<b>GEORGIA</b>			Springfield	413 781-6830	TYMNET
Sacramento	916 956-5772	TYMNET	Atlanta	404 577-8911	TELENET	Springfield	413 739-7221	TELENET
Sacramento	916 448-6262	TELENET	Atlanta	404 523-0834	TELENET			
San Carlos	415 595-0360	TELENET	Atlanta	404 659-6670	TYMNET	<b>MICHIGAN</b>		
San Clemente	714 498-3130	TYMNET	Atlanta	404 581-0619	TYMNET	Ann Arbor	313 996-0351	TELENET
San Diego	714 293-8700	TYMNET	Savannah	912 352-7259	TYMNET	Ann Arbor	313 665-2627	TYMNET
San Diego	714 293-3590	TYMNET				Ann Arbor	313 996-5995	TYMNET
San Diego	714 231-1822	TELENET	<b>HAWAII</b>			Ann Arbor	313 964-2988	TYMNET
San Francisco	415 962-5800	TYMNET	Honolulu	808 524-8110	TELENET	Detroit	313 963-8800	TYMNET
San Francisco	415 391-9325	TYMNET	Honolulu	808 574-8221	TYMNET	Detroit	313 964-5538	TELENET
San Francisco	415 421-7121	TYMNET	Honolulu	808 521-7481	TYMNET	Detroit	313 964-2988	TYMNET
San Francisco	415 391-8892	TYMNET				Detroit	313 963-3308	TYMNET
San Francisco	415 362-4307	TYMNET	<b>IDAHO</b>			Detroit	313 963-2353	TYMNET
San Francisco	415 362-6200	TELENET	Boise	208 343-4851	TYMNET	Detroit	313 963-4676	TYMNET
San Francisco	415 956-5777	TYMNET				Grand Rapids	616 459-5069	TYMNET
San Francisco	415 981-5990	TYMNET	<b>ILLINOIS</b>			Jackson	517 787-9461	TYMNET
San Francisco	415 956-5787	TELENET	Chicago	312 372-4901	TELENET	Kalamazoo	616 385-3150	TYMNET
San Jose	408 446-1470	TYMNET	Chicago	312 726-1952	TYMNET	Plymouth	313 459-8900	TYMNET
San Jose	408 446-7001	TYMNET	Chicago	312 263-3069	TYMNET	St. Joseph	616 479-2568	TYMNET
San Jose	408 446-7309	TYMNET	Chicago	312 345-4991	TYMNET	Southfield	313 569-8350	TYMNET
San Jose	408 446-8932	TYMNET	Chicago	312 368-4700	TYMNET			
San Jose	408 279-8460	TELENET	Chicago	312 641-1630	TYMNET	<b>MINNESOTA</b>		
San Pedro	213 549-5160	TELENET	Chicago	312 372-0391	TYMNET	Minneapolis	612 339-0150	TELENET
San Pedro	213 830-0775	TYMNET	Chicago	312 353-0072	TYMNET	Minneapolis	612 339-3782	TYMNET
Santa Ana	714 558-6061	TELENET	Freeport	815 233-5585	TYMNET	Minneapolis	612 339-5200	TYMNET
Santa Barbara	805 687-6119	TYMNET	Peoria	309 673-2154	TYMNET	Minneapolis	612 339-2415	TYMNET
Santa Rosa	707 526-4260	TYMNET	Rockford	815 398-6090	TYMNET			
Van Nuys	213 986-9503	TYMNET	Springfield	217 753-1362	TELENET	<b>MISSISSIPPI</b>		
			Springfield	217 753-1373	TELENET	Jackson	601 944-0860	TYMNET

# TELENET AND TYMNET TELEPHONE NUMBERS (cont'd)

## FOR UNITED STATES ACCESS

<b>MISSOURI</b>			<b>NORTH CAROLINA</b>			<b>TEXAS</b>		
Kansas City	816 474-1600	TELENET	Charlotte	704 374-0371	TELENET	Austin	512 926-4360	TELENET
Kansas City	816 421-0375	TYMNET	Charlotte	704 374-0839	TELENET	Austin	512 444-5280	TYMNET
St. Louis	314 231-8800	TELENET	Charlotte	704 372-9730	TYMNET	Austin	512 443-8191	TYMNET
St. Louis	314 241-8150	TELENET	Durham	919 549-0441	TYMNET	Baytown	713 427-1123	TYMNET
St. Louis	314 421-5130	TYMNET	Greensboro	919 379-0034	TYMNET	Beaumont	713 832-2589	TYMNET
St. Louis	314 621-4660	TYMNET	Research Triangle Park	919 549-8311	TELENET	Corpus Christi	512 882-3641	TYMNET
<b>NEBRASKA</b>			Winston-Salem	919 761-1957	TELENET	Dallas	214 748-0127	TELENET
Omaha	402 341-7570	TELENET	Winston-Salem	919 725-1414	TYMNET	Dallas	214 648-6371	TYMNET
Omaha	402 341-7733	TELENET	Winston-Salem	919 725-9252	TYMNET	Dallas	214 651-0192	TYMNET
Omaha	402 392-2970	TYMNET	<b>OHIO</b>			Dallas	214 638-5800	TYMNET
<b>NEVADA</b>			Akron	216 762-8791	TELENET	Dallas	214 688-1115	TYMNET
Carson City/Reno	702 883-6548	TYMNET	Akron	216 535-1861	TYMNET	El Paso	915 544-9590	TYMNET
Carson City/Reno	702 882-7810	TYMNET	Cincinnati	513 621-7017	TELENET	El Paso	915 532-1936	TYMNET
Las Vegas	702 733-2158	TELENET	Cincinnati	513 247-7040	TYMNET	Fort Worth	817 336-7791	TELENET
Las Vegas	702 386-1899	TYMNET	Cincinnati	218 241-0940	TELENET	Fort Worth	214 263-8271	TYMNET
<b>NEW HAMPSHIRE</b>			Cleveland	216 696-4225	TELENET	Houston	713 224-3380	TELENET
Manchester	603 669-0493	TYMNET	Cleveland	216 781-7050	TYMNET	Houston	713 225-9359	TYMNET
Nashua	603 889-8618	TYMNET	Cleveland	216 566-9801	TYMNET	Houston	713 785-4411	TYMNET
<b>NEW JERSEY</b>			Cleveland	216 781-7050	TYMNET	Houston	713 780-7390	TYMNET
Englewood Cliffs	201 894-8250	TYMNET	Columbus	614 483-1400	TELENET	Houston	713 977-4080	TYMNET
Lyndhurst	201 460-0100	TYMNET	Columbus	614 421-2270	TYMNET	Houston	713 780-7496	TYMNET
Lyndhurst	201 460-0180	TYMNET	Columbus	614 421-1650	TYMNET	Houston	713 977-7671	TYMNET
Moorestown	609 235-3781	TYMNET	Dayton	513 461-1570	TELENET	Houston	713 758-1754	TYMNET
Marlton	609 983-9650	TELENET	Dayton	513 273-3847	TYMNET	Lubbock	806 762-0136	TYMNET
Marlton	609 983-8351	TYMNET	Dayton	513 273-3847	TYMNET	Midland	915 683-9833	TYMNET
Newark	201 623-6818	TELENET	Toledo	419 243-8871	TELENET	Midland	915 683-5645	TYMNET
Newark	201 483-3737	TYMNET	Toledo	419 243-3144	TYMNET	Odessa	915 563-2745	TYMNET
Newark	201 483-5937	TYMNET	Toungstown	216 743-2294	TELENET	San Antonio	512 227-7784	TELENET
Newark	201 483-4878	TYMNET	<b>OKLAHOMA</b>			San Antonio	512 696-4002	TYMNET
Newark	201 747-0858	TELENET	Oklahoma City	405 232-4550	TELENET	San Antonio	512 699-9627	TYMNET
Piscataway	201 981-1900	TYMNET	Oklahoma City	405 232-4546	TYMNET	<b>UTAH</b>		
Princeton	609 452-8970	TYMNET	Oklahoma City	405 947-0561	TYMNET	Salt Lake City	801 364-2644	TELENET
Princeton	609 452-8560	TYMNET	Oklahoma City	405 949-0125	TYMNET	Salt Lake City	801 582-8972	TYMNET
Trenton	609 392-6301	TELENET	Oklahoma City	918 584-3215	TELENET	Salt Lake City	801 582-6060	TYMNET
Wayne	201 785-4480	TYMNET	Tulsa	918 584-3247	TYMNET	<b>VERMONT</b>		
<b>NEW MEXICO</b>			Tulsa	918 663-2220	TYMNET	Burlington	802 864-0054	TYMNET
Albuquerque	505 842-6036	TYMNET	Tulsa	918 665-2750	TYMNET	<b>VIRGINIA</b>		
<b>NEW YORK</b>			<b>OREGON</b>			Norfolk	804 625-8291	TELENET
Albany	518 445-9111	TELENET	Portland	503 241-2800	TELENET	Norfolk	804 622-0435	TYMNET
Albany	518 463-3113	TYMNET	Portland	503 243-2815	TELENET	Richmond	804 358-1941	TELENET
Buffalo	716 847-0600	TELENET	Portland	503 231-4050	TYMNET	Richmond	804 649-3050	TYMNET
Buffalo	716 856-1400	TYMNET	<b>PENNSYLVANIA</b>			<b>WASHINGTON</b>		
Buffalo	716 847-0500	TYMNET	Allentown	215 435-8268	TELENET	Richland	509 375-3367	TYMNET
Corning	607 962-5071	TYMNET	Allentown	215 433-6131	TYMNET	Richland	509 375-1975	TYMNET
Hempstead, L.I.	516 292-0320	TELENET	Erie	814 453-7145	TYMNET	Seattle	206 447-9012	TELENET
Hempstead, L.I.	516 481-6012	TELENET	Harrisburg	717 236-1190	TYMNET	Seattle	206 623-8937	TYMNET
Hempstead, L.I.	516 794-3390	TYMNET	Philadelphia	215 574-0620	TELENET	Seattle	206 625-9900	TYMNET
Huntington, L.I.	516 673-5780	TYMNET	Philadelphia	215 574-9467	TYMNET	Seattle	206 625-9937	TYMNET
New York City	212 736-7205	TELENET	Philadelphia	215 561-6120	TYMNET	Spokane	509 838-8226	TYMNET
New York City	212 736-0099	TELENET	Philadelphia	215 567-1381	TYMNET	Spokane	509 455-4071	TELENET
New York City	212 736-1800	TYMNET	Pittsburgh	412 288-9990	TELENET	Spokane	509 455-7401	TELENET
New York City	212 736-3571	TYMNET	Pittsburgh	412 288-9974	TYMNET	<b>WEST VIRGINIA</b>		
New York City	212 344-7445	TYMNET	Pittsburgh	412 765-1320	TYMNET	Charleston	304 345-2908	TYMNET
New York City	212 591-9122	TYMNET	Pittsburgh	412 261-4151	TYMNET	<b>WISCONSIN</b>		
New York City	212 350-9100	TYMNET	Valley Forge	215 666-9190	TYMNET	Madison	608 251-5904	TELENET
New York City	212 689-8910	TYMNET	York	717 846-4802	TYMNET	Madison	608 221-4211	TYMNET
New York City	212 689-8850	TYMNET	<b>RHODE ISLAND</b>			Milwaukee	414 271-2540	TELENET
New York City	212 532-8101	TYMNET	Providence	401 272-9290	TELENET	Milwaukee	414 257-3482	TYMNET
New York City	212 643-0131	TYMNET	Providence	401 274-5783	TYMNET	Milwaukee	414 257-1703	TYMNET
New York City	212 344-8211	TYMNET	<b>SOUTH CAROLINA</b>			Milwaukee	414 257-1703	TYMNET
Niagara Falls	716 295-6891	TYMNET	Columbia	803 252-0940	TYMNET	Dunkesh	414 235-6594	TYMNET
Rochester	716 454-3430	TELENET	Greenville	803 271-2418	TYMNET	<b>UNLESS OTHERWISE NOTED, NUMBERS CITED MAY BE USED FOR ANY ASCII-CODED ACCESS AT 30 CPS.</b>		
Rochester	716 248-8000	TYMNET	<b>TENNESSEE</b>			V = 120 cps with VADIC modems.		
Rochester	716 248-8350	TYMNET	Chattanooga	615 756-5856	TYMNET	B = 120 cps with half-duplex Bell 202.		
Syracuse	315 472-5503	TELENET	Knoxville	615 637-3118	TYMNET	B* = 120 cps with full-duplex Bell 212A.		
Syracuse	315 437-7111	TYMNET	Memphis	901 525-2543	TYMNET	* = 120 cps with Bell 712A or VADIC modems.		
White Plains	914 682-8727	TELENET	Memphis	901 529-0183	TYMNET			
White Plains	914 694-9361	TYMNET	Memphis	901 529-0170	TYMNET			
White Plains	914 694-8960	TYMNET	Nashville	615 244-8310	TELENET			
			Nashville	615 267-9382	TYMNET			

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This service, owned by the Xerox Corporation, is housed at the University of Michigan. It offers paper copy of journal articles and draws from holdings of about 13,000 titles. UMI charges no subscription fee. There is a charge of \$6.00 for the first copy of each article and \$1.00 for additional copies. It also offers issue reprints with a charge of 10¢ a page or a minimum fee of \$10.00 per issue. Orders must be pre-paid. They offer a 24-hour turn around time on articles. Most useful for those impossible-to-find journal articles.

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San Mateo Educational Resource Center  
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Redwood City, California 94063  
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An educational information search service, SMERC provides copies of journal articles on microfiche (75¢/sheet) or paper copy (20¢/page), plus a \$2.00 handling and postage fee. For average sized orders, SMERC claims a 24-hour turn-around time. For bulk orders, more time allowance must be made. Pre-payment or a purchase order is required for this service.

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*The basic collection for an educational information search service is the ERIC Collection*

Throughout this manual are numerous references to ERIC. A brief history and overview of the system might be useful to those who are not familiar with this important educational resource. ERIC was established in 1965 by the U.S. Office of Education in an effort to systematically control the mass of educational information, particularly research-based information, which at that time had no central storage or retrieval point. In the beginning, the "R" in ERIC stood for research: emphasis was placed on research projects and their resulting information. The acronym was soon modified to "resources" as it became apparent that excluding non-research materials would seriously limit the usefulness of the data base. The system was established to provide a foundation for subsequent information analysis activities and attempts to spread the use of current developments.

At present, ERIC is supported by funds from the National Institute of Education (NIE). As of Spring 1980 it included over 250,000 titles of research reports, curriculum guides, manuals, synthesis documents, conference proceedings, and so on. The ERIC data base does not generally list commercial materials, although some are occasionally included. Most of the information is generated from universities, educational laboratories and research centers, state and federal government agencies, and government-funded projects. Although the system consistently encourages submissions from local schools and individual teachers, such contributions form a small part of the data base.

located throughout the United States, each with a specific subject focus. These clearinghouses are responsible for acquiring literature in their respective subject areas, screening and processing (cataloguing, indexing and abstracting) the various documents, and submitting them to the central reference office in Washington, D.C. Each clearinghouse is also responsible for producing information analysis products in its area of expertise, and providing user services to designated geographical regions. The number of clearinghouses has changed over time in attempts to respond to changing emphases and needs of the educational community. A listing of the current clearinghouses with addresses and subject scope is on pages 83-84.

After documents have passed through the clearinghouse process, they are sent on to the central processing and reference facility in Washington, D.C. The documents are assigned an ED (Educational Document) or an EJ (Educational Journal) number and placed on a computer tape record. Entries are included in the monthly indices RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). Copies of the microfiche document are then sent to ERIC subscribers. There are some materials, about 15% of the ED data base, which are protected by copyright restrictions. These are not microfilmed, but are listed in RIE with availability information. Again, none of the journal articles listed in CIJE are available on microfiche, but must be obtained from other sources.

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ERIC Clearinghouse on Assessment and Evaluation  
1000 Avenue K, Suite 1000  
Alexandria, Virginia 22304  
Telephone (703) 597-8800

ERIC Clearinghouse on Assessment and Evaluation is a national clearinghouse that provides information and resources on assessment and evaluation. The clearinghouse is a national clearinghouse that provides information and resources on assessment and evaluation. The clearinghouse is a national clearinghouse that provides information and resources on assessment and evaluation.

**ERIC Clearinghouse on Educational Management**

University of Oregon  
Eugene, Oregon 97403  
Telephone (503) 343-7300

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ERIC Clearinghouse on Educational Management provides information and resources on educational management. The clearinghouse is a national clearinghouse that provides information and resources on educational management. The clearinghouse is a national clearinghouse that provides information and resources on educational management.

**ERIC Clearinghouse on Elementary and Early Childhood Education**

University of Illinois  
College of Education  
Urbana, Illinois 61801  
Telephone (312) 244-1100

ERIC Clearinghouse on Elementary and Early Childhood Education provides information and resources on elementary and early childhood education. The clearinghouse is a national clearinghouse that provides information and resources on elementary and early childhood education. The clearinghouse is a national clearinghouse that provides information and resources on elementary and early childhood education.

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**ERIC Clearinghouse on Junior College**

University of California  
P.O. Box 1000  
San Diego, California 92161  
Telephone (619) 594-1000

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# ERIC CLEARINGHOUSE'S (and Clear Network's) (Component)

The ERIC Clearinghouse has responsibilities within the network for acquiring the user-friendly educational literature within their respective areas, including the highest quality and most relevant materials, providing full-text, abstracting, indexing, and providing the original copies for users in the field, and also for providing information services products and related user-oriented tools and materials.

The main function of Clearinghouses has National user lists in response to the shifting needs of the educational community. There are currently 18 Clearinghouses. There are user lists, together with full abstracts, complete numbers, and brief notes upon describing the main title used.

ERIC Clearinghouse on Adult, Career, and Vocational Education  
1000 Avenue K, Suite 1000  
Alexandria, Virginia 22304  
Telephone (703) 597-8800

ERIC Clearinghouse on Assessment and Evaluation  
1000 Avenue K, Suite 1000  
Alexandria, Virginia 22304  
Telephone (703) 597-8800

ERIC Clearinghouse on Assessment and Cultural Studies  
1000 Avenue K, Suite 1000  
Alexandria, Virginia 22304  
Telephone (703) 597-8800

ERIC Clearinghouse on Educational Management  
1000 Avenue K, Suite 1000  
Alexandria, Virginia 22304  
Telephone (703) 597-8800



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**ERIC Clearinghouse on Languages and Linguistics**  
 Center for Applied Linguistics  
 101 19th Street, NW  
 Arlington, Virginia 22209  
 Telephone: (703) 548-4111

Linguists, linguists, teachers, curriculum developers, students of language learning, foreign and second-language learners, and researchers in foreign language acquisition, language assessment, language testing, and second language acquisition. Materials and methods books, journals, and articles for the research of these subjects.

**ERIC Clearinghouse on Reading and Communication Skills**  
 National Council of Teachers of English  
 1775 Avenue K  
 Urbana, Illinois 61801  
 Telephone: (217) 244-6000

Reading, literacy, and communication skills books and articles, journals, books, reports, research, and materials in reading, writing, and communication. Includes materials on reading, writing, and communication in general, and materials on reading, writing, and communication in specific fields, such as education, business, and industry.

All levels of reading, writing, and communication. Includes materials on reading, writing, and communication in general, and materials on reading, writing, and communication in specific fields, such as education, business, and industry.

**ERIC Clearinghouse on Adult, Vocational, and Adult Subject**  
 New South Wales University  
 Box 100  
 Liverpool, New South Wales 2157  
 Telephone: (02) 443-1111

Materials of adult education, further education, open learning, and industry. Includes materials on adult education, open learning, and industry in general, and materials on adult education, open learning, and industry in specific fields, such as education, business, and industry.

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education**  
 Ohio State University  
 1520 Cleveland Road, The Ohio  
 Columbus, Ohio 43210  
 Telephone: (614) 487-4111

All levels of science, mathematics, and environmental education. Includes materials on science, mathematics, and environmental education in general, and materials on science, mathematics, and environmental education in specific fields, such as education, business, and industry.

**ERIC Clearinghouse for Social Studies/General Studies**  
 Denver  
 871 Broadway  
 Boulder, Colorado 80502  
 Telephone: (303) 440-3600

Articles of social studies and social science content of journals, books, and a bibliography. Includes materials on social studies and social science in general, and materials on social studies and social science in specific fields, such as education, business, and industry.

**ERIC Clearinghouse on Teacher Education**  
 American Association of Colleges for Teacher Education  
 One Duane Circle, N.W., Suite 404  
 Washington, D.C. 20004  
 Telephone: (202) 462-1000

Books, journals, and articles on teacher education. Includes materials on teacher education in general, and materials on teacher education in specific fields, such as education, business, and industry.

**ERIC Clearinghouse on Tests, Measurements, and Evaluation**  
 Educational Testing Service  
 Research Unit  
 Princeton, New Jersey 08541  
 Telephone: (609) 798-6000 ext. 4116

The various educational tests, instruments of measurement and evaluation. Includes materials on tests, measurements, and evaluation in general, and materials on tests, measurements, and evaluation in specific fields, such as education, business, and industry.

**ERIC Clearinghouse on Urban Education**  
 Teachers College, Columbia University  
 Box 40  
 120 W. 125th Street  
 New York, New York 10027  
 Telephone: (212) 692-6000

The various educational tests, instruments of measurement and evaluation. Includes materials on tests, measurements, and evaluation in general, and materials on tests, measurements, and evaluation in specific fields, such as education, business, and industry.

**Department Research Information Center**  
 ERIC  
 National Institute of Education  
 Washington, D.C. 20008  
 Telephone: (202) 314-3144

**ERIC Processing & Retrieval Facility**  
 401 North Avenue, Suite 500  
 Newark, Maryland 21240  
 Telephone: (301) 524-1711

**ERIC Research Information Service**  
 P.O. Box 100  
 Arlington, Virginia 22200  
 Telephone: (703) 548-1111

**ERIC Files**  
 300 East Connecticut Street, Suite 200  
 Phoenix, Arizona 85001  
 Telephone: (602) 944-6111

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## FORMS AND RECORDS 7

Developing an effective, efficient record-keeping system is a vital part of an information search service.

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COMMUNICATING WITH THE CLIENT	94
INTERNAL RECORD-KEEPING AND COMMUNICATION	102
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Developing an effective, efficient record-keeping system is a vital part of an information search service. A record-keeping system with its accompanying forms is used to document center activities and to communicate with clients. Many times the only contact the user will ever have with the search service is through its forms. It is important that the forms be clear, concise and attractive. Over-use of forms can be time-consuming and demoralizing for staff and clients, and under-use can mean confusion for the client and the possible loss of valuable information for the service.

The development of a record-keeping system and accompanying forms is an evolutionary process. Both will change as the project progresses and determines what information is essential for clients and the project. Examples of record-keeping forms and systems developed by both Project CITE and Project SEEK are included in this section. The examples are possible models that can easily be adapted to meet the requirements of an individual search service.

#### SEARCH FORMS AND RECORDS

The most basic, useful record for an information search service is the search request form itself. Search request forms used by Project CITE and Project SEEK are reproduced on pp. 90-93. Both forms have sections for client identification and role, a space for the question phrased in the client's words, an indication of how the information will be used, and who will use it. There is also a section outlining what sources have already been consulted. All

these segments serve to clarify the client's question. In addition, they can provide data that can be used to generate financial support for the project. (See the Marketing section, pp. 108-124, for additional details.) The Project CITE request form is followed by a step-by-step explanation of its use.

The SEEK form also includes a section on the back to list the resources used by the staff in their response to the question. Project CITE keeps records on the same information by attaching the search strategy and references recommended to the form before it is stored.

Maintenance of a chronological log of search requests is a basic, daily activity. Copies of CITE and SEEK's logging forms--simple charts that provide a space for basic search information--are reproduced in abbreviated form on Page 89. As each search is completed, it is "logged out" on these forms.

After the search is logged out, the search request form, with its record of resources and computer strategy, is stored. It is useful to assign one or more (no more than three) subject terms to this record for future use. ERIC descriptors are the natural choice for such indexing, since these terms will probably have been employed when the computer search was conducted. A catalog of the subject terms must be maintained to allow easy retrieval of the search forms.

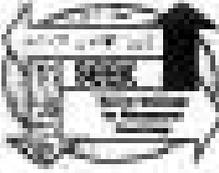
PROJECT CITE'S SEARCH REQUEST LOG

REGION \_\_\_\_\_ CITY \_\_\_\_\_ LEVEL \_\_\_\_\_ YEAR \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_ FULL OR COMPUTER ONLY = NUMBER ALONE  
 NO CONTRACT SEARCH = NCS  
 CITE ONLY = \*


PROJECT SEEK'S SEARCH REQUEST LOG

SEARCH NUMBER	DATE REC'D	REQUESTOR'S NAME & INSTITUTION	REQUESTOR'S POSITION	REQUEST	FULL SEARCH=F COMPUTER ONLY=C	SEEK ONLY (manual)	DATE SENT	TURN AROUND TIME



**SEEK**

**SEARCH REQUEST FORM**

**SEARCHER ONLY**

Search No. \_\_\_\_\_

Date Received \_\_\_\_\_

Date Completed \_\_\_\_\_

Requester's Name \_\_\_\_\_

Requester's Title \_\_\_\_\_

Address \_\_\_\_\_

State \_\_\_\_\_ City \_\_\_\_\_

Zip \_\_\_\_\_ Phone ( ) \_\_\_\_\_

The information you provide below will determine the information provided to you in response to this request. Please be sure that all pertinent information is given. Be sure to list specifics as needed.

<p><b>Level</b></p> <p><input type="checkbox"/> Postdoctoral</p> <p><input type="checkbox"/> Doctorate</p> <p><input type="checkbox"/> J. High</p> <p><input type="checkbox"/> High School</p> <p><input type="checkbox"/> Post Secondary</p> <p><input type="checkbox"/> All Levels</p>	<p><b>Date Restriction:</b></p> <p>From _____ to Present</p> <p>To _____ from _____</p>	<p><b>Search Use:</b></p> <p><input type="checkbox"/> Classroom Training Materials</p> <p><input type="checkbox"/> Speech, Audio</p> <p><input type="checkbox"/> Reproduction Planning</p> <p><input type="checkbox"/> Program Project Planning</p> <p><input type="checkbox"/> Program/Project History</p> <p><input type="checkbox"/> Information/Source Material</p>	<p><b>Search Requested By:</b></p> <p><input type="checkbox"/> Peer</p> <p><input type="checkbox"/> Friend</p> <p><input type="checkbox"/> In Person</p> <p><input type="checkbox"/> Letter</p> <p><input type="checkbox"/> SEE Staff</p>
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Please give a complete description of your request. PLEASE EXPLAIN WORDS WITH SPECIAL MEANING. PLEASE USE SPECIFIC WORDS WHICH WILL ASSIST US.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Do you have access to a terminal reader/print-out? Yes  No

Date Requested \_\_\_\_\_ Date Information Needed \_\_\_\_\_

Full Search  Manual Search Only  Computer Search Only

Next Contacted Form to: Project SEEK  
 State Department of Education  
 1000 N. Lincoln  
 Oklahoma City, OK 73106  
 (405) 505-3000

Information Copy/Copies To: \_\_\_\_\_

ANNOUNCES THIS

- |                    |                       |       |
|--------------------|-----------------------|-------|
| —Computer-ERIC     | —FEB Newsletter       | Other |
| —Computer-ERIC     | —GEE Personnel        | _____ |
| —ERIC publications | —ERIC journals        | _____ |
| —OCL               | —ERIC                 | _____ |
| —IT                | —periodicals          | _____ |
| —Staff Manual      | —pub. info.           | _____ |
| —ERIC              | —ERIC Info. Analysis  | _____ |
| —CITE              | —ERIC modules         | _____ |
| —Resource Guide    | —Emp. of Education    | _____ |
| —Education Index   | —Emp. of Ed. Research | _____ |
| —ERIC              | —ERIC                 | _____ |

FORMS AND RECORDS

COMPUTER STRATEGY—ATTACH DISPLAY

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CITE SEARCH REQUEST FORM

**CITE**  
Center for Information Technology in Education

REQUEST FORM

Request No.	_____
Ln	_____
Rev	_____
Col	_____

Name \_\_\_\_\_ Title \_\_\_\_\_  
 Institution \_\_\_\_\_ Phone # \_\_\_\_\_  
 Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**STEP 1**

**Request Statement:**

Please give us a concise statement of your request. For any I, add a question or I request specific documents, or both. Include sources and complete information, explain and elaborate those not covered. Specify sources and/or words when appropriate. Supply complete keyword phrases that you want searched.

Information returned to you will only be as accurate as that which you provide us.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STEP 2**

PLEASE CHECK THE (SEE APPROPRIATE) BOX WHICH BEST DESCRIBES THE LISTED PURPOSE OF THIS REQUEST.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Classroom Use            | <input type="checkbox"/> Classroom Materials  | <input type="checkbox"/> Program Planning         |
| <input type="checkbox"/> Books                    | <input type="checkbox"/> Journals/Staff Dev.  | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Scientific Report        | <input type="checkbox"/> Research Evaluation  | <input type="checkbox"/> Information Handling     |
| <input type="checkbox"/> Present/Planned Research | <input type="checkbox"/> Program Evaluation   | <input type="checkbox"/> Historical/Theory        |
| <input type="checkbox"/> Curriculum Development   | <input type="checkbox"/> Maintenance Planning | <input type="checkbox"/> College Curricula        |

**STEP 3**

**Source Statement:**

Please enter a narrative description of the source or subject for which the information and materials will be used.

\_\_\_\_\_

Do the best of the material in: Self, Agency, or Group

Your restriction of material from it: \_\_\_\_\_

Level within each level:

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> Pre I        | <input type="checkbox"/> Middle School  | <input type="checkbox"/> University            |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> High School    | <input type="checkbox"/> Adult                 |
| <input type="checkbox"/> Elementary   | <input type="checkbox"/> College Degree | <input type="checkbox"/> Other (specify) _____ |

**STEP 4**

How should we be contacted if we can't contact you?

- |  |   |                                      |
|--|---|--------------------------------------|
| <input type="checkbox"/> Home Library                  | <input type="checkbox"/> In Person      | <input type="checkbox"/> By Mail     |
| <input type="checkbox"/> Telephone Library             | <input type="checkbox"/> By Telephone   | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Business/Professional Library | <input type="checkbox"/> By Other _____ |                                      |

**STEP 5**

ERIC ID: _____	Agency: _____	Address: _____	City: _____
Date Requested: _____	Request Implicated by: _____	Request Type: _____	Request Status: _____
Request Type: _____	Full	Non-computer	Computer Only

**STEP 6**

Step I. Describe the Client: Note his position, school, address, etc., for your records and for future correspondence. This data may contain some clues about client status and background, the context of the problem, and questions to ask.

Step II. Define and State the Problem: Ask the client to describe explicitly what the problem is and what solution is sought. For example, is the client developing a curriculum guide, are the materials to meet a specific instructional need, etc.? Help the client expand, narrow, or qualify the specific subject, appropriate age or grade levels, and any other restrictions. Restate the problem to make sure you understood what was said and to allow the client to clarify the problem further. It may help to ask what the situation will look like when the problem is solved. Transfer the finalized search statement onto the space provided.

Step III. Define How the Information Will be Used: Ask the client how the information you provide will be used--for example, for the client, for a teacher training workshop, for a curriculum committee, for the superintendent, or district supervisor, etc. Why is the information necessary? What is the purpose or goal? The response to these questions may define the problem further (or even alter the inquiry) and also help to clarify the quantity, depth, and form of the information needed.

Step IV. Indicate the Grade Level: Check the grade level at which the requested information will be used. For example, a request for science curriculum guides would need to be limited by grade, since elementary science guides differ vastly from secondary guides.

Step V. Indicate Other Resources: Check the other sources which the client has consulted or intends to consult. This information serves as a basis for the searcher to determine what materials will be most useful for the client and to avoid unnecessary duplication.

Step VI. Complete and Sign the Authorization: Indicate a date needed only if it is an exceptional situation. Consider the nature of the information request and indicate the most suitable search type. (If so desired, the information consultant can make this decision.)

## COMMUNICATING WITH THE CLIENT

When the search is completed and sent out from the center, there are a variety of forms that can accompany or follow it. The series of forms, used by both CITE and SEEK and reproduced on pages 95-98, serve as aids to the client when using the search. The forms list titles and references that are included in the search, instructions for using the ERIC bibliography, and additional services: number of microfiche and journal articles available from the service and how to order them. CITE also sends a short, self-addressed evaluation card with each search. In six weeks, CITE mails a follow-up evaluation card to every third search request client. The follow-up evaluation card is reproduced on page 99. Negative responses on these evaluation cards can be addressed in various ways. In some instances a second attempt at the search will be necessary. In others, a clarifying telephone call will suffice.

The National Testing Service has developed a longer form, "The Immediate Feedback Form," which might provide additional suggestions for questions to include in an evaluation form. The longer form is found on page 100. On page 101 is a cover letter from SEEK who uses the form.

COVER LETTER  
SENT WITH MANUAL SEARCHES THAT DO NOT INCLUDE A COMPUTER PRINTOUT

<small>J. D. GIDDENS ASST. SUPERINTENDENT INSTRUCTION</small>	<small>JACK STRAHORN ASST. SUPERINTENDENT STATE FEDERAL</small>	<small>S. H. MC DONALD ASST. SUPERINTENDENT FINANCE</small>
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**State Department of Education**

LESLIE FISHER, Superintendent  
LLOYD GRAHAM, Deputy Superintendent  
TOM CAMPBELL, Associate Deputy Superintendent  
2500 North Lincoln Boulevard  
Oklahoma City, Oklahoma 73105

Re: Search Number \_\_\_\_\_

Thanks for your information request. The results of our search are enclosed, along with instructions for use and ordering additional materials.

In processing your request for information, we have used a variety of resources; e.g. ERIC (Educational Resources Information Center), other computer data bases, State Department of Education Resource Base, Oklahoma Department of Libraries, other Oklahoma agencies, and many other sources—both individual and organizational. As many of our searches are done on computer data bases, the results may be in a somewhat unfamiliar format which may take some study on your part.

We hope we have helped answer your questions. If not, please let us know, and we will try again. Your response is taken seriously and does make a difference. If you need additional information or have any other comments or questions, please write or call.

Sincerely,

Project SEEK Staff  
(405) 521-3491

Enclosures:



## HOW TO USE THE INFORMATION SEARCH SERVICES

Adjusted in a computerized search produced in a one request from the following data base

Since each data base has materials in its own unique way, using different abbreviations, we are providing information about the data base and what the abbreviations mean so that you can understand the results or products derived.

## HOW TO ORDER MATERIALS CITED IN BIBLIOGRAPHY

The materials cited in this bibliography are not available through Project ERIC. They may be obtained from the original source as noted in the citation or from your nearest library through interlibrary loan.

## ADDITIONAL NOTES

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## HOW TO ORDER ERIC MATERIALS

## EDUCATIONAL DOCUMENTS—

The full text of most educational documents cited in the attached ERIC bibliography is available on microfiche or in hard copy. If you do not have immediate access to microfiche reader in your building, many are available in schools, colleges and universities, and state employment offices. For information regarding a reader in your area, please contact the Project ERIC staff.

Each search by Project ERIC includes two copies in microfiche or on tape. These may be ordered on the enclosed ORDER FORM FOR ERIC DOCUMENTS. Each title selected must have an ED number. Hard copies of these documents are available at cost from ERIC (ERIC Document Reproduction Service, P.O. Box 199, Arlington, Virginia 22201). When the ED citation indicates "NOT AVAILABLE FROM ERIC" where a price should appear, Project ERIC will not have the document in its files either. These documents should be obtained from the original source, as noted in the citation, or from your nearest library through interlibrary loan.

## EDUCATIONAL JOURNAL ARTICLES—

While journal articles are cited in the bibliography, most of these are not available from Project ERIC or ERIC, however, reprints may be obtained from your nearest library through interlibrary loan, or from Article Copy Service-ACS, University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

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12. RESULTS

13. DISCUSSION

14. CONCLUSIONS

15. REFERENCES

16. NOTES

17. APPENDICES

18. TABLES

19. FIGURES

20. OTHER

21. COMMENTS

22. EVALUATION

23. RECOMMENDATIONS

24. DISTRIBUTION

25. AVAILABILITY

26. COSTS

27. BUDGET

28. PERSONNEL

29. EQUIPMENT

30. MATERIALS

31. DATA

32. ANALYSIS

33. INTERPRETATION

34. VALIDATION

35. RELIABILITY

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INFORMATION PROVIDED BY PROJECT CITE

INFORMATION PROVIDED BY PROJECT CITE

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98. SOCIAL

99. CULTURAL

100. HISTORICAL

**ERIC**<sup>®</sup>

**D7**

**2** Full Text Provided by ERIC

**INFORMATION SEARCH SERVICES FOR EDUCATORS**  
**ADAMS, SHARON; AND OTHERS** **SOUTHWEST EDUCATIONAL DEVELOPMENT LAB.**  
**AUSTIN, TEX.**  
**80 145P**



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Send microfiche to:

Name \_\_\_\_\_ Position \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone ( )- \_\_\_\_\_

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COMPUTER RESOURCES

ORDER FORM FOR ERIC DOCUMENTS



Project SEEK  
 Oklahoma State Department of Education  
 2500 North Lincoln  
 Oklahoma City, Oklahoma 73105  
 405.521.3491

ORDER FORM FOR ERIC DOCUMENTS

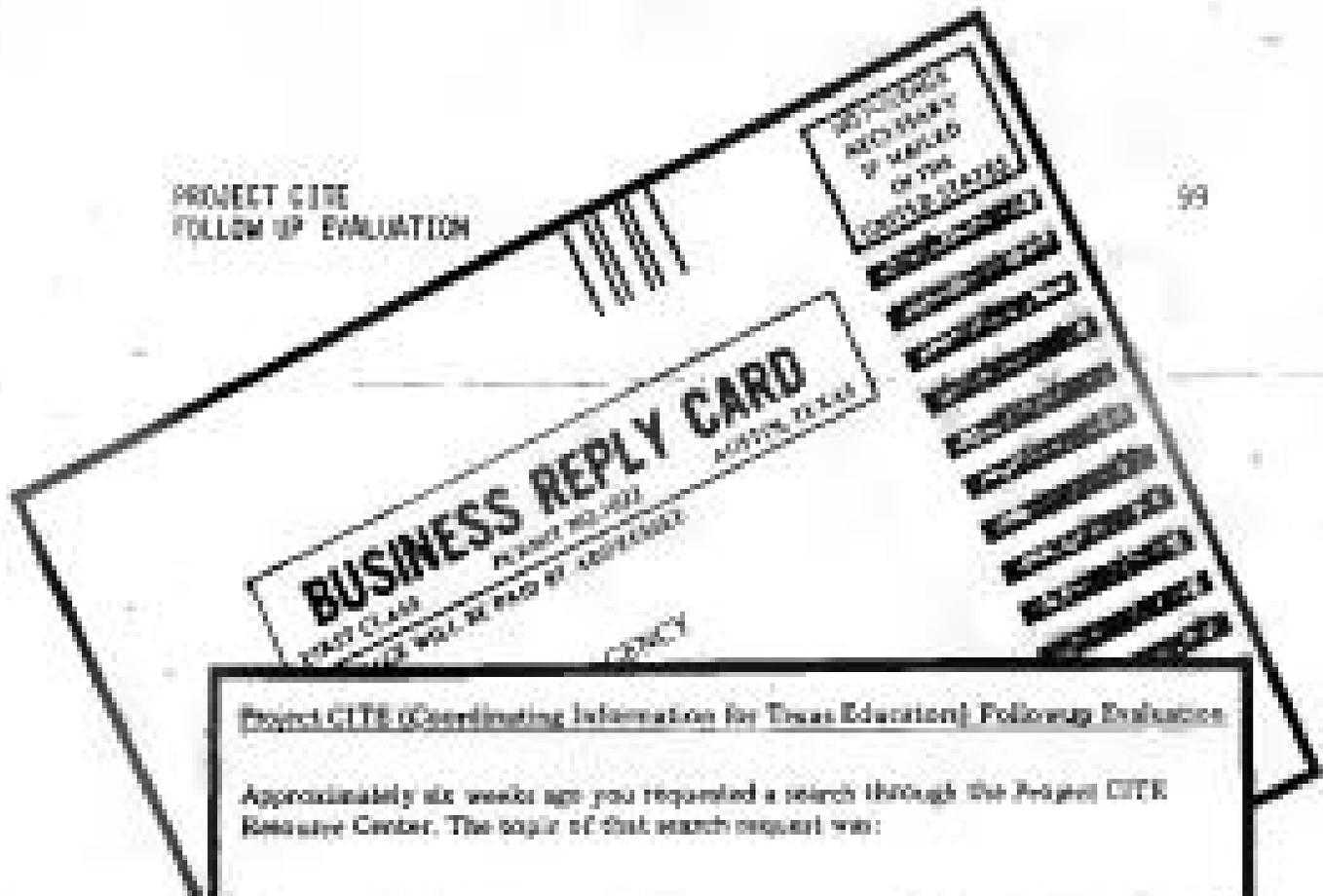
SEEK Search No. \_\_\_\_\_

Instructions: Up to ten documents on microfiche are included with each search, free of charge. List below the ED Number (e.g. ED 128202), and the title of the documents you wish. Be sure the ERIC document is available from EDRS as noted in the citation. Allow one to two weeks for delivery.

SEEK  
 Use ED Number Title

--	--	--

1. 1 other  
 2. 2 other  
 3. 3 other
- Did you use your information based on references in the search?  1 yes  2 no
  - Did you refer information you used based on references in the search?  1 yes  2 no  
 How many times? \_\_\_\_\_ how many pages? \_\_\_\_\_
  - Have you initiated similar search-related work for you based on this work?  1 yes  2 no
  - If you have additional projects, would you use the service again?  1 yes  2 no  
 Would you recommend the service to a colleague?  1 yes  2 no
  - Did the above cited information correlate with others?  1 yes  2 no  3 yes how many?  
 \_\_\_\_\_
  - If the service were not available through the service system, would you be willing to pay for the service  
 from another source?  1 local state or county  1 through funds  2 not interested  
 3 never (insert)
11. Comments: \_\_\_\_\_



Project CITE (Coordinating Information for Texas Education) Followup Evaluation

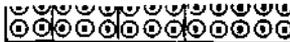
Approximately six weeks ago you requested a search through the Project CITE Resource Center. The topic of that search request was:

\_\_\_\_\_

In order that we may continue to improve our services to the school people of Texas, would you please respond to the questions on the detachable card and mail it to us (the card is postage paid).

- Please read the instructions on the back of the card.
- Did you use the information?  1 none  2 little  3 fair  4 good  5 very good
  - To what extent was the information relevant to the nature of your search effort?  1 not relevant  2 marginally relevant  3 fairly relevant  4 well relevant  5 completely
  - How did you use the information?  1 in the classroom  2 in program planning  3 in program planning  4 in administrative planning  5 in a combination of these  6 not personal interest at all  7 other (insert)

Not at all



- For marking answers, use No. 2 pencil only.
- Please fill in all circles completely (●).
- Make no marks outside of the circles, except where requested.
- Written information should be given only where boxes ( ) have been supplied.
- Erase completely any answers you wish to change.

OMB No. 515 78021 Expiration Date 12-31-80

"This report is authorized by Law 20 U.S.C. 1221a. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely."

9.9

100

### INFORMATION SEARCH SERVICES

### NTS IMMEDIATE FEEDBACK FORM

1. How urgent or pressing is the request that motivated you to make use of the information service? (Please fill in one circle.)

Not at all pressing      Extremely pressing

6. How timely is the information or assistance toward addressing your original request? (Please fill in one circle.)

Too late to be useful      Much ahead of when needed

2. If you received material, review them? (Please fill in one circle.)

Not at all

3. If you have received consultants, how would you rate that assistance? (Please fill in one circle.)

- Finding resources
- Helping with Plans
- Giving solutions to
- Providing general
- Other

4. To what extent is the relevant to your organization? (Please fill in one circle.)

None relevant

5. How completely does the information service meet your needs? (Please fill in one circle.)

### IMMEDIATE FEEDBACK FORM

Please provide your opinions regarding the information or assistance provided to you. Thank you very much.

#### IDENTIFICATION NUMBER

State	Region	Linker	Service
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## State Department of Education

LESLIE FISHER, Superintendent  
LLOYD GRAHAM, Deputy Superintendent  
TOM CAMPBELL, Associate Deputy Superintendent  
7500 North Lincoln Boulevard  
Oklahoma City, Oklahoma 73105

Re: Search Number \_\_\_\_\_

Thanks for your information request. The results of our search are enclosed, along with instructions for use and ordering additional materials.

In processing your request for information, we have used a variety of resources; e.g. ERIC (Educational Resources Information Center), other computer data bases, State Department of Education Resource Base, Oklahoma Department of Libraries, other Oklahoma agencies, and many other sources—both individual and organizational. As many of our searches are done on computer data bases, the results may be in a somewhat unfamiliar format which may take some study on your part.

We hope we have helped answer your questions. If not, please let us know, and we will try again. Your response is taken seriously and does make a difference. If you need additional information or have any other comments or questions, please write or call.

Sincerely,

Project SEEK Staff  
(405) 521-3491

Enclosures:

100



If it is evident that the search will not be out of the center soon, a SEARCH ALERT is sent to the contact person, outlining the reason for the delay and giving some assurance that the search has not been lost or forgotten.

# CITE

coordinating information for Texas educators

SEARCH ALERT: SEARCH ALERT: SEARCH ALERT:

TO THE CITE CONTACT PERSON ADDRESSED:

The following request for information was received on \_\_\_\_\_ . It is being processed but has been delayed:

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

The delay has occurred because:

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

I anticipate that the search will be completed and mailed by:

\_\_\_\_\_

If this is not satisfactory, please call me, and I will attempt to speed up the process. Thanks.

\_\_\_\_\_  
Your CITE person

Southwest Tower 211 East 7th Street Austin, Texas 78701 476 6861

CITE SEARCH ALERT

## USER FORMS

An example of the contract Project CITE asks its Regional Service Center contractors to sign is reproduced on page 105. (A copy of the graduated fee service schedule to which the contract alludes is found in the Marketing Section.) Following the contract is a copy of the User's Statistics and Explanation Report, page 106. CITE keeps records on the number of searches each Regional Service Center asks for per quarter. By noting who asks for the searches, Educational Service Center contact persons are informed of just who is using the service. This information is also helpful to show the funding agency or sponsoring institution.

### A USEFUL RULE OF THUMB FOR FORMS

A rule of thumb which was suggested by a Project CITE staff member might be useful to remember: regardless of the good intention in its development, if a form is not used during a six-month period, it should be eliminated!

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\_\_\_\_\_  
 (Client Administrator Signature) (Title) (Date)

\_\_\_\_\_  
 (Executive Director, ESC Region XIII) (Date)

\_\_\_\_\_  
 (Project CITE Director) (Date)

P.O. Reference Number \_\_\_\_\_ P.O. Date \_\_\_\_\_

To be billed:      Annually      Quarterly      (circle one)

CITE CONTRACT

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Please send three (3) signed copies of this contract to:

CITE Resource Center  
 Southwest Tower  
 211 East 7th Street  
 Austin, Texas 78701

COMPUTER SEARCH AGREEMENT

CITE Resource Center, 211 East Seventh Street, Austin, hereby agrees and contracts with \_\_\_\_\_ to provide computerized literature searches and other services at level \_\_\_\_\_, as specified on the attached fee/service schedule, effective September 1, 1976.

This contract is to be in effect from the first day of \_\_\_\_\_, 19\_\_ to the last day of \_\_\_\_\_, 19\_\_. CITE Resource Center agrees to provide all services specified for the level of service hereby contracted for. \_\_\_\_\_ agrees to pay the quarterly minimum of \$ \_\_\_\_\_ and for any searches above the contracted minimum at the rate-per-search specified for that level.

Clients may alter contract terms for succeeding quarters by mutual agreement in writing 15 days prior to the termination of their current contract. This contract pertains only to services outlined on the effective service/fee schedule.

heraby authorizes this contract with Education



EVALUATION FEEDBACK

Total Forms Returned \_\_\_\_\_

Computer \_\_\_\_\_

Manual \_\_\_\_\_

Return Rate \_\_\_\_\_

CONTRACT SEARCHES LEFT IN QUARTER \_\_\_\_\_

USER'S STATISTICS & INFORMATION REPORT

100

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INFORMATION SEARCH SERVICES

C.I.T.E. USER

CITE Users' Statistics and Explanation Report

ESC Region \_\_\_\_\_

for the \_\_\_\_\_ of \_\_\_\_\_, 19\_\_

NUMBERS

Computer (contract) Searches Run \_\_\_\_\_

"Manual Only" Searches \_\_\_\_\_

Total for month \_\_\_\_\_

BY WHOM

% Of Total

Superintendents \_\_\_\_\_

Principals \_\_\_\_\_

Coordinators/Cons./etc. \_\_\_\_\_

Teachers \_\_\_\_\_

ESC staff \_\_\_\_\_

Others \_\_\_\_\_

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## MARKETING

8

*A successful marketing strategy defines the products or services offered, prices them accurately, then distributes and promotes them.*

PRODUCT	110
PRICE AND PLACE	111
PROMOTION	115
Print Materials	117
Television and Radio	122
	123

While the term "marketing" has not often been used by educators, information specialists or librarians, it is a vital part of a successful information search service. To those unfamiliar with the field, marketing is often viewed as a hard-sell, "Madison Avenue" technique which skillfully packages a product and manipulates prospective buyers to ensure high sales figures. There are aspects of marketing, however, which have relevance for information services that sincerely want to address real client needs.

The function of an information search service is to provide its clients with information about products, ideas, and services. To be able to perform this function, the service must correctly determine client needs and monitor them as time goes on. Determining and monitoring needs in order to respond with a saleable product is what successful marketing is all about. In addition, a project which exists with institutional support must be able to demonstrate to the institution that it performs worthy and essential services. That, too, is marketing.

A successful marketing strategy defines the products or services offered, prices them accurately, then distributes and promotes them. Marketing theory calls this the "Four P's" of a marketing plan.

## THE FOUR P'S OF MARKETING

1. Product
2. Price
3. Place (Distribution)
4. Promotion

The following provides some ideas about the "Four P's" as applied to an information search service. What is suggested here only scratches the surface of marketing. Additional sources of information about marketing can be found in the Reference Section.

### PRODUCT

Obviously, the product of an educational information search service is information. In further defining the product, however, the information search service can begin by identifying its client groups more specifically. Once this is done, the service can then initiate and maintain contact with the clients to determine their specific information needs. Individual users will of course have their own requirements and eccentricities, and there will be some problems in separating true need from want, desire or demand. Expression of need is not always clear, and assessment of the intensity of a need is difficult to determine. However, once the needs of the client population are determined, it will be necessary to decide which specific needs apply to the largest number of potential users.

To begin to determine need, it will be useful to segment the clients into specific groups. An educational information search service, for example, could send a survey questionnaire to a

People buy through their senses. If the service can design an eye-catching campaign for its awareness efforts and an attractive package for the product itself, there will be more interest in examining what's inside.

#### PRICE AND PLACE

The price and distribution of the product will depend on who the client group is and where it is located. Price will also depend on how the search service is set up: whether a for-profit, independent business effort, or a service offered by an institution on a free or cost basis. Distribution, too, will depend on how the search service is set up: whether its services are offered directly to client groups, or whether a system of intermediate linkers is employed.

Due to state laws, Oklahoma's Project SEEK does not charge for its services. It serves all educators in the state directly, without the use of intermediate linkers. Project SEEK is aided in its

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#### MARKETING

111

selected number of superintendents, perhaps in urban school districts, asking what kinds of information services they prefer. Ideally, once the most responsive possibilities have been determined, the service should test market the product with those clients first, before beginning the general marketing effort.

In addition to test marketing with small sample populations, a successful marketing strategy will test market the packages that will present the service. It is more effective if the right message in the right media can be sent to the client. Marketing evaluation discloses that better than 60 percent of

distribution efforts by the existence of the VIEW (Vital Information in Education and Work) program which provides career information microfiche. VIEW has placed over 800 microfiche readers throughout the state and has agreed that its readers may be used to read microfiche provided by Project SEEK. SEEK's staff can pinpoint the location of the readers by referring to the VIEW Directory. With each order for microfiche, SEEK sends the notice reproduced on page 113.

Texas' Project CITE operates a little differently, serving educators throughout the state via an intermediate linking system set up with the twenty Regional Service Centers. In setting up its distribution system, CITE was careful to involve the service centers in the planning process so they would have a stake in the project's success. CITE also serves educators in surrounding states via the Regional Exchange at Southwest Educational Development Laboratory.

Texas' Project CITE charges a fixed fee set at five levels and based on quarterly use of services for both service center subscriptions and non-service center subscriptions. Individuals may also submit requests at a fixed fee per request. A copy of CITE's fee schedules appears on page 114.

Agreed that all microfiche readers in schools across the state may be used to read microfiche provided by Project SEEK. This agreement includes microfiche supplied to public school personnel only.

For information regarding the availability of a VHS microfiche reader in your area, please contact:

Project SEEK  
Oklahoma State Department of Education  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105  
(405) 521-3451 or (521-3331)

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HARVEST 255

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NOTICE SENT WITH MICROFICHE



Level IV 75 searches per Quarter @ \$1350 per Quarter, i.e., \$18 each.  
Level V 100 searches per quarter @ \$1500 per quarter, i.e., \$15 each.

Each contract to be backed by these services:

1. Ten documents in microfiche with each search, at no cost.
2. Five journal articles photocopied with each search, as available.
3. Paper copy of microfiche documents @ \$.10 per page.
4. Additional microfiche, or those not ordered in connection with a search, @ \$.20 Per sheet of film.
5. Clients may receive up to fifty citations of ERIC materials, or a maximum of twenty-five citations from another database.

NOTE: Searches used over and above the quarterly allotment may be subtracted from the next quarter's allotment, or billed at the rate per search of the level contracted.  
Contracts are billed annually, in advance, unless quarterly billing is requested.

NON-SUBSCRIPTION COSTS

Individuals may submit requests for computer searches on specific topics at a cost of \$30.00 per request.

CITE FEE SCHEDULES AS OF SEPTEMBER 1979

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FEE SCHEDULE FOR SERVICE CENTER SUBSCRIPTIONS

Level I 10 searches per Quarter @ \$200 per Quarter, i.e., \$20 each.  
Level II 25 searches Per Quarter @ \$450 Per Quarter, i.e., \$18 each.  
Level III 50 searches per Quarter @ \$800 Per quarter, i.e., \$16 each.  
Level IV 75 searches per Quarter @ \$1050 per quarter, i.e., \$14 each.  
Level V 100 searches per Quarter @ \$1200 per quarter, i.e., \$12 each.

Each contract to be backed by these services:

1. Ten documents in microfiche with each search, at no cost.
2. Five journal articles photocopied with each search, as available.
3. Paper copy of microfiche documents @ \$.10 per page.
4. Additional microfiche @ \$.20 per sheet of film.
5. Clients may receive, at their option, up to 100 citations of ERIC materials instead of the normal fifty.
6. The CITE staff is available for training here at the Resource Center in use of CITE services, but there are currently no funds for staff travel.

FEE SCHEDULE FOR NON-SERVICE CENTER SUBSCRIPTIONS

Level I 10 searches per quarter @ \$250 per quarter, i.e., \$25 each.  
Level II 25 searches Per quarter @ \$550 per quarter, i.e., \$22 each.

## PROMOTION

In promoting a product it is useful to remember that there are five factors influencing a person's decision to adopt a new service or a new product: (1) advantages over the old system; (2) compatibility with lifestyle of user; (3) complexity versus simplicity of new idea; (4) ease of description of its function and (5) divisibility: can it be tried out on a small scale?

Remember that everyone on the staff of a search service is engaged in promoting the product. A highly motivated staff is essential. Also remember that the project must promote itself to its funding source as well as to its clients. SEEK keeps a subject record of search forms initiated by teachers, and periodically sends information about pertinent search requests to the field staff in the state agency. These field agents specialize in various subject areas, so it is easy to route pertinent requests to the appropriate specialist. SEEK's cover letter is reproduced on p. 116.

For some groups, an information search service is a new, unusual idea. Some potential clients may be threatened by the new service. It is necessary to reassure them that the service does not compete with or amplify their current responsibilities, but rather will aid and enhance them in their activities.

As an example, to promote the CITE Project to the staff of the Texas Education Agency, the Dissemination Division brought together all the groups within the agency that would be affected by the new service. A series of meetings was held to share ideas, talk about dissemination in general, and to emphasize that rather

indication of needs, concerns, and possible problems of teachers with whom you have regular contact.

As you travel about the state, contact these teachers to see if you might be of help in implementing the new materials and/or ideas they received from Project SEEK.

Thanks for your continued support.

ds

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## INFORMATION SEARCH SERVICES

than taking over any function of any other division CITE would be helping the divisions out. To continue to receive institutional support, CITE has made it a policy to provide TEA staff with information even when it has not been requested. CITE also keeps statistics on who uses its services and why.

J. D. GIDDENS  
1987 SUPERINTENDENT  
INSTRUCTION

JACK STRANORN  
1987 SUPERINTENDENT  
STATE FEDERAL

S. H. MC DONALD  
1987 SUPERINTENDENT  
FINANCE

### State Department of Education

L. PAUL PIERCE, Superintendent  
LLOYD GRAHAM, Deputy Superintendent  
TOM CAMPBELL, Associate Deputy Superintendent  
2501 North Lincoln Boulevard  
Oklahoma City, Oklahoma 73105

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:

received by every teacher in the state, thus providing direct access to Project SEEK's clients. At the beginning of Project SEEK, the OKLAHOMA EDUCATOR ran a cover story on the service, the headline reading "Project SEEK: New, Free Research Service Created for State Educators." This headline instantly catches the reader's interest, emphasizing as it does that the service is free and designed for educators. The article itself begins with "Project SEEK. What is it? Where is it? What can it do for you? When can it be done?" and goes on to answer these questions. Note that the questions are purposely geared to appeal to the interest of the clients. Specific practical examples are given

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## MARKETING

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### Print Materials

The first item that is usually considered in promoting a service or a product is a brochure. If the budget allows, it is wise to invest in the services of a professional designer when developing a brochure. It may be necessary to redesign the brochure after it has been in service for awhile, since services and products will change according to client needs. One example of an information search service brochure, developed by Project SEEK, is shown on pages 120 - 121.

If the search service is part of a larger organization that publishes some kind of newsletter or paper, full use should be made of this medium. Since Oklahoma's Project SEEK is housed in the Communication and Dissemination Division of its SEA, it can place notices about services in two publications, THE OKLAHOMA EDUCATOR and the SUPERINTENDENT'S NEWSLETTER.

(405) 521-3491

We've found answers for more than 500 other educators on questions ranging from mainstreaming to energy usage.

We can find an answer for you, too.

Project SEEK  
(Sooner Exchange for Educational Knowledge)



Another service of your  
Oklahoma  
State Department of Education

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## INFORMATION SEARCH SERVICES

of searches on topics of current interest to educators, such as preschool and early childhood handicapped teaching techniques.

Each month thereafter Project SEEK has run an advertisement in the OKLAHOMA EDUCATOR with eye-catching titles and simple messages. For example, "We've got 25 million answers: ask us a question." Samples of the advertisements run by Project SEEK are reproduced on page 119. SEEK follows a similar strategy in the SUPERINTENDENT'S NEWSLETTER, which goes to all Oklahoma superintendents. A sample advertisement is reproduced below.

### ADVERTISEMENT IN SUPERINTENDENT'S NEWSLETTER

**GOT A PROBLEM?**

Call

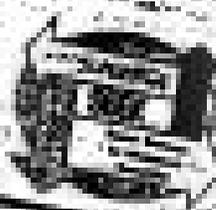
## MORE GOOD NEWS

[Illegible text block]



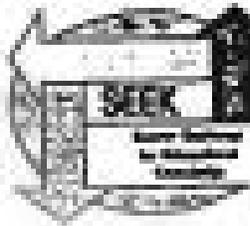
## THIS LETTER

[Illegible text block]



ADVERTISEMENT IN DELAWARE EDUCATOR

# Project



Project SEEA  
Education State Department of  
Other State Education Building  
2000 N. Lincoln Blvd.  
Chattanooga, TN 37403  
Phone: (615) 251-5474 or 251-5484

LESLIE FRANK, Vice President

## PROJECT SEEA: THE STATEWIDE EDUCATION ENHANCEMENT PROGRAM

Project SEEA (Statewide Education Enhancement) is a program of the State of Tennessee designed to improve the quality of education for all students in the state. The program is a result of the State's commitment to providing a high quality education for all students.

The program is designed to provide a high quality education for all students in the state. The program is a result of the State's commitment to providing a high quality education for all students.

Project SEEA is a program of the State of Tennessee designed to improve the quality of education for all students in the state. The program is a result of the State's commitment to providing a high quality education for all students.

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### Television and Radio

In addition to printed materials, the service should use any access it has to educational television spots or radio public service announcements. Such time is free, so project costs can be limited to development of the advertisement. If the service is part of a state or local agency, there may be a media department which could be used. Project SEEK has a 10-minute slide-tape awareness presentation which its staff shows to clients.

### Demonstrations and Workshops

Another important component in promoting a product is personal contact in the field, usually through practical demonstrations of services or products offered. Oklahoma's Project SEEK sets up exhibits at workshops and conventions, such as the State Teacher's Convention held in Oklahoma each year. A portable computer terminal is used to run searches for teachers on the spot. Such demonstrations always generate interest and enthusiasm.

Project SEEK also presents workshops to selected groups. Workshop requests are collected whenever feasible, perhaps at convention exhibits. SEEK's REQUEST FOR WORKSHOP form is reproduced on page 123. Also gathered at workshops and conventions is information about the level of awareness of target groups about Project SEEK and ERIC. The form is a simple one and is reproduced below.

PROJECT SEEK AWARENESS AND USE INFORMATION GATHERING FORM				
Name and School Mailing Address	Aware of SEEK	Used SEEK	Aware of ERIC	Used ERIC
etc.				

**PROJECT SEEK'S  
REQUEST FOR WORKSHOP  
FORM**

6. Number of days, dates, time, location and 17% fee cost per participant

7. Other comments

Cost of equipment to present

10. Approximate No. of participants

11. Any special facilities needed and provided

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**IV. LOCATION**

How long do you want the participants to stay?

\_\_\_\_\_

\_\_\_\_\_

What preferences or dislikes

\_\_\_\_\_

\_\_\_\_\_

**(SEEK STAFF USE ONLY)**

Continued from pg.

Telephone \_\_\_\_\_

Letter \_\_\_\_\_

Meeting \_\_\_\_\_

\_\_\_\_\_ (Site Location)

\_\_\_\_\_ (Site Contact Person)

\_\_\_\_\_ (Site Contact Address)

\_\_\_\_\_ (Date of Meeting)

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**V. EVALUATION**

How well organized was the workshop? How satisfied are you with the workshop presentation?

\_\_\_\_\_

\_\_\_\_\_

Do you have suggestions or requests for changes to the next Project Seek program?

\_\_\_\_\_

\_\_\_\_\_

**WORKING GROUPS**

Name of Request

Formal Meeting Request

Comments

APPROPRIATE AND APPROVED

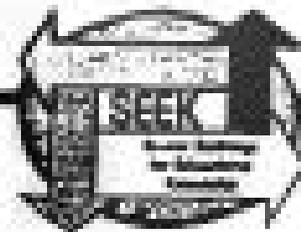
1. YES

- YES - Approved
- YES - Request Denied
- YES - 10% Fee
- YES - Location
- YES - Other

2. NO - Request Denied

\_\_\_\_\_

3. Request for Change



**(SEEK STAFF USE ONLY)**

12. Will you have the same preferred and the alternatives?

Yes \_\_\_\_\_

No \_\_\_\_\_

Yes \_\_\_\_\_

**13. COMMENTS**

How does the relative value of...

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#### INFORMATION SEARCH SERVICES

One bit of important advice to remember about marketing: it must be continuous and repeated. It takes time for a message to make an impact and people tend to forget easily. Staff turnover within the client population results in potential clients who are back at the awareness level regarding the search service. Repeated telling never hurt an information search service.

The information in this segment on marketing has been presented as an introduction for anyone interested in promoting a search service. Success in the activity often rests on the creativity and initiative of project staff. For more suggestions and details the reference listed below might be useful.

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BUDGET 9

*Building in a bit of 'mad money' and a margin for rising costs and unexpected emergencies is always essential.*

and unexpected emergencies is always essential. When negotiating federal budgets, it is useful to remember that "maybe" is the state-of-the-art. Building and maintaining political ties is essential in obtaining the most resources possible for the project.

All the items listed are suggestions based on observations made by Projects SEEX and CITE. Additional information, including some costs current as of early 1980, can be found in the preceding sections of the manual. Each project's specific needs will alter the following list considerably. If, for example, the project decides not to maintain a periodical collection, a substantial expense will be eliminated. Also, a beginning project will have different needs than one already in operation. There is a difference between setting up a collection and maintaining it. Keeping these reservations in mind, a basic list of items for which to budget appears on the following pages.

## BUDGET

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As a final section, it seems appropriate to address the question of money and budgets. Considering the fact that prices do not remain stable from year to year, it did not seem practical to attempt a list of figures with a final total cost. A basic list of items that should be considered does seem useful, however, and that is what has been included here.

First it should be noted that there is no way the budget manager can think of everything at the beginning of the year.

Office  
Folio  
Telephone Service  
Telephone  
Telephone  
Telephone  
Telephone  
Telephone

**Telephone Service and Maintenance**

See above for list of items to be reclassified.

**General Office Supplies and Printing**

Books  
Office Supplies  
Forms  
Miscellaneous (Stationery, Postage, etc., etc.)

**PRINTING AND DELIVERED PRODUCTS**

**Printing and Delivered Products**

Printing  
Books  
Lenses  
Printing  
Printing Supplies, Materials, etc.

**BASIC LIST OF BUDGET ITEMS**

**ACQUISITION**

**Books and Periodicals**

Reference Collection  
Periodical Collection  
Commercial Books  
Commercial Services and Publications  
ERIC Collection (Microfilm, CD, etc., etc.)  
Microfilm  
Microfilm

**Computer Equipment**

Hardware  
Software  
Peripherals  
Data Base Software  
Data Base Hardware  
Software

**COMPUTER SOFTWARE**

**Computer Software, Print**

Microfilm  
Microfilm  
Microfilm  
Microfilm  
Microfilm

**Microfilm**

Microfilm  
Microfilm  
Microfilm  
Microfilm  
Microfilm  
Microfilm



Director  
Administrative Assistant  
Searchers  
Librarian  
Secretary/Clerk

Staff Training and Development

Consultant Fees  
Computer use training (initial and continuous)  
Training for new staff  
Travel and expenses to conferences  
Other Technical Assistance Training  
Professional Journal Subscriptions

Institutional Costs

Staff Benefits  
Overhead

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Promotional PSAs (radio/television)

Writing  
Design  
Layout  
Reproduction

Promotional Slide/Tape Presentation

Writing  
Design  
Layout  
Photography  
Reproduction

Workshop Presentations

Travel  
Materials

Resource Guides

Design  
Writing  
Layout  
Printing  
Royalty Fees  
Mailing

Information Searches

Search form development  
Search form reproduction  
Computer Costs  
Periodical Duplication Costs

STAFF

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**AFTERWORD**

*by Preston C. Kronkosky*

state, or national level, and that information search services provide educators an important service. The opening remarks were followed by a series of concurrent sessions over a two-day period in which staff members of Texas' Project CITE and Oklahoma's Project SEEK discussed the various aspects of their operations, from acquisitions of materials to computerized information retrieval to marketing the service. John Peterson, Director of Resource and Referral Service and Judy Conrad from the ERIC Clearinghouse for

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## AFTERWORD

In the early part of January 1980, the states served by the SEDL Regional Exchange (SEDL/RX) requested that a regional workshop be planned on "Building State-Based Information Resource Centers." Two of the states, Texas and Oklahoma, had such centers, called search services, and four were in the process of developing them, either independent of federal funding or as part of state capacity building grants emphasizing dissemination. The workshop gave the SEDL/RX an opportunity to arrange for Texas and Oklahoma to share their experiences with the other four states. In this way, two of the RDx national goals were fulfilled: (1) to promote coordination among dissemination and school improvement programs and (2) to provide information, technical assistance, and/or training which support dissemination and school improvement efforts.

"Building State-Based Information Resource Centers" held at SEDL in Austin, Texas, began with opening remarks by Virginia Cutter, former Director of Dissemination for the Texas Education Agency and now a private consultant. Mrs. Cutter, widely respected for her achievements in the field of dissemination, stressed that making

The enthusiasm and high level of interest on the part of participants at the workshop, coupled with the request afterward from Pat Martin, Director of Texas' Project CITE, that the information be pulled together in a single document, prompted the SEDL/RX to decide to develop the handbook, INFORMATION SEARCH SERVICES FOR EDUCATORS.

Sharon Adams, coordinator for the workshop and a Dissemination Specialist who has worked closely with Projects SEEK and CITE, and Martha Hartzog, a Technical Writer with experience in developing handbooks and in document design, took on the task. It was the intent of Adams and Hartzog to produce a handbook which would have the widest possible application. First Hartzog wrote up the information presented at the conference, dividing it into chapters, continuing to use specific examples from Projects CITE and SEEK. Adams reviewed the materials, rewriting them to be more generally applicable. The first draft was reviewed by Nancy Baker Jones, Dissemination Specialist, and by Projects SEEK and CITE. SEEK and CITE continued to help throughout the development process, providing answers to specific questions, new copies of forms, and so forth.

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Rural Education and Small Schools (ERIC/CRESS) detailed the services provided by their respective organizations. The workshop ended with a presentation by James Treece, an attorney and professor of law at The University of Texas at Austin, concerning the implications of federal copyright law for search services, and with closing observations by Virginia Cutter. A copy of the agenda for the conference, together with a list of

After the draft was returned by the reviewers, Hartzog incorporated their suggestions and began designing a format for the manual which would make it attractive and easy to use. Teri Aleman, Senior Secretary, labored long and hard to type the document and create the charts.

Since 1976, the primary concern of SEDL/RX has been to assist the six SEAs it serves in developing, expanding, and strengthening state-wide and regional dissemination systems which provide information about R&D outcomes and other resources. In its willingness to develop this document, which goes beyond the usual conference report, the SEDL/RX staff has demonstrated its dedication to this primary mission.

Preston C. Kronkosky, Director  
Division of Field Services and  
Dissemination

APPENDIX A: PROJECT CITE SHELF LIST CATEGORIES

**ADU ADULT EDUCATION**

The education or instruction of adults, curriculum and method. Includes basic skills, functional literacy, lifelong learning, continuing education and adult basic education.

**ALT ALTERNATIVE EDUCATION**

Includes both educational alternatives and alternative schools.

**BIL BILINGUAL EDUCATION**

Besides true bilingual education, materials on Non-English Speaking, English as a Second Language and Spanish Speaking Children, etc. are included. See also STUDENTS, SPECIAL POPULATIONS, SOCIAL STUDIES, MULTICULTURAL.

**CAR CAREER EDUCATION**

Curriculum and methods in teaching about jobs and careers. Also includes some material on guidance and counseling in the areas of career/occupational opportunities and choice. See also VOCATIONAL EDUCATION, GUIDANCE AND COUNSELING.

**CHD CHILD DEVELOPMENT**

Includes the mental, emotional, social and physical growth of children. See also EARLY CHILDHOOD.

**CLM CLASS MANAGEMENT**

Management of children and facilities within the classroom. Includes discipline, behavior modification, time and materials management, etc.

**ACC ACCOUNTABILITY**

Includes material on the accountability of teachers, administrators, and pupils. See also NEEDS ASSESSMENT, COMPETENCY BASED EDUCATION, EVALUATION, TESTING.

**ADN ADMINISTRATION**

Direction, control, management and organization of all matters/people pertaining to schools and school systems. Includes materials on Principals, Superintendents, Business Managers and others in positions of administration; finance, scheduling, attendance and other such topics. See also SUPERVISORS, GUIDANCE AND COUNSELING.

**COP COMPUTERS**

All aspects of use of computers in education. Includes calculators. See also ADMINISTRATION EDUCATIONAL APPROACHES, INSTRUCTIONAL MATERIALS, TEACHING TECHNIQUES.

**CRA CREATIVITY**

Teaching and/or using creativity in the classroom. See also GIFTED AND TALENTED.

**CRD CRIME AND DRUG EDUCATION**

Curriculum and methods for teaching crime and drug education. Includes drug abuse, alcoholism, juvenile delinquency, etc. See also SUBJECT AREAS - HEALTH, VIOLENCE/VANDALISM.

**CUR CURRICULUM**

Materials dealing with the planning, development and implementation of curricula. Doesn't include curriculum guides in the subject areas. See also EDUCATION GENERAL - CURRICULUM GUIDES (Subject Categories).

**DID DISADVANTAGED**

Materials concerning children who are culturally, socially, economically and academically disadvantaged. See also GUIDANCE AND COUNSELING, STUDENTS - SPECIAL POPULATION, URBAN EDUCATION.

**ECH EARLY CHILDHOOD**

Materials dealing with the teaching and learning of children from birth through grade 3.

**EDA EDUCATIONAL APPROACHES**

Includes comprehensive philosophies and approaches to education; includes such things as interdisciplinary education, lab approach,

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INFORMATION SEARCH SERVICES

See also ADMINISTRATION.

**COM COMPETENCY BASED EDUCATION**

Includes teaching methods, student competencies, graduation requirements, etc. See also ACCOUNTABILITY, TESTS/TESTING,

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self-directed learning, etc. See other categories for specific approaches: e.g. OPEN EDUCATION, COIL, etc.

EDS EDUCATION GENERAL

Materials dealing with education in general, not specifically enough to classify elsewhere

0001 - 0999 Programs	3000 - 3999 Dissemination
1000 - 1999 Monographs	4000 - 4999 Statistics
2000 - 2999 Catalogs and Directories	5000 - 5999 Research
	6000 - 6999 Curriculum

EDE EDUCATIONAL ISSUES

General topics and issues which are related to and have an impact on education in general.

ELE ELEMENTARY EDUCATION I

Materials dealing with general methods and philosophies of education at the elementary level. Materials about specific subject areas are found under the subject shelf category.

EER EVALUATION

Includes program, administrator, teacher, student, and other evaluations.

EUT FUTURES OF EDUCATION

See also INNOVATION.

GMH GAMES

Creating and using games and simulations in the classroom as instructional technique. See also LEARNING CENTERS, INDIVIDUALIZED INSTRUCTION.

GTF GIFTED AND TALENTED

Programs, methods, curriculum and all other aspects of identifying

**INI INDIVIDUALIZED INSTRUCTION**

See also **LEARNING CENTERS, OBJECTIVES, OPEN EDUCATION.**

**INN INNOVATION AND CHANGE**

Information on the introduction and implementation of new ideas, methods or devices into the educational process. Materials on dissemination are included here. See also **FUTURES, ADMINISTRATION, EDUCATIONAL APPROACHES, ALTERNATIVE EDUCATION.**

**INS INSERVICE EDUCATION**

Includes all aspects of staff development and inservice training of teachers, administrators, counselors and paraprofessionals. For teacher education see **TEACHERS.** See also **TEACHERS, ADMINISTRATION, SUPERVISION.**

**INT INSTRUCTIONAL MATERIALS**

Information regarding the selection and use of materials, media and devices used for the purpose of instruction. See also **GAMES, COMPUTERS.**

**LAN LANGUAGE ARTS**

Includes materials on all areas of study which teach control and proficiency in the use of the English language, both oral and written. Includes English Education. See also **READING, BILINGUAL EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.**

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**INFORMATION SEARCH SERVICES**

**GUC GUIDANCE AND COUNSELING**

Includes counseling information on dropouts, disadvantaged, other exceptional children and regular students. Also includes career counseling.

**HUM HUMANISTIC EDUCATION**

Includes affective education, values education, moral education, self-concept and other educational approaches which are oriented toward

## LEA LEARNING

Information on how students acquire knowledge, includes theories, styles, processes, environment, etc. See also SPECIAL EDUCATION, EDUCATION GENERAL - RESEARCH.

## LEC LEARNING CENTERS

Designated areas of classroom or school equipped with programmed or self-directed instructional materials for independent study. See LIBRARIES for Learning Resource Centers. See also LIBRARIES, INDIVIDUALIZED INSTRUCTION.

## LIB LIBRARIES

Information concerning public, academic, special and school libraries. Includes library skills.

## MAT MATH

Includes metric education. See also ELEMENTARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES, SPECIAL EDUCATION - TEACHING.

## MID MIDDLE SCHOOLS

Grades 6, 7, and 8.

## MIG MIGRANT EDUCATION

See also DISADVANTAGED.

## APPENDIX A

0001 - 0999 General  
(Grammar, Activities, Methods,  
Research, etc.)  
1000 - 1999 Oral Communication  
See also EARLY CHILDHOOD  
2000 - 2999 Composition/Writing  
3000 - 3999 Listening

4000 - 4999 Spelling  
5000 - 5999 Study Skills  
See also CONTENT READING  
6000 - 6999 Poetry and Plays  
7000 - 7999 Miscellaneous  
(Mass Communication, Science  
Fiction, Newspapers, etc.)

## LAW LAWS AND LEGISLATION

Information on laws and legislation which affect education, educators,

**MIS MISCELLANEOUS**

For items which do not deal directly with education but are related.

**MOI MOTIVATION**

Techniques and methods for motivating students. See also LEARNING, HUMANISTIC EDUCATION.

**MOT MOTOR/SENSORY SKILLS**

See also EARLY CHILDHOOD, SPECIAL EDUCATION.

**NED NEEDS ASSESSMENT**

See also EVALUATION, ADMINISTRATION.

**OBJ OBJECTIVES**

Includes development and use of behavioral, instructional, performance and learning objectives. See also COMPETENCY BASED EDUCATION, INDIVIDUALIZED INSTRUCTION, ACCOUNTABILITY.

**OPB OPEN EDUCATION**

Information concerning an educational approach which utilizes the student's ability to choose learning experiences with the teacher in the role of facilitator and guide. Includes concept of open plan or open area schools where teaching and learning areas are structurally open and not separated by walls.

**PAP PARAPROFESSIONALS**

Information about non-professional instructional staff. Includes teacher aides. See also VOLUNTEERS, TUTORING, PARENT/COMMUNITY INVOLVEMENT.

**PAR PARENT/COMMUNITY INVOLVEMENT**

Includes parents of both regular and exceptional children. See also VOLUNTEERS, ADMINISTRATION, PUBLIC RELATIONS.

**PRO. PROFESSIONAL COLLECTION**

Information useful to the Resource Center Staff in planning and implementing their activities, objectives and goals.

REA READING

See also INDIVIDUALIZED INSTRUCTION, TEACHING TECHNIQUES, ELEMENTARY EDUCATION, SECONDARY EDUCATION.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 0001 - 0999 General         | 2000 - 2999 Reading Difficulties |
| 1000 - 1999 Content Reading | 3000 - 3999 Elementary           |
|                             | 4000 - 4999 Secondary            |

RSS RURAL AND SMALL SCHOOLS

See also ADMINISTRATION.

SCB SCHOOL BOARDS

See also ADMINISTRATION, PARENT/COMMUNITY INVOLVEMENT, PUBLIC RELATIONS.

SCF SCHOOL FACILITIES

Information concerning schools and school district's physical structures and materials. Includes school plant, equipment, etc. See also ADMINISTRATION, OPEN EDUCATION.

SCI SCIENCE EDUCATION

See also SECONDARY EDUCATION, ELEMENTARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

SEC SECONDARY EDUCATION

Materials dealing with general methods and philosophies of education at the secondary level. Materials about specific subject areas are found under their shelf category.

SOC SOCIAL STUDIES

See also ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

- |                        |                               |
|------------------------|-------------------------------|
| 0001 - 0999 General    | 2000 - 2999 Secondary         |
| 1000 - 1999 Elementary | 3000 - 3999 Multi-Cultural    |
|                        | 4000 - 4999 Consumer/Economic |



0001 - 0499 Deaf, Blind, Deaf-Blind  
0500 - 0999 Learning disabilities  
1000 - 1499 Emotional disturbance  
1500 - 1999 Mainstreaming  
2000 - 2499 Miscellaneous  
(Hyperactivity, Functional  
language, etc.)

2500 - 2999 Mental retardation  
3000 - 3999 Teaching  
See also TEACHING TECHNIQUES,  
EDUCATIONAL APPROACHES  
4000 - 4999 Vocational  
Education

#### STS STUDENTS - SPECIAL POPULATIONS

See also BILINGUAL EDUCATION, DISADVANTAGED, SOCIAL STUDIES - MULTI-CULTURAL.

0001 - 1999 Over-Under-Low-Achievers, 2000 - 2999 Minorities  
Slow learners

#### SUB SUBJECT AREAS

Instructional materials and techniques on all curriculum areas except those listed. See also CAREER EDUCATION, CRIME AND DRUG EDUCATION, LANGUAGE ARTS, MATH, READING, SCIENCE EDUCATION, SOCIAL STUDIES, VOCATIONAL EDUCATION.

0001 - 0499 Health  
0500 - 0999 Physical education  
1000 - 1499 Outdoor education

1500 - 1999 Fine arts  
2000 - 2499 Foreign language  
2500 - 2999 Energy  
3000 - 3499 Parenthood Education

#### SUP SUPERVISION

Materials on the study of supervision, supervisors and supervisory methods and techniques. Includes some teacher evaluation, observation techniques, staff development, etc. See also ADMINISTRATION, CURRICULUM, ELEMENTARY EDUCATION, EVALUATION, INSERVICE EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES.

#### TEA TEACHERS

Includes information on the student teacher, the beginning teacher, salaries of teachers, teacher education, the profession of teaching, etc. See also EVALUATION (for teacher evaluation).

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## TES TESTS AND TESTING

Includes information on measuring and evaluating pupil progress, how to write classroom tests, information on standardized tests and specific tests. See also COMPETENCY BASED EDUCATION, EVALUATION, LANGUAGE ARTS - STUDY SKILLS, GRADING.

## TUT TUTORING

Includes information on how to establish a tutorial program and general information on how to use tutors. See also VOLUNTEERS, PARENT/COMMUNITY INVOLVEMENT, PARAPROFESSIONALS.

## URB URBAN EDUCATION

Includes information about teaching youth in urban areas and special needs of urban schools. See also DISADVANTAGED.

## VIO VIOLENCE AND VANDALISM

Includes statistical information as well as prevention of violence and vandalism. See also CRIME AND DRUG EDUCATION, ADMINISTRATION, DISCIPLINE.

## VDC VOCATIONAL EDUCATION

Formal preparation for an occupation below the baccalaureate degree. Includes CVAE, business education, health occupations education, technical education, home economics, etc. See also GUIDANCE AND COUNSELING, SPECIAL EDUCATION (for vocational skills).

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## TEC TEACHING TECHNIQUES

Information on specific ways of presenting instructional material or conducting instructional activities as well as the teacher's manner and method of teaching. Other terms included are teaching methods and instructional methods. See also EDUCATION GENERAL, EDUCATIONAL APPROACHES, ELEMENTARY EDUCATION, SECONDARY EDUCATION, SUPERVISION, Subject categories.

## TEL TELEVISION

COMMUNITY INVOLVEMENT, TUTORS.

WOM WOMEN

Includes women's studies, women's roles in education, sex bias, sex discrimination and studies for and about women. See also SUBJECT AREAS - PHYSICAL EDUCATION, VOCATIONAL EDUCATION.

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INFORMATION SEARCH SERVICES



VOL VOLUNTEERS





**BUILDING STATE-BASED INFORMATION RESOURCE CENTERS: SEDL REGIONAL EXCHANGE WORKSHOP**  
 Thursday, February 28, 1980  
 (continued)

	CITE CENTER	PHIC CENTER	5TH FLOOR CONFERENCE AREA
3:00- 3:30pm	<p><u>Marketing: Some suggestions for awareness activities and publicity techniques for getting out the word about your service.</u></p> <p align="right">Jack Craddock Director Project SEEK</p>		<p><u>Resource and Referral Service at Ohio State University.</u></p> <p align="right">John Peterson RIS director</p>
3:30- 4:00pm	Tour of SEDL: a brief visit with the current SEDL Projects.		

Friday, February 29, 1980  
 (all in 5th Floor Conference Room)

9:00-10:00am	A word from the Clients (A group of educators from the Austin Region who have used CITE services--pros and cons and suggestions for the future.)
10:00-10:15am	BREAK
10:15- 11:30am	<p>Discussion Session Panel of workshop presenters address issues of "Working With Linkers" and "Possible Trouble Spots."</p> <p>Audience Questions &amp; Comments are welcome</p>
11:30-1:00pm	L U N C H
1:00- 3:00pm	<p>The Federal Copyright Law: What it Means for your Center</p> <p>Mr. James Tracee Professor, University of Texas School of Law</p>
3:00- 3:30pm	<p>Closing Remarks</p> <p>Evaluation</p>

**MISSISSIPPI:** John Barlow (State Department of Education, Jackson)  
 Yvonne Dyson (State Department of Education, Jackson)  
 Annie Bess Hinton (State Department of Education, Jackson)

**NEW MEXICO:** Karen James (State Department of Education, Santa Fe)  
 Katharine Lansdale (Farmington Municipal Schools, Farmington, NM)

**OKLAHOMA:** Jack Craddock (Project SEEK, Oklahoma City)  
 Janelle Lee (Project SEEK, Oklahoma City)  
 Wilda Copeland (Project SEEK, Oklahoma City)

**RDEP VI:** Helen Bush (Dallas, Texas)

**CONSULTANTS:** Judy Conrad (ERIC/CRESS, Las Cruces, NM)  
 Virginia Cutter (Private Consultant, Austin, TX)  
 Linda Kemp (Texas Education Agency, Austin, TX)  
 John Peterson, (RRS, Ohio State University, Columbus, OH)  
 James Treece (University of Texas Graduate School of Law,  
 Austin, TX)

**PROJECT CITE:** Pat Martin  
 Jan Anderson  
 Deborah Daniels  
 Jane McCarty  
 Waunda Stedman  
 Anna Stewart  
 Charlotte Tripp  
 Eva Westmoreland

**REGIONAL EXCHANGE:** Preston C. Kronkosky  
 Sharon Adams  
 Martha Hartzog  
 Nancy Baker Jones

**OTHER:** Laura Traywick (Comal ISD)  
 Stan Orezek (Region XX)  
 Nancy Baglin (AISO)

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PARTICIPANT LIST

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**ARKANSAS:** Sara Murphy (State Department of Education, Little Rock)  
 Carol Flynn (State Department of Education, Little Rock)  
 Willie Hardin (University of Central Arkansas, Conway, Arkansas)  
 Dick Madaus (Arkansas Library Commission, Little Rock, Arkansas)